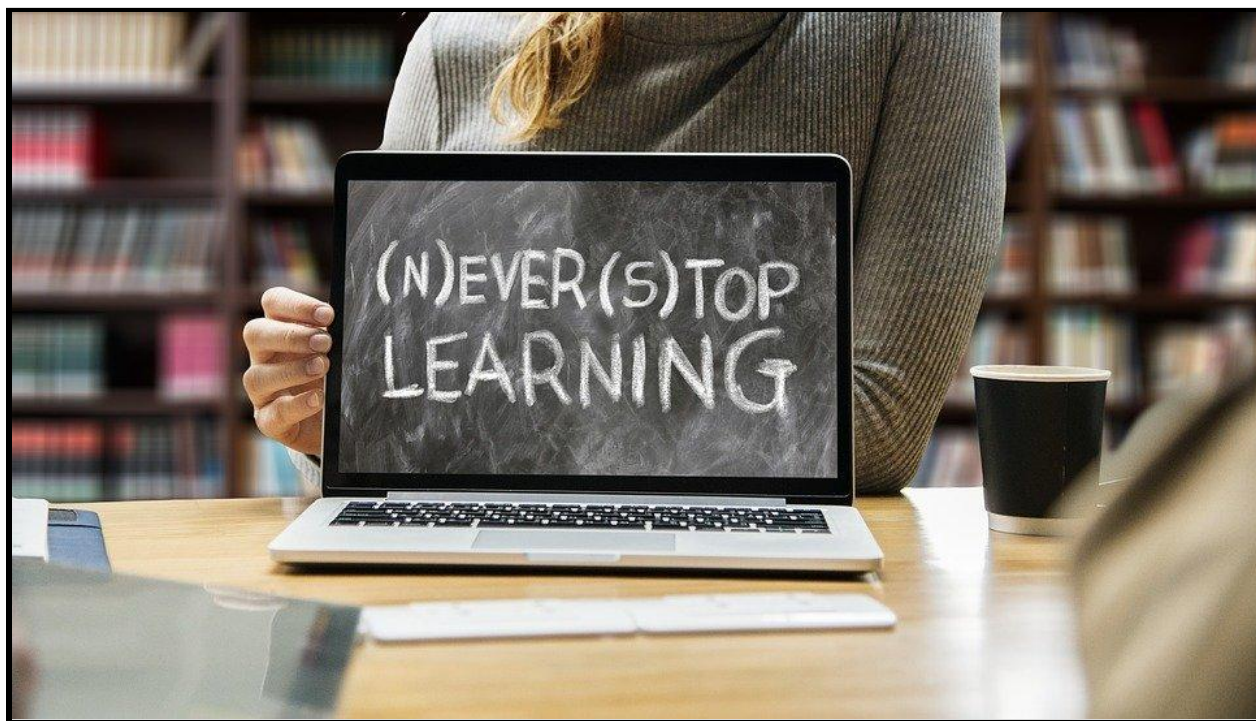




**Impact on Student Learning and Teaching Effectiveness Report**  
**CAEP Standard R4.1**



Updated 4/22

## **Impact on Student Learning and Teaching Effectiveness, R4.1**

The document outlines data collection, reporting, and analysis of data on program completers in initial licensure programs at Ferrum College for CAEP R4.1 in 2020-2021, which addresses how EPP's measure their completers' impact on P-12 learning and how EPPs measure their completers' teaching effectiveness in the field. It should be noted that the Commonwealth of Virginia does not provide evidence to EPP's, and EPP's are individually responsible to collect evidence through divisions, completers, observations, and employers. Ferrum College has collected qualitative and quantitative data through several means and uses these data with other measures to make program improvements.

- EPP contacted completers from 2020-2021 to request volunteers to self-report data on impact on P-12 learning. Eleven completers provided either quantitative assessment data or qualitative data.

## **Virginia Uniform Performance Standards**

- Standard 1: Professional Knowledge
- Standard 2: Instructional Planning
- Standard 3: Instructional Delivery
- Standard 4: Assessment of and for Student Learning
- Standard 5: Learning Environment
- Standard 6: Professionalism
- Standard 7: Student Academic Progress (impact on student learning)

VUPS 1-6 measure teacher effectiveness and VUPS 7 measures impact on student learning. Data tables appear on the following pages. Original files have been scrubbed of identifying information.

## 2020-2021 Administrator Evaluations Using Uniform Performance Standards

The EPP collected five signed and dated final administrator evaluations from five completers. These data are presented in the table below. These completers consist of 4 White females and one male completer employed in a public school.

