Measure 1 Completer Impact on P-12 Learning and Teaching Effectiveness

2018-2019
Completer Impact on Learning and Teaching Effectiveness

This report addresses the following items from the CAEP Annual Report:

<table>
<thead>
<tr>
<th>Measure 1: Completer effectiveness and Impact on P-12 learning and development (Component R4.1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Impact Measures (CAEP Standard 4)</td>
</tr>
<tr>
<td>1. Impact on P-12 learning and development.</td>
</tr>
<tr>
<td>2. Indicators of teaching effectiveness.</td>
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</tbody>
</table>

Completer impact on P-12 learning and development and indicators of teaching effectiveness were measured using data collected by the NM Public Education Department in 2018-2019.

Completers are defined as teachers who completed their initial teacher licensure requirements who
- graduated in 2015-2016 and 2016-2017 UNM and were employed as teachers in the state of New Mexico in the 2016 and 2017 Academic Years.
- Students who completed licensure in:
  - 2015-2016 were first year teachers in 2016-2017 and have two years of data.
  - 2016-2017 were first year teachers in 2017-2018 and have one year of data.
  - 2017-2018 were first year teachers in 2018-2019 and do not yet have any evaluation data.

1. Impact on P-12 learning and development was measured using value-added student achievement data from a variety of standardized tests.
   - Value-added scores were converted to ratings using cutpoints determined to be meaningful by UNM as follows:
     - **Exemplary** - Greater than 1: the teacher improved student achievement scores more than one standard deviation above expected.
     - **Highly Effective** - Between 0.5 and 1: the teacher improved student achievement scores half a standard deviation to a whole standard deviation above expected.
     - **Effective** - Between -0.5 and 0.5: the teacher improved student achievement scores within half a standard deviation of expected.
     - **Minimally Effective** - Between -0.5 and -1: the teacher improved student achievement scores half a standard deviation to a whole standard deviation below expected.
     - **Ineffective** - Below -1: the teacher improved student achievement scores more than a standard deviation below expected.

2. Indicators of teaching effectiveness were measured using administrators' observations of classroom teaching.
   - **Exemplary** - 5
   - **Highly Effective** - 4
   - **Effective** - 3
   - **Minimally Effective** - 2
   - **Ineffective** - 1
Report Highlights

- Overall, Novice teachers from UNM perform similarly to the general teacher population.
  - 64.1% of teachers from UNM were effective or higher in their first two years of teaching, compared to 65.8% of all teachers.
- Impact on P-12 learning and development shows improvement between the first and second years of teaching.
  - 66.4% of first year teachers were Effective or Better.
  - 74.4% of second year teachers were Effective or Better.
- Analysis of student learning by program implies that the value-added model for standardized test scores provides useful data for traditional classroom teachers in elementary and secondary education, however the data from teachers of different populations (special education and early childhood) and specialty areas (art, music, and physical education) is difficult to interpret.
  - This may be due the smaller sample sizes, some as low as one student.
  - It may also be due to the difficulty of assessing students outside the traditional classroom.
- The observation measure of teacher effectiveness also shows that all teachers are Effective or Better in their first year of teaching, but still show improvement between the first and second years of teaching.
  - 28.8% of first year teachers were Highly Effective.
  - 49.3% of second year teachers were Highly Effective, with one person (0.7%) scoring Exemplary.
The Public Education Department annually evaluates teachers on the following components:

- Improved Student Achievement (35%)
- Classroom Observations (40%)
- Planning, Preparation and Professionalism (15%)
- Student Surveys (5%)
- Teacher Attendance (5%)

Each item is rated on a five point scale:

1 = Ineffective
2 = Minimally Effective
3 = Effective
4 = Highly Effective
5 = Exemplary

NMPED 2017-2018 Overall Evaluation Scores:
1st and 2nd Year Teachers from UNM and All NM Teachers

Exemplary
Highly Effective
Effective
Minimally Effective
Ineffective

UNM Recent Completers
- 0.7% Exemplary
- 16.6% Highly Effective
- 46.9% Effective
- 33.4% Minimally Effective
- 2.4% Ineffective

