I.   Program Effectiveness Summary:

A. Overall Completer Effectiveness and Impact

Belmont is confident that the EPP's teacher education program completers are effective and have positive impact on the learning of their students. Notably, the percentage of EPP completers with TVAAS scores at Level 4 and Level 5 are consistently higher than the state average; while the percentages of completers with TVAAS scores at Level 1 and Level 2 are below the state average. EPP completers from 2015 through 2018 have observation scores in each of the three domains (instruction, environment, and planning) that are near, but slightly below, the state average. Mirroring state averages, Belmont's completers have scores are highest in the environment domain.

Analysis of these data provide insight into how we can more strategically support teacher candidates' effectiveness.

A particular area of strength for Belmont's completers is their indicator scores on content knowledge; with scores that are significantly higher than the state average. Two areas for growth include completers' indicator scores on *standards and objectives* and *lesson structure and pacing*.

Overall, the EPP's graduate completers tend to have higher observation and effectiveness scores than undergraduate completers. Also, across clinical preparation types, graduate internship completers tend to have higher scores across the domains than job-embedded and student teaching completers.

The EPP is committed to continuous improvement to improve the observation and effectiveness scores of its completers.

B. **Individual Program Effectiveness and Impact:**

i.   **Early Childhood Education**

Belmont is confident that its early childhood teacher education program completers are effective and have positive impact on the learning of their students. Early childhood completers from 2015 through 2018 have observation scores in each of the three domains (instruction, environment, and planning) that surpass or meet state averages. In the planning and instruction domains, early childhood completers' scores surpass state averages, and in the environment domain, completers scores are right at the state average.

ii. **Elementary Education**

Belmont is confident that its elementary teacher education program completers are effective and have positive impact on the learning of their students. Elementary completers from 2015 through 2018 have observation scores in each of the three domains (instruction, environment, and planning) that are right at the state averages. Analysis of these data provide insight into how we can more strategically support teacher candidates' effectiveness.

iii. **Middle and Secondary Grades Education (Core Content)**

Belmont is confident that its middle and secondary grades teacher education program completers are effective and have positive impact on the learning of their students. Middle and secondary
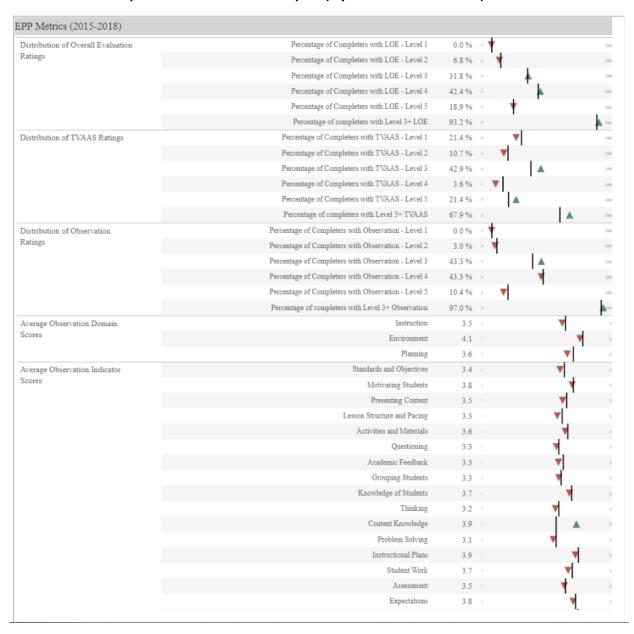
grades completers from 2015 through 2018 have observation scores in each of the three domains (instruction, environment, and planning) that surpass or are only slightly below, the state average. Middle and secondary completers' scores in the environment domain surpass the state average, and their scores in the planning and instruction domains only slightly trail state averages. Analysis of these data provide insight into how we can more strategically support teacher candidates' effectiveness.

iv. **Visual and Performing Arts**

Belmont is confident that its fine arts teacher education program completers are effective and have positive impact on the learning of their students. Fine arts completers from 2015 through 2018 have observation scores in each of the three domains (instruction, environment, and planning) that significantly trail state averages. The EPP is committed to continuous improvement to improve the observation and effectiveness scores of its fine arts completers.