Completer	VUPS 1	VUPS 2	VUPS 3	VUPS 4	VUPS 5	VUPS 6	VUPS 7
Completer X (2020 grad; secondary)	Proficient	Exemplary	Proficient	Proficient	Proficient	Proficient	Proficient
Completer X (2020 grad; secondary)	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Completer X (2019 grad; elementary)	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Completer X (2018 grad; Health and PE)	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
Completer X (2018 grad; elementary)	Proficient	Exemplary	Exemplary	Proficient	Exemplary	Proficient	Proficient

## 2020-2021 Self-Reported Completer Impact on P-12 Students

The EPP asked completers to self-report impact data on their K-12 students. Six completers responded. The qualitative and quantitative data on the following pages is the result of that request.

**Example A:** White male completer teaching secondary English for three semesters. Student impact was collected at the conclusion of the second semester of teaching by means of a comprehensive course survey. Twenty-seven surveys were distributed and collected. Students responded with a ranking of 1 - 5 with lower numbers indicating low satisfaction and higher numbers indicating higher levels of satisfaction. Mean scores to a sample of statements are below:

Statement	Mean Score
I was able to use a variety of technology tools in this class to show my understanding of the content. (Examples include IXL, Flipgrid, Quizizz, EdPuzzle, Google Forms,	4.25

etc.	
The activities and tests/quizzes accurately show what I have learned in this class.	4.48
The teacher created a welcome, respectful, and inclusive learning environment.	4.40
My teacher prepared me to be a successful learner in this online or blended class.	4.37

**Example B:** White female completer teaching secondary history and social sciences for two semesters. This pre and mid-semester assessment included 50 question exams delivered before instruction and at the mid-point of the semester. Data provided for 67 students from three different high schools in one school district. This data follows a semester taught exclusively online.

Pre Assessment and Mid-Semester Assessment Data N=67		
Score Increase	25/67	37.3%
Score Decrease	12/67	17.9%
No Change	5/67	7.4%
Did not Take Both Exams	25/67%	37.3%

**Example C:** White female completer teaching secondary biology (licensed in Agriculture) for one year provided SOL pass rates following fall 2020 hybrid schedule. 72% of all students passed the biology SOL, with one passing “advanced.”

**Example D:** White female completer after one year teaching Agriculture at a middle school. 100% of her students’ scores improved when comparing scores on the pre- and post-assessment shown below.

The post test was given on 10/27 and was the same format as the pre-test that was given on 10/16. Every student who turned in a completed post test in the correct format achieved their goal for each section of the assessment (parts, functions, and examples). Some students did not answer in the correct format (they inserted pictures of roots/leaves rather than listing an example of a root that humans commonly consume).

Student	Parts	Functions	Examples
A	4/4	4/4	4/4
B	4/4	2/4	2/4
C			
D			
E			
F			
G			
H			
I	4/4	4/4	4/4
J			

AN1 rev 9.2020

Page 5 of 7

K	4/4	4/4	0/4
L	4/4	4/4	0/4
M			
N	4/4	4/4	4/4
O			
P	4/4	4/4	4/4
Q	4/4	4/4	4/4
R	4/4	4/4	4/4
S	4/4	4/4	4/4
T	4/4	3/4	0/4

To help achieve these goals, the main concepts were introduced on 10/16 after the pre-test through a pear deck. This pear deck broke down the four main parts and described their functions while providing a visual representation of an edible example of each part. We then took a closer look at leaves and their role in helping plants survive. We explored why plants were green and why they change colors in the fall. Students read a virtual book that had accompanying questions and completed a brain pop activity that presented the topic in another way and provided a formal assessment after in a quiz format. Warm-up questions between the pre and post test were utilized to review by having students recall what we learned in previous classes and had them practice labeling the main parts. A final review powerpoint that had the information summarized was covered before the post test was given. These materials can be found in my archived google classroom from quarter 1, weeks 6-8.

**Example E:** A White female completer teaching secondary English for two semesters provided the following anecdotal evidence of classroom success.

1. I have one student who was failing miserably (21/F) at the end of the 3rd 9 weeks. Based on averages, even if he had gotten a 100/A, he would not have passed English 9. This student also

had many behavioral issues and I was on the brink of writing a referral because of his behavior, but his mother and I had a conversation. I found out that he was in trouble with the law and couldn't get suspended again or he would likely be facing juvenile detention. This student was constantly on his phone or sleeping in class. He was not engaged at all. His mother was almost ready to give up on him, but I told her how much I believed in this young man and that I knew he could turn his act around. With my help and a lot of support at home, the student completed an academic contract and was able to go back and complete the work from the 3rd 9 weeks in order for me to move his grade up to a 59/F to give him a better chance of passing the class. Now, he is maintaining a high F/low D, which is acceptable for him. He is trying to turn his life around and is trying to do better.