All NM Teachers
- 3.2% Exemplary
- 21.3% Highly Effective
- 41.4% Effective
- 28.5% Minimally Effective
- 5.7% Ineffective
NMPED Overall Evaluation Scores:
2015-2016 Completers

2016-2017 Scores (Year 1)
- Exemplary: 0.7%
- Highly Effective: 17.1%
- Effective: 40.4%
- Minimally Effective: 37.0%
- Ineffective: 4.8%

2017-2018 Scores (Year 2)
- Exemplary: 1.5%
- Highly Effective: 20.6%
- Effective: 42.6%
- Minimally Effective: 34.6%
- Ineffective: 0.7%
NMPED Overall Evaluation Scores:
2017-2018 Scores by Program

Exemplary
Highly Effective
Effective
Minimally Effective
Ineffective

- Elementary Education (N = 159)
- Secondary Education (N = 59)
- Special Education (N = 31)
- Early Childhood (N = 14)
- Physical Education (N = 13)
- Music Education (N = 9)
- Art Education (N = 5)
NMPED Overall Evaluation Scores:
2017-2018 Scores by Gender

Female (N = 220)
- Exemplary: 0.9%
- Highly Effective: 18.6%
- Effective: 46.8%
- Minimally Effective: 31.8%
- Ineffective: 1.8%

Male (N = 68)
- Exemplary: 13.2%
- Highly Effective: 42.6%
- Effective: 39.7%
- Minimally Effective: 4.4%
NMPED Overall Evaluation Scores:
2017-2018 Scores by Race/Ethnicity

Hispanic (N = 136)
- Exemplary: 15.7%
- Highly Effective: 29.4%
- Effective: 47.8%
- Minimally Effective: 2.2%
- Ineffective: 0%

White (N = 127)
- Exemplary: 46.5%
- Highly Effective: 36.2%
- Effective: 15.7%
- Minimally Effective: 1.6%
- Ineffective: 1.5%

American Indian (N = 11)
- Effective: 45.5%
- Minimally Effective: 9.1%
- Ineffective: 0%

Black (N = 2)
- Highly Effective: 50.0%
- Effective: 50.0%
- Ineffective: 0%

Asian (N = 5)
- Highly Effective: 60.0%
- Effective: 20.0%
- Ineffective: 0%

Two or More (N = 8)
- Highly Effective: 37.5%
- Effective: 30.0%
- Minimally Effective: 20.0%
- Ineffective: 12.5%
NMPED Student Achievement Scores: 2015-2016 and 2016-2017 Completers

<table>
<thead>
<tr>
<th>Score</th>
<th>2016-2017</th>
<th>2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>13.1%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>8.7%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Effective</td>
<td>43.2%</td>
<td>54.0%</td>
</tr>
<tr>
<td>Minimally Effective</td>
<td>19.7%</td>
<td>14.9%</td>
</tr>
<tr>
<td>Ineffective</td>
<td>15.3%</td>
<td>11.1%</td>
</tr>
</tbody>
</table>
NMPED Student Achievement Scores:
2015-2016 Completers

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th></th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>14.3%</td>
<td>Exemplary</td>
<td>11.1%</td>
</tr>
<tr>
<td>Highly Effective</td>
<td>7.9%</td>
<td>Highly Effective</td>
<td>13.7%</td>
</tr>
<tr>
<td>Effective</td>
<td>44.3%</td>
<td>Effective</td>
<td>49.6%</td>
</tr>
<tr>
<td>Minimally Effective</td>
<td>18.6%</td>
<td>Minimally Effective</td>
<td>14.5%</td>
</tr>
<tr>
<td>Ineffective</td>
<td>15.0%</td>
<td>Ineffective</td>
<td>11.1%</td>
</tr>
</tbody>
</table>
NMPED Student Achievement Scores: 2017-2018 Scores by Program

Early Childhood (N = 5)
- Exemplary: 80.0%
- Highly Effective: 6.7%
- Effective: 12.5%
- Minimally Effective: 11.8%
- Ineffective: 11.8%

Elementary Education (N = 164)
- Exemplary: 58.5%
- Highly Effective: 10.4%
- Effective: 12.5%
- Minimally Effective: 11.8%
- Ineffective: 9.9%

