

Measure 1 (Initial): Completer effectiveness. (R4.1) Data must address: (a) completer impact in contributing to P-12 student-learning growth **AND** (b) completer effectiveness in applying professional knowledge, skills, and dispositions.

Component 4.1: Completer Effectiveness; Licensure programs ensure that candidates effectively contribute to P-12 student-learning growth and can apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experience were designed to achieve.

The Disposition Checklist is a program assessment collected throughout the field experience components of the program to assess student suitability for the profession. The Dispositions Checklist is aligned to the DTE Conceptual Framework and InTASC standards equally. While this data is collected throughout the program at pivotal points, and is a graded component of course practicum criteria, during the student teaching capstone, the disposition checklist is collected at the end of the student teaching experience and analyzed. Data analysis is used to gauge and analyze the dispositions of program completers as they transition to employment opportunities. The disposition data generated from student/program completers, mentor teachers, and Northern New Mexico College (NNMC) Department of Teacher Education (DTE) supervisors, measure ten (10) topic areas of teacher education preparation. The ten (10) topic areas are:

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|---------------------------------|--------------------------------|
| 1) Professionalism | 6) Prepared to Teach and Learn |
| 2) Attitude | 7) Collaboration with Partners |
| 3) Oral Communication Skills | 8) Reflective Practitioner |
| 4) Written Communication Skills | 9) Emotional Intelligence |
| 5) Appreciation for Diversity | 10) Respect |

The student/program completers are assessed in each of these areas through a three-prong evaluation process, inclusive of a student teacher self-evaluation, mentor teacher evaluation, and the DTE supervisor who is a NNMC college faculty member. A representative data sample of 5 – 10 student/program completer is collected each semester and analyzed to document comparative data between semesters and academic years. A Likert rating scale was used to tally survey scores in each of the ten (10) areas rated by each evaluator. The Likert scale ranged from one (1) being the lowest score to four (4) being the highest.

In Fall 2021 semester, 5 samples were collected (Measure 1.1: Fall 2021 Dispositions). The DTE supervisors ranked all 10 categories with a score of 4; totaling a perfect total score of 40 for all student/program completers. In contrast, mentor teachers scores ranged from a low score of 32 to a total score of 40. The student/program completer self-evaluation scores also ranged from a score of 32 to a total score of 40. All scores regardless of the evaluator, scored each criteria either a 3 or 4 on the Likert scale.

The lowest scores were in Effective oral communication skills, Effective written communication skills, Prepared to teach, Collaborates effectively with peers and professors, and is a Reflective practitioner. Each of these areas scored an average of 3.78. The five areas reflect a component of

time as part of criteria needed to successfully demonstrate a score of 4 for the disposition. It is possible that the scores are reflective of how each DTE supervisor, school mentor and the student/completer perceive the academic tasks, the full time placement responsibilities, and family responsibilities all came together during the time frame of their experience.

The next 3 criteria averaged a score of 3.85. The areas included Demonstrates professionalism, Positive enthusiastic attitude, and Appreciation and value for diversity. The last two areas scored an average of 3.9 and a perfect score of 4.0 respectively; Exhibits emotional intelligence to promote goals and education stability and Exhibits respect for supervisors, mentors, parent(s)/guardian(s), administrators, and students. All of the 5 criteria may be a combination of determination, family teachings, and community expectations. The highest scores reflect the affective domains and speak to the value placed on relationships.

In Spring 2022 semester, 6 samples of the Dispositions Checklist were collected (Measure 1.2: Spring 2022 Dispositions). The DTE supervisors ranked 5 out of 6 student evaluations in all 10 categories with a score of 4. In contrast, as was the case in the fall 2021 semester, mentor teachers scores were lower and ranged from a low score of 33 to a total score of 40. The student/program completer scores were higher than in the fall and ranged from a score of 36 to a total score of 40. All scores regardless of the evaluator scored each criteria either a 3 or 4 on the Likert scale.

The lowest scores included Prepared to teach, and is a Reflective practitioner with an average score of 3.64. The areas of Demonstrates effective oral communication skills and Effective written skills received an average score of 3.78. The five areas reflect a component of time as was the case in the Fall 2021 semester. Again, it is possible that the scores are reflective of how each DTE supervisor, school mentor and the student teachers perceive the academic tasks, the full time placement responsibilities, and family responsibilities and how they all come together to demonstrate how they manage time commitments.

The next 3 criteria averaged a score of 3.85 for each of the areas; Positive enthusiastic attitude, Appreciation and value for diversity and Collaborates effectively with peers and professors. The next two areas scored an average of 3.9; Demonstrates professionalism and Exhibits emotional intelligence to promote goals and education stability. The highest score was a perfect score of 4; Exhibits respect for supervisors, mentors, parent(s)/guardian(s), administrators, and students. As with the Fall 2021 data, all of the 5 criteria may be a combination of dispositions that indicate determination, family teachings, and community expectations. The highest scores reflect the affective domains and speak to the value placed on relationships. This is a score that reflects a deep-seated value in the communities of our region. The committee noted this cultural value as indicative of who our students are. As a corollary to the high score, the next highest is, "Exhibits an appreciation and value for diversity". The committee noted that candidates are encouraged to be reflective of their own funds of knowledge and search for strengths in their students. The lowest scores were "Demonstrates effective oral communication skills" and "Is a reflective practitioner". These low scores are also indicative of candidate reluctance to speak out and be

noticed. The committee determined that there will be an emphasis on helping students improve their oral presentation skills. Reflection is encouraged in the EPP, however, candidates can be given a format for formulating an effective reflective process that is more culturally relevant.

The chart below provides a visual interpretation of the aforementioned discussion of sample disposition surveys in Fall 2021 and Spring 2022 as a comparison to the overall average scores submitted by the DTE supervisor, the mentor teacher and completer self-evaluation:

Survey Participants	DTE Supervisor	Mentor Teacher	Self - Evaluation	Total Average Score
Fall 2021	40.00	37.4	39	38.61
Spring 2022	39.66	37.16	38.33	38.38