

Completer Teacher Effectiveness Data

The state of Kansas requires each district to have a teacher evaluation system. Districts may choose to use the state’s tool, the Kansas Educator Evaluation Protocol (KEEP), choose another valid and reliable tool or construct their own. Any tool outside the KEEP used by a district must be approved by the Kansas State Department of Education (KSDE). This analysis used the McREL Teacher Evaluation System. This system has been approved for use by KSDE. “The intended purpose of McREL’s Teacher Evaluation System is to assess the teacher’s performance in relation to the Professional Teaching Standards and to guide the creation of a plan for professional growth. The principal/evaluator, with the active participation of the teacher, will conduct the evaluation process through the use of teacher self-assessment reflection, presentation of artifacts, and classroom demonstration(s)” (Williams, J. (2009). McREL’s Teacher Evaluation System, page 1).

McREL Rating Scale:

Performance Rating	Definition
Developing (1)	Teacher demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
Proficient (2)	Teacher demonstrated basic competence on standard(s) of performance.
Accomplished (3)	Teacher exceeded basic competence on standard(s) of performance most of the time.
Distinguished (4)	Teacher consistently and significantly exceeded basic competence on standard(s) of performance.
No Demonstrated (0)	Teacher did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the principal/evaluator must comment about why it was used.)

McREL Teacher Evaluation data for new teachers beginning 2019, 2020 and 2021 were shared by a participating district. Data were shared in aggregate form to protect teacher identity and maintain confidentiality as required by the state of Kansas. Data were provided disaggregated by completer year and level by the district. Table 1 provides data for the 2019, 2020 and 2021 completers. The table provides a longitudinal view of those completers employed by the district for more than one year. Since data for multiple years were provided, the EPP could determine approximate mean growth for completers from one year to the next. While there are some negative growth areas for 2020 EPP completers from the first year to the second year, these data must be used with caution. In the first and second years, teachers have at least two evaluations per year, while teachers only have one evaluation in the third year. Thus, the *N* drops significantly in the third year. From the first year to the third year, 2014 EPP completers do demonstrate positive growth. Additionally, 2020 EPP Completers completed their program at within months of the COVID-19 Pandemic. For year

one for 2019, 2020, and 2021 completers, mean data indicated EPP completers were well above developing and near proficient for each category on the McREL Teaching Evaluation rubric, and for some categories, completers had demonstrated proficiency as a first-year teacher.

Note: In the tables below, *N* represents the number of evaluations occurring during that year. During year one and two in the district, teaches are evaluated two times each year. Beginning in year three, teachers are evaluated only once each year.

Table 1 Mean McREL Rating Scores—EPP Completer Comparisons (N=number of evaluations)

Standard/Element	2019 ESU Completers 2019-2020 Eval (N=9)	2019 ESU Completers 2020-2021 Eval (N=18)	2019 ESU Completers 2021-2022 Eval (N=11)	2019 Completer Growth from 19-20 to 21-22	2020 ESU Completers 2020-2021 Eval (N=20)	2020 ESU Completers 2021-2022 Eval (N=18)	2020 Completer Growth from 20-21 to 21-22	2021 ESU Completers 2021-2022 Eval (N=11) Mean Score Reported Only -No Growth Rate
Standard 1: Teachers Demonstrate Leadership								
A. Teachers lead in their classroom.	2.0	2.4	2.5	0.5	2.2	2.2	0	1.9
B. Teachers demonstrate leadership in the school.	2.1	2.2	2.5	0.4	1.9	2.1	0.2	1.8
C. Teachers lead the teaching profession.	2.4	2.6	2.6	0.2	2.5	2.4	-0.1	2.0

D. Teachers advocate for schools and student.	2.1	2.3	2.6	0.5	2.0	2.2	0.2	1.8
E. Teachers demonstrate high ethical standards.	2.4	2.8	3.2	0.8	2.7	2.6	-0.1	2.5
Overall rating for Teachers Demonstrate Leadership	2.1	2.3	2.5	0.4	2.1	2.2	0.1	1.9
Standard II: Teachers Establish a Respectful Environment for a Diverse Population of Students								
A. Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults.	2.7	2.9	3.1	0.4	2.8	2.6	-0.2	2.4
B. Teachers embrace diversity in the school community and in the world.	2.0	2.1	2.4	0.4	2.0	1.9	-0.1	1.7
C. Teachers treat students as individuals.	2.7	2.9	3.00	0.3	2.6	2.6	0.0	2.3
D. Teachers adapt their teaching for the benefit of students with special needs.	2.0	2.3	2.4	0.4	2.1	2.1	0.0	1.9

E. Teachers work collaboratively with the families and significant adults in the lives of their students.	2.1	2.8	2.8	0.7	2.4	2.4	0.0	2.1
Overall rating for Teachers Establish Respectful Environment	2.0	2.4	2.6	0.6	2.3	2.1	-0.2	1.9
Standard III: Teachers Know the Content They Teach								
A. Teachers align their instruction with the state standards and district approved curriculum.	2.0	2.4	2.5	0.5	2.2	2.1	-0.1	1.9
B. Teachers know the content appropriate to their teaching specialty.	2.1	2.4	2.7	0.6	2.1	2.1	0.0	1.9
C. Teachers recognize the interconnectedness of content areas/disciplines.	2.0	2.2	2.5	0.5	2.0	2.0	0.0	2.0
D. Teachers make instruction relevant to students.	2.0	2.3	2.3	0.3	2.2	2.0	-0.2	1.7
Overall rating for Know the Content They Teach	2.1	2.1	2.5	0.4	2.1	2.1	0.0	1.9

Standard IV: Teachers Facilitate Learning for Their Students								
A. Teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social, and emotional development of their students.	2.0	2.1	2.5	0.5	1.8	1.8	0.0	1.5
B. Teachers plan instruction appropriate for their students.	2.1	2.6	2.5	0.4	2.3	2.2	-0.1	1.7
C. Teachers use a variety of instructional methods.	2.4	2.6	2.5	0.1	2.1	2.1	0.0	2.1
D. Teachers integrate and utilize technology in their instruction.	2.1	2.5	2.5	0.4	2.5	2.2	-0.3	1.9
E. Teachers help students develop critical thinking and problem-solving skills.	2.2	2.5	2.5	0.3	2.3	2.2	-0.1	1.9
F. Teachers help students work in teams and develop leadership qualities.	1.8	1.9	2.0	0.2	1.7	1.7	0.0	1.6

G. Teachers communicate effectively.	2.2	2.6	2.6	0.4	2.4	2.2	-0.2	1.9
H. Teachers use a variety of methods to assess what each student has learned.	2.1	2.3	1.9	-0.2	1.9	1.9	0.0	1.8
Overall rating for Teachers Facilitate Learning for Their Students	1.9	2.1	1.9	0.0	2.0	1.9	-0.1	1.9
Standard V: Teachers Reflect on Their Practice								
A. Teachers analyze student learning.	2.0	2.6	2.50	0.5	2.4	2.1	0.3	2.0
B. Teachers link professional growth to their professional goals.	2.1	2.8	2.8	0.7	2.6	2.5	-0.1	2.2
C. Teachers function effectively in a complex, dynamic environment.	1.9	2.3	2.3	0.4	2.1	2.1	0.0	1.5
Overall rating for Teachers Reflect on Their Practice	1.9	2.5	2.5	0.6	2.4	2.1	-0.3	1.9