**Evidence Standard 4.1**

4.1 Impact on Student Learning Plan

Initial Programs

Southern Arkansas University – Educational Preparation Provider

Revised Spring 2018

**CAEP Standard 4.1: Impact on Student Learning**

*The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.*

**Relationship to Standard**

Completers employed in partnering districts will provide Southern Arkansas University (SAU) with relevant and robust data on P-12 student learning that will allow the EPP to make data-informed decisions. Currently, the EPP gathers information about our completers’ impact on student learning through both completer and employer surveys. While such information provides the EPP with valuable data, it does not entirely meet Standard 4.1’s expectation of “multiple measures” of student learning growth. Therefore, we propose an implementation plan below that will employ a variety of measures providing greater insight into the degree to which our program completers are having a positive impact on their students' learning and intellectual development.

**Description of the Evidence Collection:**

The EPP will implement the following initiatives to meet standard 4.1:

* Beginning in Fall 2018, the Arkansas Department of Education (ADE) has pledged to provide data to support evidence of completer impact on student learning. These data will measure completers’ impact on student learning based on growth in students’ standardized test scores.
* Starting in Fall 2018, ADE will provide data that will include the percentage of teachers whose value-added summary growth statistics meet, do not meet, and/or exceed mandated levels.
* In Fall 2018 and thereafter, the EPP will also conduct its own case studies on completers’ first three years of teaching, in the form of an action research project that will measure completers’ impact on student learning.

The data provided by ADE, as well as the results of our own case studies, will provide us with the necessary information to satisfy CAEP Standard 4.1. These data will be analyzed on a regular basis to support program evaluation and quality improvement.

Timeline:

*Academic Year 2017-2018:*

* In Fall 2017, data were collected from five partnering districts to provide standardized test scores for completers. Unfortunately, districts’ responses proved inconsistent and did not allow for meaningful analysis and comparison. Therefore, the EPP has reevaluated our phase-in plan for Standard 4.1 and determined that a case study approach might be a more effective method of acquiring the desired information. In support of this reevaluation, the EPP solicited feedback from candidates in their final semester in the program (Spring 2018) in an effort to create a compensation model that would maximize case study participation [Feedback Summary].
* In order to address completers’ impact on student learning in specialty licensure areas (e.g. Elementary Education, P-12 Health and PE, Music), a formal meeting will take place on March 27, 2018, between ADE, local district partners, and SAU faculty to discuss which specific variables to measure during completers’ first three years of teaching. Minutes of that meeting will be provided during the site team visit.
* The Program Impact Committee has created a preliminary proposal [Completer Action Research Instructions and Guidelines] for soliciting feedback from completers, partners, and faculty to develop an “Impact on Student Learning” project. The resulting data will be aligned to InTASC, the Teacher Excellence Support System (TESS), College and Career Readiness Standards (CCR), and International Society for Technology in Education (ISTE) standards. The final Completer Action Research Instructions and Guidelines will be available at the time of the site visit.
* The Initial Educator Preparation Committee (IEPC) will review and approve the Completer Action Research Project before the site visit, and minutes will be provided.
* The Quality Assurance Coordinator (or CAEP Coordinator, until the Quality Assurance Coordinator is appointed) will complete the IRB proposal and secure approval prior to the site visit. The IRB approval letter will be provided during the site visit.

*Academic Year 2018-2019:*

* In Fall 2018, the Arkansas Department of Education [CAEP agreement with ADE] will provide to the Dean and designated CAEP coordinator access to the following SAU EPP completer information:
  + A report on the growth scores for completers’ students during the completers’ first three years of teaching.
  + The number and percentage of teachers whose value-added summary growth statistics meet, do not meet, and/or exceed the expected levels set by ADE.
* The resulting ADE data set will then be provided to the Quality Assurance Coordinator, who will organize the data from ADE for analysis within one semester, and will provide the data to the IEPC. The IEPC will make recommendations to the Professional Education Partnership Council (PEPC) and EPP.
* The PEPC and EPP will review and approve the Completer Action Research Project, which will begin using the approved case study protocol in Fall 2018 [Completer Action Research Instructions and Guidelines]. A purposeful and representative sample of completers will be selected for Year 1, with a minimum of 10 participants. A second cohort will be solicited for Spring 2019.
* Data on the Completer Action Research Project will be entered by program faculty into Livetext and provided to the Quality Assurance Coordinator for aggregation and disaggregation.
* The IEPC will review the data from the Action Research Project, make recommendations to the PEPC and EPP on the pilot project, and present its findings during Summer 2019.
* If necessary, the Impact on Student Learning project committee will review the plan and guidelines during Summer 2019 to make any necessary recommendations to the IEPC and PEPC for full implementation of the Completer Action Research Project for the 2019-2020 academic year.