II. **Program Effectiveness Data**
   A. **Overall Completer Effectiveness and Impact (3 year values: 2015-2018)**

EPP Metrics (2015-2018)

Distribution of Overall Evaluation Ratings	Percentage of Completers with LOE - Level 1	0.0 %	
	Percentage of Completers with LOE - Level 2	6.8 %	
	Percentage of Completers with LOE - Level 3	31.8 %	
	Percentage of Completers with LOE - Level 4	42.4 %	
	Percentage of Completers with LOE - Level 5	18.9 %	
	Percentage of completers with Level 3+ LOE	93.2 %	
Distribution of TVAAS Ratings	Percentage of Completers with TVAAS - Level 1	21.4 %	
	Percentage of Completers with TVAAS - Level 2	10.7 %	
	Percentage of Completers with TVAAS - Level 3	42.9 %	
	Percentage of Completers with TVAAS - Level 4	3.6 %	
	Percentage of Completers with TVAAS - Level 5	21.4 %	
	Percentage of completers with Level 3+ TVAAS	67.9 %	
Distribution of Observation Ratings	Percentage of Completers with Observation - Level 1	0.0 %	
	Percentage of Completers with Observation - Level 2	3.0 %	
	Percentage of Completers with Observation - Level 3	43.3 %	
	Percentage of Completers with Observation - Level 4	43.3 %	
	Percentage of Completers with Observation - Level 5	10.4 %	
	Percentage of completers with Level 3+ Observation	97.0 %	
Average Observation Domain Scores	Instruction	3.5	
	Environment	4.1	
	Planning	3.6	
Average Observation Indicator Scores	Standards and Objectives	3.4	
	Motivating Students	3.8	
	Presenting Content	3.5	
	Lesson Structure and Pacing	3.3	
	Activities and Materials	3.6	
	Questioning	3.3	
	Academic Feedback	3.3	
	Grouping Students	3.3	
	Knowledge of Students	3.7	
	Thinking	3.2	
	Content Knowledge	3.9	
	Problem Solving	3.1	
	Instructional Plans	3.9	
	Student Work	3.7	
	Assessment	3.5	
	Expectations	3.8	

B. Average Completer Observation Domain Scores by Endorsement Area (3 year values: 2015-2018)

Details by Endorsement Area			
Instruction	Biology 6-12/7-12	3.8	
	Early Childhood Ed PreK-3	3.8	
	Elementary Education K-5/K-6	3.5	
	English as a Second Language PreK-12	3.3	
	Middle Grades 4-8	3.0	
	Sp. Ed. Modified K-12	3.5	
Environment	Biology 6-12/7-12	4.3	
	Early Childhood Ed PreK-3	4.1	
	Elementary Education K-5/K-6	4.2	
	English as a Second Language PreK-12	3.7	
	Middle Grades 4-8	3.8	
	Sp. Ed. Modified K-12	4.3	
Planning	Biology 6-12/7-12	3.7	
	Early Childhood Ed PreK-3	4.0	
	Elementary Education K-5/K-6	3.8	
	English as a Second Language PreK-12	3.6	
	Middle Grades 4-8	3.3	
	Sp. Ed. Modified K-12	3.3	

C. Average Completer Observation Domain Scores by Program Type (3 year values: 2015-2018)

Details by Program Type			
Instruction	Post-Baccalaureate	3.5	
	Undergraduate	3.3	
Environment	Post-Baccalaureate	4.1	
	Undergraduate	3.9	
Planning	Post-Baccalaureate	3.7	
	Undergraduate	3.3	