Secondary Education (N = 56)
- Exemplary: 48.2%
- Highly Effective: 23.5%
- Effective: 22.2%
- Minimally Effective: 11.1%
- Ineffective: 11.1%

Special Education (N = 17)
- Exemplary: 23.5%
- Highly Effective: 22.2%
- Effective: 11.1%
- Minimally Effective: 11.1%
- Ineffective: 11.1%

Physical Education (N = 9)
- Exemplary: 66.7%
- Highly Effective: 44.4%
- Effective: 46.7%
- Minimally Effective: 11.1%
- Ineffective: 11.1%

Music Education (N = 9)
- Exemplary: 44.4%
- Highly Effective: 44.4%
- Effective: 11.1%
- Minimally Effective: 11.1%
- Ineffective: 11.1%

Art Education (N = 1)
- Exemplary: 100.0%
- Highly Effective: 22.2%
- Effective: 22.2%
- Minimally Effective: 22.2%
- Ineffective: 22.2%
NMPED Student Achievement Scores: 2017-2018 Scores by Gender

- Exemplary
- Highly Effective
- Effective
- Minimally Effective
- Ineffective

F (N = 197)
- Exemplary: 10.2%
- Highly Effective: 10.7%
- Effective: 56.3%
- Minimally Effective: 13.2%
- Ineffective: 9.6%

M (N = 64)
- Exemplary: 7.8%
- Highly Effective: 9.4%
- Effective: 46.9%
- Minimally Effective: 20.3%
- Ineffective: 15.6%
NMPED Student Achievement Scores: 2017-2018 Scores by Race/Ethnicity

Hispanic (N = 129)  White (N = 110)  American Indian (N = 10)  Black (N = 2)  Asian (N = 3)  Two or More (N = 6)

- Exemplary
- Highly Effective
- Effective
- Minimally Effective
- Ineffective

#### Domain 1: Planning & Preparation
1A: Demonstrating knowledge of content
1B: Designing Coherent Instruction
1C: Setting Instructional Outcomes
1D: Demonstrating knowledge of resources
1E: Demonstrating knowledge of students
1F: Designing student assessment

#### Domain 2: Creating an Environment for Learning
2A: Creating an environment of respect and rapport
2B: Organizing Physical Space
2C: Establishing a culture for learning
2D: Managing Classroom Procedures
2E: Managing Student Behavior

#### Domain 3: Teaching for Learning
3A: Communicating with Students
3B: Using questioning and discussion techniques
3C: Engaging students in learning
3D: Assessment in Instruction
3E: Demonstrating flexibility and responsiveness

#### Domain 4: Professionalism
4A: Communicating with Families
4B: Participating in a Professional Community
4C: Reflecting on Teaching
4D: Demonstrating Professionalism
4E: Growing and Developing Professionally
4F: Maintaining Accurate Records

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### Domain 1: Planning & Preparation
- Planning & Preparation
  - 1A: Demonstrating knowledge of content (1.4% Exemplary, 30.2% Highly Effective, 45.7% Effective, 20.8% Minimally Effective, 1.0% Ineffective)
  - 1B: Designing Coherent Instruction (0.7% Exemplary, 20.8% Highly Effective, 74.7% Effective, 65.1% Minimally Effective, 61.9% Ineffective)
  - 1C: Setting Instructional Outcomes (0.7% Exemplary, 3.8% Highly Effective, 1.0% Effective, 1.0% Minimally Effective, 0.3% Ineffective)

### Domain 2: Environment for Learning
- Environment for Learning
  - 2A: Creating an environment of respect and rapport (67.7% Exemplary, 50.9% Highly Effective, 30.2% Effective, 20.8% Minimally Effective, 1.0% Ineffective)
  - 2B: Organizing Physical Space (45.7% Exemplary, 50.9% Highly Effective, 30.2% Effective, 20.8% Minimally Effective, 1.0% Ineffective)
  - 2C: Establishing a culture for learning (74.7% Exemplary, 65.1% Highly Effective, 61.9% Effective, 65.1% Minimally Effective, 61.9% Ineffective)

