2017-2018 Educator Effectiveness Data

The Office of Socially Responsible Evaluation in Education (SREed) at the University of Wisconsin – Milwaukee (UWM) leveraged three data sources to provide Wisconsin Institutes of Higher Education (IHE) with information about their recent education program graduates. These data are used to document both teacher perceptions of the effectiveness of their IHE in preparing them to succeed in education, and effectiveness ratings of teachers based on their local Educator Effectiveness process (using Danielson and Stronge Models of evaluation).

Table 1 provides the number of novice teachers associated with their licensure levels and program. Tables 2-5 summarize data of novice teacher perceptions of their preparation program, evaluator ratings of novice teachers on the Framework for Teaching, and evaluator ratings of novice teachers on the Stronge Model.

Table 1. Number of teachers by licensure area and program

|  |  |  |
| --- | --- | --- |
| **Licensure** | **Program** | **Number of teachers** |
| Early Adolescence-Adolescence | English | 9 |
|  | Mathematics | 9 |
|  | Social Studies | 5 |
|  | Science | 2 |
|  | English as a Second Language | 1 |
|  |  |  |
| Early Childhood | Regular/special education | 12 |
|  |  |  |
| Early Childhood-Adolescence | Music | 10 |
|  | Physical Education | 8 |
|  | Business Education | 7 |
|  | Adapted Physical Education | 4 |
|  | Art | 2 |
|  | Coaching | 2 |
|  | Spanish | 1 |
|  | Theater | 2 |
|  |  |  |
| Special Education | Special Education | 36 |
|  |  |  |
| MCEA | Elementary education | 43 |

Summary.

The report provided by SREed includes 153 novice teachers who completed one of our licensure programs. During 2017-18, there were 251 successful teacher candidates. This data represents roughly 56% of program completers in COEPS.

Table 2. Novice Teachers ratings on Perception of Teacher Preparation (n=63)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly  Agree | Agree | Disagree | Strongly  Disagree |
| My educator preparation program prepared me to succeed as a teacher this year. | 27% | 52% | 18% | 3% |
| My educator preparation program prepared me use Student Learning Objectives to assess the progress of my students this year. | 17% | 48% | 29% | 6% |
| I am better at Planning and Preparation tasks because of my educator preparation program. | 27% | 51% | 20% | 2% |
| I am better at establishing a Classroom Environment that promotes learning because of my educator preparation program. | 29% | 46% | 23% | 2% |
| My Instructional Practices are more effective because of my educator preparation program. | 27% | 57% | 16% | 0% |
| I am better at engaging in Professional Responsibility tasks because of my educator preparation program (reflecting on my teaching, collaborating with parents and other teachers, maintaining records, etc.). | 22% | 59% | 19% | 0% |
| The experiences during my preparation program helped me become more effective at connecting and building relationships with students. | 29% | 51% | 20% | 0% |
| My student teaching placement helped prepare me to meet the challenges in my current school. | 44% | 40% | 13% | 3% |

Summary.

Overall, the novice teachers perceived their preparation program adequately prepared them to be successful in their first years teaching (79% strong agreed or agreed). The highest ratings of perceived skills were in instructional practices and preparation to meet challenges (84% strongly agreed or agreed), followed closely by engaging in professional responsibility and building relationships with students (81 and 80% strongly agreed or agreed, respectively). While overall ratings were favorable of their perceived preparation, the novice teachers gave lower ratings of perceived skills in two areas: prepared to use student learning objectives (35% disagreed or strongly disagreed), and establishing a classroom environment that promotes learning (25% disagreed or strongly disagreed).

Table 3. Evaluators Ratings of Novice Teachers on Danielson Model (n= 71)

Summary.

Evaluators rated novice teachers on the Danielson Framework for Teaching components. Included in this sample are 71 novice teachers who completed a teacher preparation program at UW-Whitewater. Overall, evaluators rated novice teachers as proficient on all 23 competencies.

Summary.

Table 4. Evaluators Ratings of Novice Teachers on Strong Model Competencies

Summary.

Evaluators rated novice teachers on six components associated with the Goals and Roles Performance Evaluation (Stronge Model). Included in this sample are 56 novice teachers who completed a teacher preparation program at UW-Whitewater. Overall, evaluators rated novice teachers as effective on all of the six competencies.