



## CAEP Annual Reporting Measures 2021 Report Pertaining to 2017-2018 Completers

### Measure 2: Indicators of Teaching Effectiveness (Component 4.2)

#### SoE Alumni Survey

The [Missouri Teacher Standards](#) outline nine standards based on teaching theory that indicate teaching effectiveness to provide high academic achievement for all students. The School of Education surveys its graduates and their employers three years after completing their teaching program to assess how well our program prepared them to be effective teachers. Survey items have been aligned to these nine Missouri Teacher Standards.

Graduates of Webster University’s initial certification programs from academic year 2017-2018 were surveyed in Spring 2021; aggregated responses on survey items related to teaching effectiveness can be found in the table below.

“My program at Webster University prepared me to...”	Strongly Agree	Agree	Disagree	Strongly Disagree
understand the central concepts, structures, and tools of inquiry of the discipline or content field. (1a)	57%	43%	0%	0%
create learning experiences that make relevant aspects of subject matter meaningful and engaging for students. (1b)	57%	29%	14%	0%
understand how students learn, develop, and differ in their approaches to learning. (2a)	29%	57%	14%	0%
provide learning opportunities that are properly adapted for diverse learners and that support the intellectual, social, and personal development of all students. (2b)	29%	57%	14%	0%
recognize the importance of long-range planning and curriculum development. (3a)	14%	72%	14%	0%
develop, implement, and evaluate curriculum based upon student, district, and state standards data. (3b)	14%	72%	14%	0%
use a variety of instructional strategies and resources to encourage students’ critical thinking, problem solving, and performance skills. (4)	43%	43%	14%	0%
use an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. (5)	29%	71%	0%	0%

model effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. (6)	57%	29%	14%	0%
understand and use formative and summative assessment strategies to assess the learner's progress. (7a)	29%	71%	0%	0%
use both classroom and standardized assessment data to plan ongoing instruction. (7b)	57%	29%	14%	0%
monitor the performance of each student and devise instruction to enable students to grow and develop, making adequate academic progress (7c)	43%	57%	0%	0%
be a reflective practitioner who continually assesses the effects of choices and actions on others. (8a)	86%	14%	0%	0%
actively seek out opportunities to grow professionally in order to improve learning for all students. (8b)	29%	71%	0%	0%
foster effective working relationships with students, families, school colleagues, and community members. (9)	14%	86%	0%	0%
use technological tools to create meaningful experiences and facilitate student use of appropriate learning technology. (Technology)	29%	43%	29%	0%

*n* = 7

## SoE Employer Survey

Respondents to the SoE's alumni survey were asked if we may contact their employers regarding their performance. Employers were asked the same set of questions related to teaching effectiveness that the alumni were asked; aggregated responses on these survey items can be found in the table below.

<b>Please indicate your level of agreement with the following statements when considering this employee.</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
He/she understands the central concepts, structures, and tools of inquiry of the discipline or content field. (1a)	0%	100%	0%	0%
He/she creates learning experiences that make relevant aspects of subject matter meaningful and engaging for students. (1b)	0%	100%	0%	0%
He/she understands how students learn, develop, and differ in their approaches to learning. (2a)	0%	100%	0%	0%
He/she provides learning opportunities that are properly adapted for diverse learners and that support the intellectual, social, and personal development of all students. (2b)	0%	100%	0%	0%
He/she recognizes the importance of long-range planning and curriculum development. (3a)	0%	100%	0%	0%
He/she implements curriculum based upon student, district, and state standards data. (3b)	0%	100%	0%	0%
He/she uses a variety of instructional strategies and resources to encourage students' critical thinking, problem solving, and performance skills. (4)	100%	0%	0%	0%
He/she uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation. (5)	100%	0%	0%	0%

He/she models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom. (6)	100%	0%	0%	0%
He/she understands and uses formative and summative assessment strategies to assess the learner's progress. (7a)	0%	100%	0%	0%
He/she uses both classroom and standardized assessment data to plan ongoing instruction. (7b)	0%	100%	0%	0%
He/she monitors the performance of each student and devises instruction to enable students to grow and develop, making adequate academic progress (7c)	0%	100%	0%	0%
He/she is a reflective practitioner who continually assesses the effects of choices and actions on others. (8a)	0%	100%	0%	0%
He/she actively seeks out opportunities to grow professionally in order to improve learning for all students. (8b)	0%	100%	0%	0%
He/she fosters effective working relationships with students, families, school colleagues, and community members. (9)	100%	0%	0%	0%
He/she uses technological tools to create meaningful experiences and facilitates student use of appropriate learning technology. (Technology)	0%	100%	0%	0%

*n = 1*