### Domain 3: Teaching for Learning
- Teaching for Learning
  - 3A: Communicating with Students (14% Exemplary, 0.7% Highly Effective, 0.7% Effective, 0.7% Minimally Effective, 0.7% Ineffective)
  - 3B: Using questioning and discussion techniques (45.7% Exemplary, 30.2% Highly Effective, 30.2% Effective, 30.2% Minimally Effective, 30.2% Ineffective)
  - 3C: Engaging students in learning (20.8% Exemplary, 32.9% Highly Effective, 65.1% Effective, 65.1% Minimally Effective, 65.1% Ineffective)
  - 3D: Assessment in Instruction (35.1% Exemplary, 37.7% Highly Effective, 74.7% Effective, 74.7% Minimally Effective, 74.7% Ineffective)
  - 3E: Demonstrating flexibility and responsiveness (10% Exemplary, 10% Highly Effective, 10% Effective, 10% Minimally Effective, 10% Ineffective)

### Domain 4: Professionalism
- Professionalism
  - 4A: Communicating with Families (0% Exemplary, 0% Highly Effective, 0% Effective, 0% Minimally Effective, 0% Ineffective)
  - 4B: Participating in a Professional Community (0% Exemplary, 0% Highly Effective, 0% Effective, 0% Minimally Effective, 0% Ineffective)
  - 4C: Reflecting on Teaching (0% Exemplary, 0% Highly Effective, 0% Effective, 0% Minimally Effective, 0% Ineffective)
  - 4D: Demonstrating Professionalism (0% Exemplary, 0% Highly Effective, 0% Effective, 0% Minimally Effective, 0% Ineffective)
  - 4E: Growing and Developing Professionally (0% Exemplary, 0% Highly Effective, 0% Effective, 0% Minimally Effective, 0% Ineffective)
  - 4F: Maintaining Accurate Records (0% Exemplary, 0% Highly Effective, 0% Effective, 0% Minimally Effective, 0% Ineffective)

### Overall Mean
- Overall Mean (61.9% Exemplary, 37.7% Highly Effective, 61.9% Effective, 37.7% Minimally Effective, 37.7% Ineffective)
NMTEACH Observation Scores: Overall Mean
2015-2016 Completers

2016-2017 Scores (Year 1)
- Exemplary: 28.8%
- Highly Effective: 71.2%

2017-2018 Scores (Year 2)
- Highly Effective: 49.3%
- Effective: 50.0%
- Minimally Effective: 0.7%
- Ineffective: 0.0%

-2016-2017 Scores
-2017-2018 Scores
2017-2018 NMTEACH Observation Scores:
Overall Mean by Program
2017-2018 NMTEACH Observation Scores: Overall Mean by Race/Ethnicity

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Exemplary</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic (N = 133)</td>
<td>60.2%</td>
<td>58.0%</td>
<td>80.0%</td>
<td>50.0%</td>
<td>42.9%</td>
</tr>
<tr>
<td>White (N = 131)</td>
<td>39.8%</td>
<td>41.2%</td>
<td>80.0%</td>
<td>50.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>American Indian (N = 10)</td>
<td>20.0%</td>
<td>80.0%</td>
<td>50.0%</td>
<td>20.0%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Black (N = 2)</td>
<td>0.8%</td>
<td>80.0%</td>
<td>50.0%</td>
<td>80.0%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Asian (N = 5)</td>
<td>50.0%</td>
<td>80.0%</td>
<td>50.0%</td>
<td>80.0%</td>
<td>57.1%</td>
</tr>
<tr>
<td>Two or More (N=7)</td>
<td>20.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>50.0%</td>
<td>42.9%</td>
</tr>
</tbody>
</table>
2017-2018 NMTEACH Observation Scores: Overall Mean by Gender

Female (N = 217)
- Exemplary: 0.8%
- Highly Effective: 39.6%
- Effective: 59.9%

Male (N = 72)
- Exemplary: 0.8%
- Highly Effective: 38.9%
- Effective: 61.1%
2017-2018 NMTEACH Observation Scores
By Gender

![Bar chart showing observation scores by gender and domain]

- **Domain 1: Planning & Preparation**
  - Female: 42.9%
  - Male: 62.0%
- **Domain 2: Environment for Learning**
  - Female: 55.8%
  - Male: 45.8%
- **Domain 3: Teaching for Learning**
  - Female: 62.2%
  - Male: 63.9%
- **Domain 4: Professionalism**
  - Female: 53.5%
  - Male: 53.5%

