

## Measure 1 – Completers’ Effectiveness


Under Measure 1, this item evaluates, by observation on P-12 student and administration surveys, how the provider demonstrates that program completers effectively contribute to P-12 student learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

The state of Maryland does require standardized testing of students at various points throughout their careers. However, the state does not currently share student-level data or data by teachers to show student performance by teachers with EPPs. The state only shows student-level performance data by school. Furthermore, the state of Maryland School Districts are not currently required to share teacher performance data with the EPPs.


In the state of Maryland's Teacher and Principal Evaluation (TPE) system, the TPE models consist of equally weighted quantitative measures on student growth and professional practice. The areas measuring student growth at 50% are based on assessment, informed growth measures, and whole-school growth measures. The completers' professional practice is measured at 50% based on planning and preparation, classroom environment, instruction, and professional responsibility. The areas include elementary/middle school teacher two tested areas, elementary/middle school teacher one tested areas, high school teacher tested subjects, or k-12 non-tested area/subject teachers.

The initial list of employers included 103 principals from 9 school districts in Maryland. Of the 103 principals contacted, 16 responded to the survey, representing a 15.53% response rate (see Table 1 and Table 2). Each principal was to review the teacher's performance evaluation for 1 and 3 years in the field and then rate the overall evaluation results to demonstrate the effectiveness of its completers' instruction on P-12 learning (Table 1) and development and knowledge, skills, and dispositions (Table 2).

**Table 1**

16 - Please rate this statement: Based on performance evaluations, I would rate the teacher(s) as having a positive impact in contributing to P-12 student-learning growth. (CAEP R4.1, R4.2)					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	1	6.25%		3.81
Disagree	(2)	0	0.00%		
Neutral	(3)	3	18.75%		
Agree	(4)	9	56.25%		
Strongly agree	(5)	3	18.75%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/103 (15.53%)	3.81	0.98			

**Table 2**

17 - Please rate this statement: Based on the performance evaluations, I would rate the teacher(s) as having effectiveness in applying professional knowledge, skills and dispositions (CAEP R4.1, R4.2)					
Response Option	Weight	Frequency	Percent	Percent Responses	Means
Strongly disagree	(1)	1	6.25%		3.81
Disagree	(2)	0	0.00%		
Neutral	(3)	3	18.75%		
Agree	(4)	9	56.25%		
Strongly agree	(5)	3	18.75%		
				0 25 50 75 100	Question
Response Rate	Mean	STD			
16/103 (15.53%)	3.81	0.98			

The survey results on the 16 principals assessment, through the evaluations of the completers' performance using the state of Maryland's Teacher and Principal Evaluation (TPE), noted 18.75% noted strongly agreed performance measurement, 56.25% noted agreed performance measurement, 18.75% was noted neutral performance measurement, and 6.25% noted disagree performance measurement performance of the completers effectiveness. Overall, 75.00% of the completers' performance measurements met standards or achieved above standards, measuring completers' effectiveness and measuring completers' effectiveness for those completers 1 and 3 years in the field.