Measure 2
American University School of Education
Teacher Education Program
Candidate Competency at Completion

The American University School of Education Teacher Education faculty have established five Learning Outcomes. These outcomes reflect the professional knowledge and skills of an effective teacher. In order to measure Employer Satisfaction (the extent to which a graduate's employer is satisfied with their teaching performance and believes they were adequately prepared to teach), the SOE engaged in a case study approach and interviewed the supervisor of a **2022 Elementary Undergraduate Completer**. Through this method the Teacher Education program faculty/staff learned about the graduate's performance in the context of their school learning community and, in doing so, will consider if/how the program needs to maintain curricular priorities or make adjustments to better prepare new teachers for students, families, and communities. The Teacher Education Program will continue to gather qualitative data from employers who hired graduates from a variety of majors in order to identify employer satisfaction trends across the profession to inform future programmatic improvements.

While the SOE is extremely proud of their graduates' performance in the field, it is essential to acknowledge the key professional development role that P-12 school partners play with targeted mentoring and coaching of new teachers. The SOE is grateful to partner with outstanding teachers, instructional coaches, and administrators to support the development of excellent teachers to serve in their communities.

Teacher Education Learning Outcome	Employer Responses
	(re 2022 Undergraduate Elementary graduate)
Antiracist Education Graduates demonstrate a recognition of the beliefs, attitudes, values, and practices along with the structures, policies, and institutional systems that create barriers and perpetuate inequities in classrooms and identify concrete strategies to dismantle those barriers	The SOE graduate (the teacher) works in a very diverse school where there are differences across race, ethnicity, culture, and language and there is a professional culture of teachers' self-reflection, awareness of identity and positionality. The teacher has been authentically engaged in this work and demonstrated a willingness to examine their own biases and actions related to differences. In particular, the teacher has approached their role of welcoming and including families into the classroom community with great intentionality, including invitations to speak to the class about respective families' cultures, beliefs, and rituals. The teacher is an engaged contributor to the professional team meetings that identify social emotional and academic supports for students in order

	to provide the equitable educational resources needed for their success.
The Learner and Learning Graduates use cognitive science principles to understand learning differences in order to create inclusive environments when creating and/or adapting instructional materials and implementing research-based instructional strategies that advance classroom equity and belonging while incorporating ongoing assessments to inform and impact instructional decisions for learner success	The SOE graduate (the teacher) has demonstrated tremendous growth in their ability to plan for differentiated instruction and not simply rely upon the teaching manual or curricular lesson plans. The teacher knows to take the time to review lessons in advance in order to adapt the materials and accommodate the instruction for their learners. With the extensive "tool belt" of instructional strategies the teacher has to draw from, they contextualize ("at a deep level") the pedagogical choices in consideration of the individual learners and the targeted learning outcomes. The teacher demonstrates the ability to anticipate what individual learners need and prepare the instruction to meet those needs, with the foresight their careful preparation provides. The teacher's ability to cultivate a positive classroom culture also continues to develop. Although this year they have a larger class size than in their first year of teaching, the teacher facilitates a positive environment where all students feel included. The instructional coach has requested that other teachers observe in the teacher's classroom to note their inclusion strategies. These include engaging games that require 100 % participation so all learners are included and are able to access the learning community.
Content Knowledge Graduates implement evidence-based content-specific pedagogies to deepen each learner's content-knowledge in ways that create and sustain communities that support each individual to meet their full academic, social, and emotional potential	The SOE graduate (the teacher) chunks instruction and differentiates the scaffolds for student learning in order to deepen students' content knowledge. A key aspect to doing this effectively is the teacher's commitment to rehearsal and practice of the teaching procedures in advance. With this awareness of the need to prepare, the teacher practices the writing they are prompting their students to complete and solves the practice problems their students will complete, for example. This allows the teacher to anticipate learners' misconceptions and plan for targeted supports.
Instructional Practices Graduates develop and implement research-based lessons that engage learners' higher-order thinking and	The SOE graduate (the teacher) uses technology to monitor their learner's progress on a daily basis and is adept at using their learners' assessment results to "backward map" their lesson planning and instructional decision making. With a commitment to personalized