2. I have a student in another class who hates English. He does not like to write and frequently did not turn in his writing or grammar assignments. He also slept in class every day and would also sleep in most of his other classes. He was failing. I had a conversation with this student about his grades in all of his classes and told him that I expected better of him because I knew he could do better. I told him he was a smart kid and didn't need to sleep all the time in class because he was missing important information. After this conversation, I saw a change in his attitude. Instead of coming in every day and putting his head down, he would walk up to my desk and make conversation with me. He is maintaining an A/B average in my class, and although he still sleeps in other classes, he has tried to discipline himself to stay awake in mine, even to the point where he will move his seat up to my desk so that I can help keep him accountable and he will stay awake. He told me that he still hates writing, but doesn't hate my class.

3. I have another student in my class that hates to write. He also had some behavioral problems. He would either sleep or get angry and throw things. He was not destructive, but he was disruptive. He told my co-teacher on the very first day that if she were to walk around the room and stop at his desk, he would immediately stop working if he was already working and then not do anything else. He does not respond to her in positive ways. Every time she walks back to his desk to look at his work, he gets an attitude. The other students in the class also dislike him except for 2-3 people. They are mean to him. I try to ask him questions nearly every day and just have a conversation about anything other than English. He has started opening up to me. When I walk back to his desk, he does not stop working or get angry. He will talk to me and tell me that he doesn't understand something, which is huge for him. He still shuts down when my co-teacher goes to his desk, but because of the positive relationship I have established with him, he is being more successful and more positive with me and a few others in the class, as well as volunteering to answer even if he is unsure.

**Example F:** White female completer after teaching one year at the elementary level provided a MAP mathematics assessment score summary showing student performance from the beginning of the school year to the end of the school year.

“I also would like to include that of the students who scored low and raised their score in the spring, many of them come to tutoring with me as well. I stay after school on

Tuesdays/Thursdays and provide math/reading tutoring opportunities for these students where I work in small groups as well as one-on-one scenarios to help students with specific skills. I also work on Saturdays as another tutoring opportunity through the skill and work on math/reading skills there as well.

Students who come to tutoring each day have really improved their math scores. I have one student for example who has an IEP in math and struggles with basic concepts. She used to have to work with a hundred chart just to do simple addition and subtraction problems. In working with this student during small groups and one-on-one sessions, she now is able to work without the use of a hundred chart and can do basic addition/subtraction as well as multiplication! She does not rely on this math aid anymore and only uses it if she truly does not know how to find an answer. This is just one of many stories that I could share. Thank you for asking!"

N=35

Mathematics	88.5% of Students Improved their score	An average growth rate of 13.2 points
-------------	--	---------------------------------------

### Sample Scores

GROWTH		4th Grade Mathematics - Poff - 3(A)		Term Rostered:	Spring 2020-2021	Growth Comparison Period:		Fall 2020 - Spring 2021					
				District:	Franklin County Public Schools	Weeks of Instruction:		Start - 4 (Fall 2020)					
				School:	Lee M. Waid Elementary School			End - 26 (Spring 2021)					
						Optional Grouping:		None					
						Small Group Display:		No					
Math: Math K-12													
				Achievement Status				Growth					
				Fall 2020		Spring 2021		Student					
Student Name		SP21 Grade	SP21 Date	RiT Range (+/- SEM)	Percentile Range (+/- SE)	RiT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RiT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth
		4	4/22/21	205-208-211	65-72-79	222-225-228	82-86-90	217	9	17	4.1	8	Yes
		4	4/23/21	187-190-193	19-25-32	188-191-194	9-13-17	199	9	1	4.1	-8	No
		4	4/22/21	191-194-197	28-35-43	193-196-199	16-21-27	203	9	2	4.1	-7	No
		4	4/22/21	202-205-208	57-65-72	214-217-220	65-72-78	214	9	12	4.1	3	Yes †
		4	4/27/21	195-198-201	38-46-54	202-205-208	34-41-49	207	9	7	4.1	-2	No †
		4	4/21/21	188-191-194	21-28-35	199-202-205	27-34-41	200	9	11	4.1	2	Yes †
		4	4/22/21	202-205-208	57-65-72	205-208-211	42-49-57	214	9	3	4.1	-6	No
		4	4/21/21	173-176-179	3-5-8	177-180-183	2-3-5	185	9	4	4.1	-5	No
		4	4/22/21	206-209-212	68-74-80	218-221-224	74-80-85	218	9	12	4.1	3	Yes †