

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 Graduates PGCPS Employee	Graduation Semester	SY18						SY19						Years Teaching
		Professional Practice	PP Rating	Student Growth	SG Rating	Overall Score	Overall Rating	Professional Practice	PP Rating	Student Growth	SG Rating	Overall Score	Overall 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 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 EFFECTIVE	34.345	EFFECTIVE	80.095	EFFECTIVE	6 months teaching
		37.0908		31.5839		68.6747		37.12152381		33.6972381		70.81876		

Scale:	
Overall Total	<=52.1421 then Ineffective
Overall Total	>90.2581 then highly effective
PP_Total (Professional Practive)	<=30.0898 then Ineffective
PP_Total	>=44.2251 then Highly effective
SMG_Total (Student Growth)	<=18.3320 then ineffective
SMG_Total	>=49.7542 then highly effective

	# grads	# evals	Returned	
Fall 2016	4	1	25%	
Spring 2017	16	5	31%	
Fall 2017	19	4	21%	
Spring 2018	12	0	(First evaluation not completed)	

	# 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

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2016-2018

Bachelor of Science Elementary Education - Action Research Assessment

Spring 2016 N=7	Fall 2016 N=0	Spring 2017 N=5	Fall 2017 N=7	Spring 2018 N=3
Mean Score = 3.22		Mean Score = 3.38	Mean Score = 3.77	Mean Score = 3.63

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

Spring 2016 N=8	Fall 2016 N=3	Spring 2017 N=9	Fall 2017 N=9	Spring 2018 N=6
Mean Score = 3.55	Mean Score = 3.42	Mean Score = 2.93*	Mean Score = 3.29	Mean Score = 3.83

*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 N=1	Fall 2016 N=2	Spring 2017 N=3	Fall 2017 N=2	Spring 2018 N=2
Mean Score = 2.50*	Mean Score = 3.38	Mean Score = 3.42	Mean Score = 3.00	Mean Score = 3.81

*Candidate assessment reviewed, intervention plan developed and implemented.

Master of Arts in Teaching - Post Assessment

Spring 2016 N=3	Fall 2016 N=0	Spring 2017 N=2	Spring 2018 N=4
Mean Score = 3.61	Mean Score =	Mean Score = 3.00	Mean Score = 3.76

Master of Education Special Education - Academic Intervention Plan Assessment

Fall 2014 N=2	Fall 2015 N=4	Fall 2016 N=3	Fall 2017 N=6
Mean Score = 3.12	Mean Score = 3.74	Mean Score = 3.53	Mean Score = 3.85