Domain 1: Planning & Preparation
1A: Demonstrating knowledge of content
1B: Designing Coherent Instruction
1C: Setting Instructional Outcomes
1D: Demonstrating knowledge of resources
1E: Demonstrating knowledge of students
1F: Designing student assessment
Domain 2: Creating an Environment for Learning

2A: Creating an environment of respect and rapport
2B: Organizing Physical Space
2C: Establishing a culture for learning
2D: Managing Classroom Procedures

NMTEACH Observation Scores: Domain 2
2015-2016 Completers

- Exemplary
- Highly Effective
- Effective
- Minimally Effective
- Ineffective

<table>
<thead>
<tr>
<th>Domain</th>
<th>Exemplary</th>
<th>Highly Effective</th>
<th>Effective</th>
<th>Minimally Effective</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>2A</td>
<td>55.9%</td>
<td>37.2%</td>
<td>45.1%</td>
<td>49.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2B</td>
<td>2.1%</td>
<td>32.3%</td>
<td>0.7%</td>
<td>0.7%</td>
<td>1.0%</td>
</tr>
<tr>
<td>2C</td>
<td>1.0%</td>
<td>0.7%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>2.1%</td>
</tr>
<tr>
<td>2D</td>
<td>1.0%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>2.1%</td>
<td>1.4%</td>
</tr>
<tr>
<td>2E</td>
<td>1.4%</td>
<td>56.6%</td>
<td>32.3%</td>
<td>32.3%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>
Domain 3: Teaching for Learning

3A: Communicating with Students
3B: Using questioning and discussion techniques
3C: Engaging students in learning
3D: Assessment in Instruction
3E: Demonstrating flexibility and responsiveness

NMTEACH Observation Scores: Domain 3
2015-2016 Completers
Domain 4: Professionalism

4A: Communicating with Families
4B: Participating in a Professional Community
4C: Reflecting on Teaching
4D: Demonstrating Professionalism
4E: Growing and Developing Professionally
4F: Maintaining Accurate Records

NMTEACH Observation Scores: Domain 4
2015-2016 Completers

Exemplary
Highly Effective
Effective
Minimally Effective
Ineffective

Domain 4: Professionalism
4A: Communicating with Families
4B: Participating in a Professional Community
4C: Reflecting on Teaching
4D: Demonstrating Professionalism
4E: Growing and Developing Professionally
4F: Maintaining Accurate Records

Domain 1: Planning & Preparation
1A: Demonstrating knowledge of content
1B: Designing Coherent Instruction
1C: Setting Instructional Outcomes
1D: Demonstrating knowledge of resources
1E: Demonstrating knowledge of students
1F: Designing student assessment
Domain 2: Creating an Environment for Learning

2A: Creating an environment of respect and rapport
2B: Organizing Physical Space
2C: Establishing a culture for learning
2D: Managing Classroom Procedures
2E: Managing Student Behavior

NMTEACH Observation Scores: Domain 2
2015-2016 and 2016-2017 Completers by Program

- Exemplary
- Highly Effective
- Effective
- Minimally Effective
- Ineffective
Domain 3: Teaching for Learning

3A: Communicating with Students
3B: Using questioning and discussion techniques
3C: Engaging students in learning
3D: Assessment in Instruction
3E: Demonstrating flexibility and responsiveness
Domain 4: Professionalism

4A: Communicating with Families
4B: Participating in a Professional Community
4C: Reflecting on Teaching
4D: Demonstrating Professionalism
4E: Growing and Developing Professionally
4F: Maintaining Accurate Records
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2E: Managing Student Behavior
Domain 3: Teaching for Learning

3A: Communicating with Students
3B: Using questioning and discussion techniques
3C: Engaging students in learning
3D: Assessment in Instruction
3E: Demonstrating flexibility and responsiveness

NMTEACH Observation Scores: Domain 3
2015-2016 and 2016-2017 Completers by Race/Ethnicity
Domain 4: Professionalism

4A: Communicating with Families
4B: Participating in a Professional Community
4C: Reflecting on Teaching
4D: Demonstrating Professionalism
4E: Growing and Developing Professionally
4F: Maintaining Accurate Records