D. Average Completer Observation Domain Scores by Clinical Type (3 year values: 2015-2018)

Details by Clinical Type			
Instruction	Internship	3.5	
	Job-Embedded	3.4	
	Student Teaching	3.4	
Environment	Internship	4.1	
	Job-Embedded	4.1	
	Student Teaching	3.9	
Planning	Internship	3.8	
	Job-Embedded	3.5	
	Student Teaching	3.5	

E. Average Completer Observation Domain Scores by Cluster (3 year values: 2015-2018)

EPP Metrics (2015-2018)

Average Observation Domain Scores			
	Instruction	3.5	
	Environment	4.1	
	Planning	3.6	

Details by Cluster

Instruction		
Core Academic - Middle Grades	3.0	
Core Academic – Middle and Secondary Grade	3.4	
Early Childhood Education	3.8	
Elementary Education	3.5	
Fine Arts	3.4	
Special Populations	3.4	

Environment		
Core Academic - Middle Grades	3.8	
Core Academic – Middle and Secondary Grade	4.2	
Early Childhood Education	4.1	
Elementary Education	4.2	
Fine Arts	3.7	
Special Populations	4.1	

Planning		
Core Academic - Middle Grades	3.3	
Core Academic – Middle and Secondary Grade	3.6	
Early Childhood Education	4.0	
Elementary Education	3.8	
Fine Arts	3.3	
Special Populations	3.4	

F. Average Completer Indicator Scores by Cluster (3 year values: 2015-2018)

Details by Cluster

Cluster	Indicator	Score
Instruction	Core Academic - Middle Grades	3.0
	Core Academic – Middle and Secondary Grade	3.4
	Early Childhood Education	3.8
	Elementary Education	3.5
	Fine Arts	3.4
	Special Populations	3.4
Environment	Core Academic - Middle Grades	3.8
	Core Academic – Middle and Secondary Grade	4.2
	Early Childhood Education	4.1
	Elementary Education	4.2
	Fine Arts	3.7
	Special Populations	4.1
Planning	Core Academic - Middle Grades	3.3
	Core Academic – Middle and Secondary Grade	3.6
	Early Childhood Education	4.0
	Elementary Education	3.8
	Fine Arts	3.3
	Special Populations	3.4
Standards and Objectives	Core Academic - Middle Grades	3.0
	Core Academic – Middle and Secondary Grade	3.2
	Early Childhood Education	4.0
	Elementary Education	3.5
	Fine Arts	3.0
	Special Populations	3.3
Motivating Students	Core Academic - Middle Grades	3.4
	Core Academic – Middle and Secondary Grade	3.6
	Early Childhood Education	4.0
	Elementary Education	3.9
	Fine Arts	3.7
	Special Populations	3.8
Presenting Content	Core Academic - Middle Grades	2.9
	Core Academic – Middle and Secondary Grade	3.4
	Early Childhood Education	3.9
	Elementary Education	3.5
	Fine Arts	3.3

Lesson Structure and Pacing	Core Academic - Middle Grades	2.9	▼
	Core Academic – Middle and Secondary Grade	3.4	▼
	Early Childhood Education	3.4	▼
	Elementary Education	3.3	▼
	Fine Arts	2.8	▼
	Special Populations	3.3	▼
Activities and Materials	Core Academic - Middle Grades	3.2	▼
	Core Academic – Middle and Secondary Grade	3.5	▼
	Early Childhood Education	3.9	▲
	Elementary Education	3.6	▼
	Fine Arts	3.5	▼
	Special Populations	3.6	▼
Questioning	Core Academic Middle Grades	3.2	▼
	Core Academic – Middle and Secondary Grade	3.1	▼
	Early Childhood Education	3.8	▲
	Elementary Education	3.5	▲
	Fine Arts	2.5	▼
	Special Populations	3.2	▼
Academic Feedback	Core Academic - Middle Grades	3.0	▼
	Core Academic – Middle and Secondary Grade	3.4	▼
	Elementary Education	3.3	▼
	Fine Arts	3.1	▼
	Special Populations	3.4	▼
Grouping Students	Core Academic - Middle Grades	2.9	▼
	Core Academic – Middle and Secondary Grade	3.2	▼
	Early Childhood Education	3.8	▲
	Elementary Education	3.5	▼
	Fine Arts	3.2	▼
	Special Populations	3.4	▼
Knowledge of Students	Core Academic - Middle Grades	3.1	▼
	Core Academic – Middle and Secondary Grade	3.7	▼
	Early Childhood Education	3.8	▲
	Elementary Education	3.7	▼
	Fine Arts	3.6	▼

