

Impact on Student Learning & Teaching Effectiveness Report

CAEP STANDARDS: 4.1, 4.2, & 5.4



IMPACT & EFFECTIVENESS REPORT

Impact on Student Learning & Teaching Effectiveness Report | 4.1 & 4.2

This document outlines data collection, reporting, and changes made utilizing data on program completers in initial licensure programs at the University of Richmond for CAEP Standard 4.1 and 4.2. CAEP Standard 4.1 addresses how EPPs measure their completers' impact on P-12 learning, and 4.2 addresses how EPPs measure their completers' teaching effectiveness. The Commonwealth of Virginia does not provide direct evidence to EPPs, and EPPs are individually responsible to collect evidence through divisions, completers, and observations. The University of Richmond has collected data through several means over time, and uses these data (triangulated) with other measures to make program improvements.

Summary Information by Virginia Uniform Performance Standard

Below is a summary of data collected by the University of Richmond Teacher Education Program found across all methods of collecting Virginia Uniform Performance Standards Principals' Summative Evaluations. Sections after the summary provide detailed information on how data were collected.

Standard 1 Professional Knowledge:

- Summative Evaluation Data Combined
 - Three Exemplary Ratings, Ten Proficient Ratings

Standard 2 Instructional Planning:

- Summative Evaluation Data Combined
 - Two Exemplary Ratings, Eleven Proficient Ratings

Standard 3 Instructional Delivery:

- Summative Evaluation Data Combined
 - Two Exemplary Ratings, Eleven Proficient Ratings

Standard 4 Assessment of and for Student Learning:

- Summative Evaluation Data Combined
 - Two Exemplary Ratings, Eleven Proficient Ratings

Standard 5 Learning Environment:

- Summative Evaluation Data Combined
 - Two Exemplary Ratings, Eleven Proficient Ratings

Standard 6 Professionalism:

- Summative Evaluation Data Combined
 - Four Exemplary Ratings, Nine Proficient Ratings

Standard 7 Student Academic Progress: (Impact on Student Learning)

- Summative Evaluation Data Combined
 - Two Exemplary Ratings, Eleven Proficient Ratings

Data Collection Methods by Term

Spring 2019:

- Adjunct faculty member and trained university supervisor, Jim Raines, observed and evaluated two University of Richmond Teacher Preparation Program graduates during the Spring 2019 semester. Mr. Raines used the **Final Evaluation** rubric for this observation and provided comments for each rubric item. Additionally, the graduates agreed to share their principals' summative evaluations of their performance with the EPP on the **Virginia Uniform Performance Standards**. Mr. Rains was able to evaluate and collect principal evaluations on 2 completers during Spring 2019 (Elementary Education & Secondary History / Social Science).
- In the **Initial Licensure Completer Survey**, completers were asked to upload or self-report their summary principal evaluations. From the survey, 10 candidates self-reported on the VUPS and of the ten, one uploaded their official report.

Fall 2019:

- Director of Field Experience, Deborah Napoli, collected principal evaluations on the **Virginia Uniform Performance Standards** during a completer employment event. Candidates at this time did not have summative evaluations, only observation notes. These pieces of evidence will be utilized in our case in later drafts
- Adjunct faculty member and trained university supervisor, Sandy Justice, observed and evaluated 4 University of Richmond Teacher Preparation Program graduates during the Fall 2019 semester. Ms. Justice used the **University Evaluation for Completors** rubric for this evaluation and provided comments for each rubric item.

Spring 2020:

- Director of Field Experience, Deborah Napoli, collected principal evaluations on the **Virginia Uniform Performance Standards** during a completer employment event.
- EPP tasked one University Supervisors the role of observing and evaluating Teacher Preparation Program graduates during Spring 2020. This supervisor was unable to observe during the COVID-19 outbreak and subsequent school closings.

Collected-VUPS Evaluations Spring 2019

In Spring 2019, the EPP collected and recorded three signed/dated Virginia Uniform Performance Summative Evaluations. These data are presented in Table 1. Note that the three completers all were employed in public schools, and were rated in the top two categories of the VUPS (Proficient and Exemplary). VUPS 1-6 measure teacher effectiveness, and VUPS 7 measures impact on student learning. Original files have been scrubbed of identifying information. Two of the completers have secondary licenses and 1 candidate has an elementary license.

Table 1: Spring 2019 VUPS Evaluation Data

Student	VUPS 1	VUPS 2	VUPS 3	VUPS 4	VUPS 5	VUPS 6	VUPS 7
Completer X	Exemplary	Proficient	Proficient	Proficient	Proficient	Exemplary	Proficient
Completer Y	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Completer Z	Proficient	Proficient	Proficient	Proficient	Proficient	Exemplary	Proficient

Self-Reported VUPS Evaluations Spring 2019 (From Completer Survey)

In the Spring 2019 Teacher Education Program Completer Survey, the EPP asked completers to self-report their most recent VUPS Summative Evaluation data in the Qualtrics survey. Table 2 presents evidence collected on VUPS 1-7 from the Spring 2019 survey. VUPS 1-6 measure teacher effectiveness, and VUPS 7 measures impact on student learning.

Table 2: Spring 2019 Self-Reported Evaluation Data

VUPS	Unacceptable (1)	Needs Improvement / Developing (2)	Proficient (3)	Exemplary (4)	N	Mean
VUPS 1 - Professional Knowledge	0	0	8	2	10	3.2
VUPS 2 - Instructional Planning	0	0	8	2	10	3.2
VUPS 3 - Instructional Delivery	0	0	8	2	10	3.2
VUPS 4 - Assessment of and for Student Learning	0	0	8	2	10	3.2
VUPS 5 - Learning Environment	0	0	8	2	10	3.2
VUPS 6 - Professionalism	0	0	7	3	10	3.3
VUPS 7 - Student Academic Progress	0	0	8	2	10	3.2

Observation Data (Utilizing University of Richmond Final Evaluation Tool)

To supplement summative evaluation data, the EPP has assigned University Supervisors the task of observing and working with program completers. As such, the EPP collects data on program completers utilizing the Final Evaluation tool as a method of assessing teaching effectiveness. The Final Evaluation tool is identical to the one utilized in the Teaching Internship. The instrument was evaluated for validity using the Lawshe Method during the Spring 2019 Advisory Board meeting.

Completer	Endorsement	VUPS 1	VUPS 2	VUPS 3	VUPS 4	VUPS 5	VUPS 6
Completer A Observed S19	Secondary	Meets the proficiency expected	Meets the proficiency expected	Exceeds the proficiency expected	Meets the proficiency expected	Meets the proficiency expected	Meets the proficiency expected
Completer B Observed S19	Elementary	Meets the proficiency expected	Meets the proficiency expected	Meets the proficiency expected	Meets the proficiency expected	Meets the proficiency expected	Meets the proficiency expected
Completer C Observed F19	Secondary	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Meets the proficiency expected	Meets the proficiency expected	Exceeds the proficiency expected