

## Indicators of Teaching Effectiveness

The State of Maryland does not provide teacher impact data to colleges and universities. This data set provides teaching effectiveness data from the final full-time internship of candidates. At the conclusion of the final full-time professional semester (student teaching), the College Supervisor in collaboration with the mentor teacher, rates each candidate on 21 indicators of teaching effectiveness grouped into 5 categories. Each rating uses a 4 point scale: 4 Exemplary; 3 Proficient; 2 Developing; and 1 Unsatisfactory. This data set reports candidate performance on these indicators of teaching effectiveness at the conclusion of student teaching.

There were 18 completers in the 2017-18 cohort. Teaching Effectiveness is determined on five measures: Evidence of Planning (3 items on the evaluation form); Instructional Delivery (six items on the evaluation form); Classroom Management (3 items on the evaluation form); Student/Teacher Interaction (2 items on the evaluation form); and Professional Dispositions (7 items on the evaluation form).

The mean score on the Evidence of Planning element was 3.48 with a standard deviation of .574. The mean score on the Instructional Delivery element was 3.58 with a standard deviation of .525. The mean score on the Classroom Management element was 3.63 with a standard deviation of .525. The mean score on the Student/Teacher Interaction element was 3.89 with a standard deviation of .319. The mean score on the Professional Dispositions element was 3.80 with a standard deviation of .456.

<b>Completer Cohort</b>	<b>Effectiveness Element</b>	<b>Mean</b>	<b>Standard Deviation</b>
2017-18 N=18	Evidence of Planning (3 items)	3.48	.574
	Instructional Delivery (6 items)	3.58	.566
	Classroom Management (3 items)	3.63	.525
	Student/Teacher Interaction (2 items)	3.89	.319
	Professional Dispositions (7 items)	3.80	.456

Source: Education Department