2.Indicators of Teaching Effectiveness

The State of Maryland does not provide teacher impact data to colleges and universities. The data set in this section provides teaching effectiveness data from the final full-time internship of candidates at both the mid-term and at the conclusion of the final full-time professional semester (student teaching). The College Supervisor, in collaboration with the mentor teacher, completes the CPAST Evaluation Tool. McDaniel entered into a partnership with Ohio State University to use their CPAST system to evaluate the effectiveness of our teacher candidates. This research-validated tool is aligned to both InTASC and CAEP standards. Beginning in the 2018-2019 academic year, the department began training and implementation as this new system requires mentor teachers, and supervisors to be trained on the CPAST tool. Mentor, teacher candidates and supervisors collaborate using a consensus protocol to determine a final score for each standard.

As the CPAST was first used in the spring of 2019, there were two sets of data used in 2018-2019 to determined teacher efficacy- the evaluation model preciously utilized by McDaniel in the fall of 2018 and the CPAST in the spring of 2019, thus the 2018-2019 academic year was a transition year. Currently CPAST is the only tool used for data collection in 2019-2020.

 The data below show the evaluation tool results for CPAST in the first full year of implementation:

In the CPAST model, Teaching Effectiveness is determined on seven measures consisting of 21 indicators: Planning for Instruction and Assessment (4 items on the evaluation form); Instructional Delivery (5 items on the evaluation form); Assessment (3 items on the evaluation form); Analysis of Teaching (1 item on the evaluation form); Professional Commitments and Behaviors (5 items on the evaluation form); Professional Relationships (2 items on the evaluation form); Critical Thinking and Reflective Practice (I item on the evaluation form). At the conclusion of the final full-time professional semester (student teaching), the College Supervisor in collaboration with the mentor teacher, completed a consensus sheet and rated each of the spring candidates on the 21 indicators of teaching effectiveness grouped into 7 categories. Each rating used a 4 point scale: 3 Exceeds Expectations; 2 Meets Expectations; 1 Emerging; and 0 Does Not Meet Expectations.

CPAST Consensus Results Fall 2019 Completers N=7

CPAST Domain	Mid-Term Mean	Mid-Term Standard Deviation	Final Mean	Final Standard Deviation
Planning for Instruction and Assessment	2.18	.52	2.64	.46
Instructional Delivery	2.03	.51	2.43	.55
Assessment	1.72	.62	2.24	.54
Analysis of Teaching	1.43	.53	1.71	.76
Professional Commitments and Behaviors	2.37	.46	2.60	.52
Professional Relationships	2.43	.44	2.65	.46
Critical Thinking and Reflective Practice	2.57	.54	3.00	0

CPAST Consensus Results-Spring 2020 Completers N=32

CPAST Domain	Mid-Term Mean	Mid-Term Standard Deviation	Final Mean	Final Standard Deviation
Planning for Instruction and Assessment	2.22	.74	2.35	.67
Instructional Delivery	2.19	.71	2.32	.62
Assessment	1.97	.64	2.17	.62
Analysis of Teaching	1.31	.86	1.72	.77
Professional Commitments and Behaviors	2.68	.79	2.41	.63
Professional Relationships	2.21	.62	2.55	.56
Critical Thinking and Reflective Practice	2.58	.67	2.75	.44

Source: CPAST Consensus Form