Impact on Student Learning Highlights:

- Program Completers that have provided data back to the EPP have been rated (all three = proficient) in having impact on student learning through state SOL exams and through projects directed by building level administration. Feedback on these data suggest candidates work with principals to meet Virginia Standard 7 (Teacher Impact) and higher scores have been awarded for completers success in planning their impact measures.
- Formal interviews at focus groups of principals have suggested that candidates demonstrate impact via both projects that use pre-post data, and SOL exams. Two principals stated that the vast majority of recent Radford University completers have demonstrated impact. The principals also mentioned that they work with candidates in this process, but that they rarely see advanced proficiency in impact from novice teachers regardless of EPP.
- Interviews of completers suggest that they feel prepared to demonstrate impact with the knowledge they gained in the program. Completers point out that each school and district has different standards for showing impact. Reading feedback from summative evaluations, completers use both projects with pre-post data and standardized SOL state assessment data.

Teaching Effectiveness Highlights

- Across P-12 Schools, principals provide different forms of feedback. Yet, the qualitative evidence in the formal observations suggest that candidates are effective in the classroom. All candidates have been rated as proficient or above in content knowledge, instructional planning, instructional delivery, assessment, learning environment, and professionalism (Virginia Standards of Learning).
  - Note that all formal observations are structured, and follow the Virginia SOLs. Completers are evaluated on an observation form that has been shared with the EPP, but that there are some differences based on school division.
- The EPP is currently piloting an assignment for graduate student to video direct observation for faculty to rate completers. This process would relieve some of the burden off of faculty to schedule observations with program completers. This also allows the EPP to use the RU Observation Rubric on completers across school districts with different Observation tools.

Plans to diversify data collection

- As the Commonwealth does not provide data to EPPs regarding completer’s effectiveness, we plan to collect new sources of data through several routes.
  1. Work with faculty (who supervised candidates) to directly ask completers for their data. This direct method of requesting data is more personal, and
completers feel more comfortable sharing the data with those they worked with while in the EPP.

2. The Office of Assessment is working with several faculty to develop student projects that will help collect data for the EPP on other completers. This process involves having graduate students collect video and lesson plan document evidence from previous completers.

3. Work with our consortium to collectively work on data collection related to Standard 4.

4. Continue asking completers and administrators at focus groups to discuss both completer teaching effectiveness and impact on student learning.

Notes on Collection
- Three completers in the academic year 2017-2018 have provided observational and impact evaluations from their schools. Two candidates were from secondary social studies, and one candidate was from middle school education. Two completers provided data from their first year in the field, and one completer provided data from their second year in the field.
- Two elementary school principals participated in the 2018 Focus Group and were directly asked about completers impact.
- Nine completers from elementary education, middle school education, special education, deaf and hard of hearing education, math education, social studies education, and English education participated in the 2018 Focus Group and were directly asked about demonstrating impact.