

## **Impact on P-12 Learning and Development CAEP Component 4.1**

Standard 4.1 addressed the student learning and development. Based on the Teacher and Principal Evaluation (TPE) system, the TPE models consist of equally weighted quantitative measures on student growth. The areas of measuring student growth is based on the teaching areas of the completer. The areas include elementary/middle school teacher two tested areas, elementary/middle school teacher one tested areas, high school teacher tested subjects, or k-12 non-tested area/subject teachers. Each of the student growth areas of measurement include a 20% MSA Lag measure based on 10% reading and 10% math; a 15% annual student learning outcomes measurement identified by the school district or school level, and a 15% annual student learning outcomes measurement determined by priority identification at the classroom level.

Over the period of 2016-2018, evaluations completed on an annual basis, 10 responses to the 39 employers contacted in PGCPs indicated the completers overall effectiveness rating. The employers only provided overall scores for student growth measurement of student learning and development. Employers measure completer effectiveness annually against the employers' measurement of student growth. The overall effectiveness score of the initial program employers' impact on student growth was 31.584, which indicates the initial program completers in which their employer rated the completers effective in the classroom measuring impact of student growth.

During the 2018-2019 school year, 21 responses to the 50 employers contacted in PGCPs indicated the completers overall effectiveness rating. The employers only provided overall scores for student growth measurement of student learning and development. Employers measure completer effectiveness annually against the employers' measurement of student growth. The overall effectiveness score of the initial program employers' impact on student growth was 33.697, which indicates the initial program completers in which their employer rated the completers effective in the classroom measuring impact of student growth. The 2018-2019 measurement of student growth indicated the impact of P-12 student learning and development of the completers improved by 1.73%. Based on the evaluations, the completers of the EPP are making successful strides within the teaching profession.

The EPP conducted assessment measurement outcomes based on the "Impact on P- 12 Learning and Development addressing CAEP Component 4.1 in three areas to measure teacher candidate before exiting the program. The three areas of measurement include: Action Research Assessment for Undergraduate completers (Bachelor of Science Elementary Education, Bachelor of Science Early Childhood/Special Education and Bachelor of Science Secondary Education: English, Mathematics, Science, and Social Studies), Post-Assessment for Master of Arts in Teaching completers and Academic Intervention Plan Assessment for Master of Education Special Education completers. Based on survey results over a three-year span, the majority of completers agreed that the EPP's assessments had a positive impact on their learning and development.

