

## IMPACT ON P-12 LEARNING AND DEVELOPMENT

Multiple outcome measures document JCU’s candidates’ and completers’ impact on P-12 learning and development.

The professional year consists of two academic semesters. During the first semester (pre student teaching, the candidates complete a minimum of 90 hours of classroom teaching experience. During the second semester (student teaching), candidates gain teaching experience over 15 weeks, including a minimum of 360 hours and minimum of 4 consecutive weeks of full-time teaching. Student teachers complete the **edTPA**, a national performance assessment of candidates entering the teaching profession and designed to answer the question, “Is a new teacher ready for the job?” The **edTPA** is evaluated by trained, certified scorers and evaluates candidate ability in Planning, Instruction and Assessment. The Assessment Task (Task 3, Rubrics 11-15) measures the candidate’s impact on student learning. Candidates are expected to achieve an average rubric score of 2.5 for each Task, based on the AACTE’s recommended benchmark score range between 37 and 42, which equates to an average rubric score between 2.5 and 2.8. **Over a 3 year average, JCU candidates achieved the benchmark average rubric score of 2.8 for Task 3.**

The Ohio Department of Higher Education provides **Value-Added Data** for teachers prepared by John Carroll University. The **Value-Added Data** measures student academic growth over time, which reflects the effective level of teacher impact on student learning and development. **65% of JCU candidates were rated as having an average, above average, or high impact on student learning.**

The Department of Education and School Psychology at John Carroll University administers **Alumni and Employer Surveys** to graduates and their employers approximately 9 months post-graduation, asking JCU graduates and their employers to specifically rate the level of positive impact the graduate has on student learning. Over 90% of both the alumni and employers rated JCU completers as effective, very effective, or highly effective in having a positive impact on student learning.

### edTPA Data

Academic Year	N*	Average Rubric Score, Task 3
2015-16	49	2.445
2016-17	48	3.005
2017-18	58	2.84

\*N = # of Assessment Completers

### Value-Added Data, 2017-18 Report

Initial Licensure Effective Years 2014, 2015, 2016, 2017		Associated Value-Added Classifications				
Employed as Teachers	With Value-Added Data	Most Effective [Impact]	Above Average [Impact]	Average [Impact]	Approaching Average [Impact]	Least Effective [Impact]
N=83	N=40	N=12 30%	N=4 10%	N=10 25%	N=6 15%	N=8 20%

### Employer/Alumni Survey Data, 2017-18 Graduates

	Highly Effective	Very Effective	Effective	Somewhat Effective	Minimally Effective	Not Applicable
Alumni*	6.67%	60%	26.67%	6.67%	0%	0%
Employers**	60%	20%	20%	0%	0%	0%

\*N=15, results reported as % of responses

\*\*N=5, results reported as % of responses