Domain	Program	Score	Indicator
Thinking	Core Academic - Middle Grades	2.8	▼
	Core Academic – Middle and Secondary Grade	3.2	▼
	Early Childhood Education	3.8	▲
	Elementary Education	3.3	▼
	Fine Arts	3.1	▼
	Special Populations	3.3	▲
Content Knowledge	Core Academic Middle Grades	3.5	▲
	Core Academic – Middle and Secondary Grade	4.2	▲
	Early Childhood Education	3.9	▲
	Elementary Education	3.8	▲
	Fine Arts	4.3	▲
	Special Populations	3.8	▲
Problem Solving	Core Academic - Middle Grades	2.8	▼
	Core Academic – Middle and Secondary Grade	3.1	▼
	Early Childhood Education	3.9	▲
	Elementary Education	3.3	▲
	Fine Arts	2.8	▼
	Special Populations	2.9	▼
Instructional Plans	Core Academic - Middle Grades	3.7	▼
	Core Academic – Middle and Secondary Grade	3.9	▼
	Early Childhood Education	4.1	▲
	Elementary Education	4.0	▼
	Fine Arts	3.5	▼
	Special Populations	3.7	▼
Student Work	Core Academic - Middle Grades	3.4	▼
	Core Academic – Middle and Secondary Grade	3.7	▼
	Early Childhood Education	3.9	▲
	Elementary Education	3.7	▼
	Fine Arts	3.5	▼
	Special Populations	3.5	▼
Assessment	Core Academic - Middle Grades	3.0	▼
	Core Academic – Middle and Secondary Grade	3.5	▼
	Early Childhood Education	4.0	▲
	Elementary Education	3.6	▼
	Fine Arts	3.5	▼
	Special Populations	3.3	▼

Category	Program	Score	
Content Knowledge	Core Academic – Middle Grades	3.5	▲
	Core Academic – Middle and Secondary Grade	4.2	▲
	Early Childhood Education	3.9	▲
	Elementary Education	3.8	▲
	Fine Arts	4.3	▲
	Special Populations	3.8	▲
Problem Solving	Core Academic - Middle Grades	2.8	▼
	Core Academic – Middle and Secondary Grade	3.1	▼
	Early Childhood Education	3.9	▲
	Elementary Education	3.3	▲
	Fine Arts	2.8	▼
	Special Populations	2.9	▼
Instructional Plans	Core Academic - Middle Grades	3.7	▼
	Core Academic – Middle and Secondary Grade	3.9	
	Early Childhood Education	4.1	▲
	Elementary Education	4.0	▼
	Fine Arts	3.5	▼
	Special Populations	3.7	▼
Student Work	Core Academic - Middle Grades	3.4	▼
	Core Academic – Middle and Secondary Grade	3.7	▼
	Early Childhood Education	3.9	▲
	Elementary Education	3.7	▼
	Fine Arts	3.5	▼
	Special Populations	3.5	▼
Assessment	Core Academic - Middle Grades	3.0	▼
	Core Academic – Middle and Secondary Grade	3.5	▼
	Early Childhood Education	4.0	▲
	Elementary Education	3.6	▼
	Fine Arts	3.5	▼
	Special Populations	3.3	▼
Expectations	Core Academic - Middle Grades	3.8	▼
	Core Academic – Middle and Secondary Grade	4.1	▲
	Early Childhood Education	3.8	▼
	Elementary Education	3.7	▼
	Fine Arts	3.6	▼
	Special Populations	3.9	▼