Employer Data 2016-2019 BSU Graduates

| BSU<br>Graduates<br>PGCPS<br>Employee | Graduation<br>Semester | SY18                     |           |                   |             |                  |                   | SY19                     |                     |                   |             |                  |                   | Years Teaching       |
|---------------------------------------|------------------------|--------------------------|-----------|-------------------|-------------|------------------|-------------------|--------------------------|---------------------|-------------------|-------------|------------------|-------------------|----------------------|
|                                       |                        | Professional<br>Practice | PP Rating | Student<br>Growth | SG Rating   | Overall<br>Score | Overall<br>Rating | Professional<br>Practice | PP Rating           | Student<br>Growth | SG Rating   | Overall<br>Score | Overall<br>Rating |                      |
| 1                                     | Fall 2016              | 36.946                   | EFFECTIVE | 35.81             | EFFECTIVE   | 72.756           | EFFECTIVE         | 34.709                   | EFFECTIVE           | 40.609            | EFFECTIVE   | 75.318           | EFFECTIVE         | 2 1/2 years teaching |
| 2                                     | Spring 2017            | 35.709                   | EFFECTIVE | 42.458            | EFFECTIVE   | 78.167           | EFFECTIVE         | 34.209                   | EFFECTIVE           | 24.873            | EFFECTIVE   | 59.082           | EFFECTIVE         | 2 years teaching     |
| 3                                     | Spring 2017            | 36.085                   | EFFECTIVE | 28.463            | EFFECTIVE   | 64.548           | EFFECTIVE         | 29.647                   | INEFFECTIVE         | 25.868            | EFFECTIVE   | 55.515           | EFFECTIVE         | 2 years teaching     |
| 4                                     | Spring 2017            | 38.543                   | EFFECTIVE | 42.235            | EFFECTIVE   | 80.778           | EFFECTIVE         | 41.166                   | EFFECTIVE           | 41.077            | EFFECTIVE   | 82.243           | EFFECTIVE         | 2 years teaching     |
| 5                                     | Spring 2017            | 39.14                    | EFFECTIVE | 41.501            | EFFECTIVE   | 80.641           | EFFECTIVE         | 37.022                   | EFFECTIVE           | 44.032            | EFFECTIVE   | 81.054           | EFFECTIVE         | 2 years teaching     |
| 6                                     | Spring 2017            | 39.485                   | EFFECTIVE | 43.516            | EFFECTIVE   | 83.001           | EFFECTIVE         | 39.085                   | EFFECTIVE           | 45.608            | EFFECTIVE   | 84.693           | EFFECTIVE         | 2 years teaching     |
| 7                                     | Spring 2017            |                          |           |                   |             |                  |                   | 34.166                   | EFFECTIVE           | 8.254             | INEFFECTIVE | 42.42            | INEFFECTIVE       | 2 years teaching     |
| 8                                     | Spring 2018            |                          |           |                   |             |                  |                   | 33.438                   | EFFECTIVE           | 42.379            | EFFECTIVE   | 75.817           | EFFECTIVE         | First year teaching  |
| 9                                     | Spring 2018            |                          |           |                   |             |                  |                   | 36.25                    | EFFECTIVE           | 42.481            | EFFECTIVE   | 78.731           | EFFECTIVE         | First year teaching  |
| 10                                    | Spring 2018            |                          |           |                   |             |                  |                   | 36.272                   | EFFECTIVE           | 27.572            | EFFECTIVE   | 63.844           | EFFECTIVE         | First year teaching  |
| 11                                    | Fall 2017              | 36.978                   | EFFECTIVE | 20.102            | EFFECTIVE   | 57.08            | EFFECTIVE         | 38                       | EFFECTIVE           | 30.138            | EFFECTIVE   | 68.138           | EFFECTIVE         | 1 1/2 years teaching |
| 12                                    | Fall 2017              |                          |           |                   |             |                  |                   | 39.313                   | EFFECTIVE           | 43.15             | EFFECTIVE   | 82.463           | EFFECTIVE         | 1 1/2 years teaching |
| 13                                    | Fall 2017              | 35.834                   | EFFECTIVE | 8.02              | INEFFECTIVE | 43.854           | INEFFECTIVE       | 39.813                   | EFFECTIVE           | 34.095            | EFFECTIVE   | 73.908           | EFFECTIVE         | 1 1/2 years teaching |
| 14                                    | Fall 2017              |                          |           |                   |             |                  |                   | 37.063                   | EFFECTIVE           | 41.429            | EFFECTIVE   | 78.492           | EFFECTIVE         | 1 1/2 years teaching |
| 15                                    | Fall 2017              |                          |           |                   |             |                  |                   | 42.772                   | EFFECTIVE           | 26.04             | EFFECTIVE   | 68.812           | EFFECTIVE         | 1 1/2 years teaching |
| 16                                    | Fall 2017              | 34.688                   | EFFECTIVE | 20.065            | EFFECTIVE   | 54.753           | EFFECTIVE         | 38.228                   | EFFECTIVE           | 40.98             | EFFECTIVE   | 79.208           | EFFECTIVE         | 1 1/2 years teaching |
| 17                                    | Fall 2017              |                          |           |                   |             |                  |                   | 33.147                   | EFFECTIVE           | 24.769            | EFFECTIVE   | 57.916           | EFFECTIVE         | 1 1/2 years teaching |
| 18                                    | Fall 2017              |                          |           |                   |             |                  |                   | 31.688                   | EFFECTIVE           | 18.782            | EFFECTIVE   | 50.47            | INEFFECTIVE       | 1 1/2 years teaching |
| 19                                    | Fall 2017              | 37.5                     | EFFECTIVE | 33.669            | EFFECTIVE   | 71.169           | EFFECTIVE         | 46.938                   | HIGHLY<br>EFFECTIVE | 37.273            | EFFECTIVE   | 84.211           | EFFECTIVE         | 1 1/2 years teaching |
| 20                                    | Fall 2018              |                          |           |                   |             |                  |                   | 30.876                   | EFFECTIVE           | 33.888            | EFFECTIVE   | 64.764           | EFFECTIVE         | 6 months teaching    |
| 21                                    | Fall 2018              |                          |           |                   |             |                  |                   | 45.75                    | HIGHLY<br>EFFECTIVE | 34.345            | EFFECTIVE   | 80.095           | EFFECTIVE         | 6 months teaching    |
|                                       |                        | 37.0908                  |           | 31.5839           |             | 68.6747          |                   | 37.12152381              |                     | 33.6972381        |             | 70.81876         |                   |                      |