provide evidence of the learners' knowledge and skills to inform future instruction.	instruction, the teacher creates multiple and regular opportunities for small group instruction that provide the appropriate level of scaffolding for learners and provides for differentiated instructional strategies to support their learning. A particular focus for the teacher is breaking down the learning activities into appropriate size "next steps" for students, as needed.
Professional Responsibility Graduates demonstrate a professional responsibility to equitably meet the needs of all students and families through professional development, reflective analysis of evidence of teaching and learning, and building relationships with students, families, colleagues, other school professionals, and community members.	The SOE graduate (the teacher) asks for and is receptive to feedback and works to make related changes to their practice. They seek support from experienced colleagues and works with them to problem-solve teaching challenges. The teacher is also reflective and an innovator who strives to create tools and approaches to strengthen their practice and better support learners. Also, the teacher is a strong collaborator who might not even realize the extent of their contributions to the team and the greater school community (including organizing school clubs and student experiences). The teacher "leans into" family connections and strives to provide strong communication. In some cases, they provide daily academic and social/emotional updates to parents/guardians.

Measure 3;
American University School of Education
Teacher Education Program
Competency at Completion

Dispositional Skills at program completion are measured by the Teacher Education's final Student Teaching evaluation. This is a valid and reliable national assessment. The spring 2023 data indicates that teacher candidates are completing the program with the essential dispositional skills to be successful teachers.

0= not meeting 1= emerging 2= meeting 3= exceeding				
Professional Commitments and Behaviors				
	Participates in Professional Development	**Demonstrates Effective Communication with Parents or**	**Demonstrates Punctuality**	**Meets Deadlines and Obligations**	**Preparation**

		Legal Guardians			
National Average	**2.54**	**2.075**	**2.67**	**2.5**	**2.7**
AU SOE Average	2.48	2.18	2.68	2.6	2.58

Professional Relationships

	Collaboration	Advocacy to Meet the Needs of Learners or for the Teaching Profession
National Average	**2.64**	**2.53**
AU SOE Average	2.68	2.44

Critical Thinking

	Responds Positively to Constructive Criticism
National Average	**2.72**
AU SOE Average	2.72

Content Knowledge at program completion is measured by transcript analysis and licensure exam pass rates. The data show that all Teacher Candidates met acceptable coursework performance of at least a C for UGs and at least a B- for GRs and that **overall Praxis data results indicate that teacher candidates successfully meet licensure benchmarks.** The School of Education recognizes these standardized assessments have demonstrated patterns of inequitable outcomes, particularly for students of color.

Pedagogical Knowledge and Skills at program completion are measured by the Teacher Education's final Student Teaching evaluation. This is a valid and reliable national assessment. The spring 2023 data indicates that teacher candidates are completing the program with the essential pedagogical knowledge and skills to be successful teachers.

0= not meeting 1= emerging 2= meeting 3= exceeding				
Planning for Instruction and Assessment				
	Focus for Learning: Standards and Objectives/Targets	Materials and Resources	Assessment of P-12 Learning	Differentiated Methods
National Average	**2.43**	**2.52**	**2.03**	**2.03**
AU SOE Average	2.48	2.62	2.3	2.14
Instructional Delivery				

	Learning Target and Directions	Critical Thinking	Checking for Understanding and Adjusting Instruction through Formative Assessment	Digital Tools and Resources	Safe and Respectful Learning Environment
National Average	2.45	2.1	2.15	2.34	2.6
AU SOE Average	2.46	2.34	2.32	2.52	2.44
Assessment					
	Data-Guided Instruction		Feedback to Learners		Assessment Techniques
National Average	2.09		2.19		2.22
AU SOE Average	2.2		2.5		2.18
Analysis of Teaching					
	Connections to Research and Theory				
National Average	2.04				
AU SOE Average	2.12				

Technology Skills and Application at program completion are measured formatively, across the program, and culminate in the requirement that **all teacher candidates are measured on their ability to successfully implement Technology Enabled Learning in their Practicum (clinical) setting and reflect on the impact of the technology on their students' content learning.**