

Measure 1 (Initial): Completer effectiveness. (R4.1)

Initial Programs Completer Effectiveness AND Impact

Impact on P-12 Student Learning Growth

The Virginia Teacher Performance Evaluation Standard 7, Student Academic Progress, is used by Virginia to assess P-12 teachers' impact on student learning. Currently, the EPP gathers information about our completers' impact on student learning through completers' voluntarily submitted Virginia's Teacher Summative Performance as well as the VEAC Employer (32% response rate) and Completer (25% response rate) surveys whose items are aligned to the VDOE standards, including Standard 7. Completters' evaluations were gathered as part of a survey eliciting feedback through open-end questions (e.g., What could we add or modify in our programs to help future alumni to be better prepared for teaching during pandemics or other crises?); the survey had 17% response rate. In an effort to increase the response rate, the EPP contacted multiple email addresses (i.e., employer, preferred, Shenandoah) for each completer. While 17 completers responded to the open-ended questions, only seven usable summative evaluations were provided. Moving forward the EPP is considering alternative ways of collecting this information, such as focus groups. EPP also hopes that its collaborative work within VEAC will streamline the request and sharing through the Collaborative for all Virginia EPPs and their partner school divisions to provide useful data.

Descriptive statistics for these three measures are provided in Tables 1 and 2

Table 1. Means and Standard Deviations (SD) for Completters' Impact on Student Learning via VA-7, Student Academic Progress, from Summative Evaluation, Employer Survey, Completer Survey

| Measures of Student Academic Progress (VA-7) | N | Mean | SD |
|--|----|------|-----|
| Summative Evaluations | 7 | 3.00 | .58 |
| Completer Survey | 40 | 3.23 | .42 |
| Employer Survey | 38 | 3.24 | .62 |

Note. Response scale: 1 = Unacceptable, 2 = Developing (effectiveness emerging), 3 = Proficient, 4 = Exemplary.

As presented in Table 1, administrators' evaluations portray completers as being proficient, the expected level of performance in VA Standard # 7, which measures Student Academic Progress. Completters also perceive themselves as being proficient, the expected level of performance, in VA Standard # 7.

Completer Effectiveness

Completer effectiveness is captured by the overall scores on the Virginia Teacher Summative Evaluations as well as the VEAC Employer and Completer surveys whose items are aligned with these Virginia standards. Overall, effectiveness descriptive statistics for these three measures are provided in Table 2.

Table 2. Means and Standard Deviations (SD) Completters' Effectiveness from Summative Evaluation, Employer Survey, and Completer Survey

| Effectiveness Measures | N | Mean | SD |
|-------------------------------|----------|-------------|-----------|
| Summative Evaluations | 7 | 3.02 | .44 |
| Completer Survey | 40 | 3.24 | .47 |
| Employer Survey | 38 | 3.27 | .54 |

Note. Response scale: 1 = Unacceptable, 2 = Developing (effectiveness emerging), 3 = Proficient, 4 = Exemplary

All three measures portray completers' effectiveness as being at the expected level of performance (proficient = 3). In addition, both the Employer and Completer Surveys asked respondents the degree to which the completer was ready to meet the needs of their students. Both Employers ($M = 4.50$, $SD = .71$) and Completers ($M = 4.53$, $SD = .74$) agreed that the completers were prepared to meet their students' needs