*Academic Year 2019-2020 (and beyond):*

* The ADE will provide to the SAU Dean of Education and CAEP coordinator information on how to access:
  + Data measuring student impact based on the growth scores achieved by completers’ students during the first three years of teaching.
  + Data measuring the percentage of teachers whose value-added summary growth statistics meet, do not meet, and/or exceed the expected levels.
* As before, data provided by ADE will be given to the Quality Assurance Coordinator, who will organize the data for analysis. The Quality Assurance Coordinator then will provide the data within one semester to the IEPC, which will make recommendations about potential program changes to the PEPC and EPP.
* The EPP will continue with the Completer Action Research Project and assigned program faculty will enter data into Livetext.
* The IEPC will review all available data and make recommendations for program changes to the PEPC and EPP on the action research project and findings.

Resources:

The Quality Assurance Coordinator will be provided the equivalent of one course release per semester to collect and organize the data from this project for analysis, and to provide it to the appropriate committee chairs. Since this course release will likely result in the hiring of an adjunct faculty member to cover the Coordinator’s course assignment, the annual cost to the University would be approximately $4,200.

Program faculty will be provided the equivalent of one student teacher credit for observation and data collection on three completers over the course of a given year. Where available, each program/specialty licensure area will assess completers in Year One, Year Two, and Year Three. A goal of 25 completer observations would cost the University approximately $7,500, mostly in the form of adjunct salaries to replace instructors whose teaching loads have been reduced by the additional student teacher credits.

Program faculty will also be compensated for travel to complete observations and collect student impact data. The approximate cost of observing 25 completers within a 50 mile radius, while using video observation/conferencing for completers outside of that range, would total approximately $1,015.

Completers who participate in the assessment effort will be compensated at a rate of $50 per year. Payments to 25 completers would total approximately $1,250.

The Livetext coordinator will be provided with a stipend of $2,500 a year for coordinating assessment data needs for the College of Education.

Data Quality

*District Provided Standardized Test Scores:*

The data provided by districts will be in the form of standardized test scores. The companies that produce these instruments engage in regular validity and reliability testing, ensuring that the resulting data meet CAEP standards. Because these data measure student progress over multiple iterations, they allow us to address student-learning growth within completers’ classes, consistent with Standard 4.1.

*ADE Data Quality:*

The data provided by the Arkansas Department of Education will be valid and reliable. ADE will run validity and reliability tests on the data and provide them to SAU when the data become available. The Dean and designated CAEP coordinator will be notified by email how to access the data. The IEPC will analyze the data and make annual recommendations to the PEPC and EPP.

The data set will compare all completers in Arkansas public schools who teach in the tested areas. This will allow for the creation of a representative sample of completers for both the SAU and comparison groups. The Quality Assurance Coordinator will organize the data for dissemination to the IEPC and program directors. The IEPC and program directors will make recommendations to the EPP regarding any needed program changes.

*Case Study Data Quality:*

A copy of the data collection instrument will be available to the site team. The Program Impact Committee will initially review the instrument for content. In addition, partners will review the Case Study and completer action research directions. The Quality Assurance Check [Quality Assurance Check—Case Study] is provided to ensure content validity and reliability. The IEPC and PEPC will also review and approve the plan for the study and all data collection instruments prior to the site visit. A pilot study will be conducted during the Fall 2018 semester and the Quality Assurance Coordinator will organize the data and provide them to the Program Impact Committee for review. A reliability review will take place and protocols will be updated prior to the spring administration of the case study. In addition, we will select a purposeful sample with multiple program completers during the first pilot cycle, and, as the study develops, a more robust sample representative of all program/specialty licensure areas will be selected annually. The IEPC and program directors will review the findings provided by the Quality Assurance Coordinator to make program recommendations to the EPP and PEPC.