

# Impact on Student Learning & Teaching Effectiveness Report

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CAEP STANDARDS: R4.1



# Impact on Student Learning & Teaching Effectiveness Report | R4.1

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 R.4.1. R.4.1 addresses how EPPs measure their completers' impact on P-12 learning and how EPPs measure their completers' teaching effectiveness in the field. The Commonwealth of Virginia does not provide direct evidence to EPPs, and EPPs are individually responsible to collect evidence through divisions, completers, observations, and employers. 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
- Observation Data Combined
  - Five Exceeds the proficiency expected Ratings, four Meets the proficiency expected Ratings

### Standard 2 Instructional Planning:

- Summative Evaluation Data Combined
  - Two Exemplary Ratings, Eleven Proficient Ratings
- Observation Data Combined
  - Four Exceeds the proficiency expected Ratings, Two Meets the proficiency expected Ratings

### Standard 3 Instructional Delivery:

- Summative Evaluation Data Combined
  - Two Exemplary Ratings, Eleven Proficient Ratings
- Observation Data Combined
  - Five Exceeds the proficiency expected Ratings, One Meets the proficiency expected Ratings

### Standard 4 Assessment of and for Student Learning:

- Summative Evaluation Data Combined
  - Two Exemplary Ratings, Eleven Proficient Ratings
- Observation Data Combined
  - Three Exceeds the proficiency expected Ratings, Three Meets the proficiency expected Ratings

### Standard 5 Learning Environment:

- Summative Evaluation Data Combined
  - Two Exemplary Ratings, Eleven Proficient Ratings
- Observation Data Combined
  - Three Exceeds the proficiency expected Ratings, Three Meets the proficiency expected Ratings

### Standard 6 Professionalism:

- Summative Evaluation Data Combined
  - Four Exemplary Ratings, Nine Proficient Ratings
- Observation Data Combined
  - Three Exceeds the proficiency expected Ratings, Three Meets the proficiency expected Ratings

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

- Summative Evaluation Data Combined
  - Two Exemplary Ratings, Eleven Proficient Ratings
- Specific Smart Goal Data
  - Measures defined for Spring 2021

## 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 completers self-reported on the VUPS and of the ten, one uploaded their official report.

### Fall 2019:

- Director of Clinical Experience, Deborah Napoli, collected principal evaluations on the **Virginia Uniform Performance Standards** during a completer employment event. Completers 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 Completers** rubric for this evaluation and provided comments for each rubric item.

### Spring 2020:

- Director of Clinical Experience, Deborah Napoli, requested principal evaluations on the **Virginia Uniform Performance Standards** during a completer employment event. Completers in attendance provided observation notes, not VUPS Summative reports.
- 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.
- On the 2019-2020 VEAC Employer, employers were asks to rate completer's ability to "immediately impact student learning as the Overall item. This item matches an item in the Deans for Impact Survey.

### Fall 2020:

- Faculty observed one secondary completer in the field. The faculty member provided results on the Final Evaluation rubric.

### Spring 2021:

- Faculty observed two completers in early Spring 2021. Groups of completers also submitted recent observation reports, state midterm evaluations, and documentation of impact on student learning.

### 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 completer 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						
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. When joining VEAC, we have removed this item from the common survey.

**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
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### 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. Additionally, the Accreditation and Assessment Specialist works with the Director of Clinical Practice to improve the sample (licensure type and program track) of completers observed in the field. This helps ensure that the EPP's sample of responses addresses variation in internal EPP tracks.

Completer	Endorsement	VUPS 1 Professional Knowledge	VUPS 2 Instructional Planning	VUPS 3 Instructional Delivery	VUPS 4 Assessment of and for Student Learning	VUPS 5 Learning Environment	VUPS 6 Professionalism
Completer A Observed in 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 in 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 in 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
Completer D Observed in F19	Secondary	Meets the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Meets the proficiency expected
Completer E Observed in F19	Comprehensive	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected
Completer F Observed in F19	Comprehensive	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected
Completer G Observed in F20	Secondary	Exceeds the proficiency expected	Exceeds the proficiency expected	Exceeds the proficiency expected	Meets the proficiency expected	Exceeds the proficiency expected	Meets the proficiency expected
Completer H Observed in S21	Elementary	Meets the proficiency expected	Meets the proficiency expected	Begins to meet the proficiency expected	Meets the proficiency expected	Exceeds the proficiency expected	Meets the proficiency expected

Completer 1 Observed in S21	Secondary	Exceeds the proficiency expected					
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## VEAC Survey Data (2019-2020)

On the 2019-2020 VEAC Employer, employers were asked to respond to the following question per each completer. “Based on your experiences with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?” Respondent employers could respond “Fully ready (able to have an immediate impact on student learning), Mostly ready (able to successfully meet the needs of most students), “Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers),” “Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports)” or “Not ready (unable to meet the needs of students even with additional supports).”

To find the average overall satisfaction, responses are coded, from 1 to 5. Higher values indicate more readiness, and lower values indicate less readiness. Table 1 provides descriptive statistics on this scaled version of the overall satisfaction item. The University of Richmond EPP’s mean is above the average rating for the 17 VEAC partner EPPs. Of EPP completers surveyed,

### Overall Preparation Scaled Descriptive

Group	Mean	Standard Deviation	Standard Error	Lower 95% CI from Mean	Upper 95% CI from Mean	N
University of Richmond	4.73	0.467	0.141	4.45	5.00	11
ALL VEAC	4.49	.798	.037	4.42	4.53	457

\*Values range from 1 to 5

### Spring 2021 Impact on Student Learning Data

The EPP collected Talent ED data from 2 completers (one year out) in early Spring 2021 working in local divisions. Both completers were licensed in elementary education. These data were from the mid-point in the term. Included in these reports are the SMART goals for each completer to document their impact on student learning. In both cases completers are utilizing growth measures between Fall 2020 and Spring 2021 in reading and math. The EPP will provide documentation of this information at the CAEP Site Visit.

## Notes from Observation Debrief

### Spring 21

JH, DN, BS, LK

- LK – Noted how COVID has impacted teaching. It was LK’s first virtual birds eye view in the classroom. LK noted how good it was to see how completers adapted to COVID. Was impressed and felt confident with their abilities.
  - BS – note that this was the first time observing virtually. Noted that the completers sent lots of warnings in communicating prior to the observation, however, the lesson was wonderful. BS noted the completer’s enthusiasm for teaching.
    - Completers utilized strategies highlighted in our program
      - Probing questions for engagement
    - Noted how difficult engagement is during COVID
      - Many tactics utilized, but there were many “black screens.”
      - Suggested that data from schools this year will poor in terms of “impact.”
    - Food for thought to take back to method - the importance of engagement
      - Added content in class – reality of seeing the COVID world via zoom.
        - Stress to current candidate - Focus on engaging – avoiding even the “hint of boredom”
  - DN- Focused on differentiation and assessment – what are you doing with it?
    - Talked afterwards – Noted how the divisions are not providing good models. Completers know it, but don’t always practice. They are “getting by” during the pandemic.
    - Noted how this experience is being used to guide the Professional Growth Plan
      - Tying in Guest Speakers in Capstone Seminar
        - Reflective discussions on differentiation
      - Engagement moving forward
      - Tie Planning and Engagement
- Discussed other 4.1 data. Noted that mid-term includes impact evidence. Will re-review in late Spring.
- Need to find a better time to collect Summative Data (observations and mid-terms great, but not 7 measures).
- Will attempt to reach out to divisions (Henrico and Chesterfield)