| Scale:                           |                                 |             |         |          |                                  |
|----------------------------------|---------------------------------|-------------|---------|----------|----------------------------------|
|                                  |                                 | # grads     | # evals | Returned |                                  |
| Overall Total                    | <=52.1421 then Ineffective      | Fall 2016   | 4       | 1        | 25%                              |
| Overall Total                    | >90.2581 then highly effective  | Spring 2017 | 16      | 5        | 31%                              |
| PP_Total (Professional Practive) | <=30.0898 then Ineffective      | Fall 2017   | 19      | 4        | 21%                              |
| PP_Total                         | >=44.2251 then Highly effective | Spring 2018 | 12      | 0        | (First evaluation not completed) |
| SMG_Total (Student Growth)       | <=18.3320 then ineffective      |             |         |          |                                  |
| SMG_Total                        | >=49.7542 then highly effective |             |         |          |                                  |

|             | # grads | # evals | Returned |  |
|-------------|---------|---------|----------|--|
| Fall 2016   | 4       | 1       | 25.0%    |  |
| Spring 2017 | 16      | 5       | 31.3%    |  |
| Fall 2017   | 19      | 4       | 21.1%    |  |
| Spring 2018 | 12      | 3       | 25.0%    |  |
| Fall 2018   | 7       | 2       | 28.5%    |  |

|                          | 2016-2018 | 2018-2019 |
|--------------------------|-----------|-----------|
| Impact on Student Growth | 31.5839   | 33.6972   |
| Professional Practice    | 37.0908   | 37.1215   |
| Overall Effectiveness    | 68.6747   | 70.8188   |

# Impact on P-12 Learning and Development

## CAEP Component 4.1

### 2016-2019

#### Bachelor of Science Elementary Education - Action Research Assessment

| Spring 2016<br>N=7 | Fall 2016<br>N=0 | Spring 2017<br>N=5 | Fall 2017<br>N=7  | Spring 2018<br>N=3 | Fall 2018<br>N=2  | Spring 2019<br>N=9 |
|--------------------|------------------|--------------------|-------------------|--------------------|-------------------|--------------------|
| Mean Score = 3.22  | Mean Score = 0   | Mean Score = 3.38  | Mean Score = 3.77 | Mean Score = 3.63  | Mean Score = 3.19 | Mean Score = 3.60  |

#### Bachelor of Science Early Childhood/Special Education - Action Research Assessment

| Spring 2016<br>N=8 | Fall 2016<br>N=3  | Spring 2017<br>N=9 | Fall 2017<br>N=9  | Spring 2018<br>N=6 | Fall 2018<br>N=3  | Spring 2019<br>N=8 |
|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|
| Mean Score = 3.55  | Mean Score = 3.42 | Mean Score = 2.93* | Mean Score = 3.29 | Mean Score = 3.83  | Mean Score = 3.79 | Mean Score = 3.14  |

\*Overall assessment below standard of 3.0 due to one candidate score. Intervention plan developed and implemented with candidate.

#### Bachelor of Science Track: Secondary Education (English, Mathematics, Science, Social Studies) - Action Research Assessment

| Spring 2016<br>N=1 | Fall 2016<br>N=2  | Spring 2017<br>N=3 | Fall 2017<br>N=2  | Spring 2018<br>N=2 | Fall 2018<br>N=2  | Spring 2019<br>N=0 |
|--------------------|-------------------|--------------------|-------------------|--------------------|-------------------|--------------------|
| Mean Score = 2.50* | Mean Score = 3.38 | Mean Score = 3.42  | Mean Score = 3.00 | Mean Score = 3.81  | Mean Score = 3.56 | Mean Score = 0     |

\*Candidate assessment reviewed, intervention plan developed and implemented.

#### Master of Arts in Teaching - Post Assessment

| Spring 2016<br>N=3 | Fall 2016<br>N=0 | Spring 2017<br>N=2 | Spring 2018<br>N=4 | Fall 2018<br>N=0 | Spring 2019<br>N=1 |
|--------------------|------------------|--------------------|--------------------|------------------|--------------------|
| Mean Score = 3.61  | Mean Score = 0   | Mean Score = 3.00  | Mean Score = 3.76  | Mean Score = 0   | Mean Score = 1.33* |

\*Overall assessment below standard of 3.0 due to one candidate score. Intervention plan developed and implemented with candidate.

#### Master of Education Special Education - Academic Intervention Plan Assessment

| Fall 2014<br>N=2  | Fall 2015<br>N=4  | Fall 2016<br>N=3  | Fall 2017<br>N=6  | Fall 2018<br>N=6  | Spring 2019<br>N=10 |
|-------------------|-------------------|-------------------|-------------------|-------------------|---------------------|
| Mean Score = 3.12 | Mean Score = 3.74 | Mean Score = 3.53 | Mean Score = 3.85 | Mean Score = 4.00 | Mean Score = 3.01   |