

GaPSC Standard 4: Program Impact

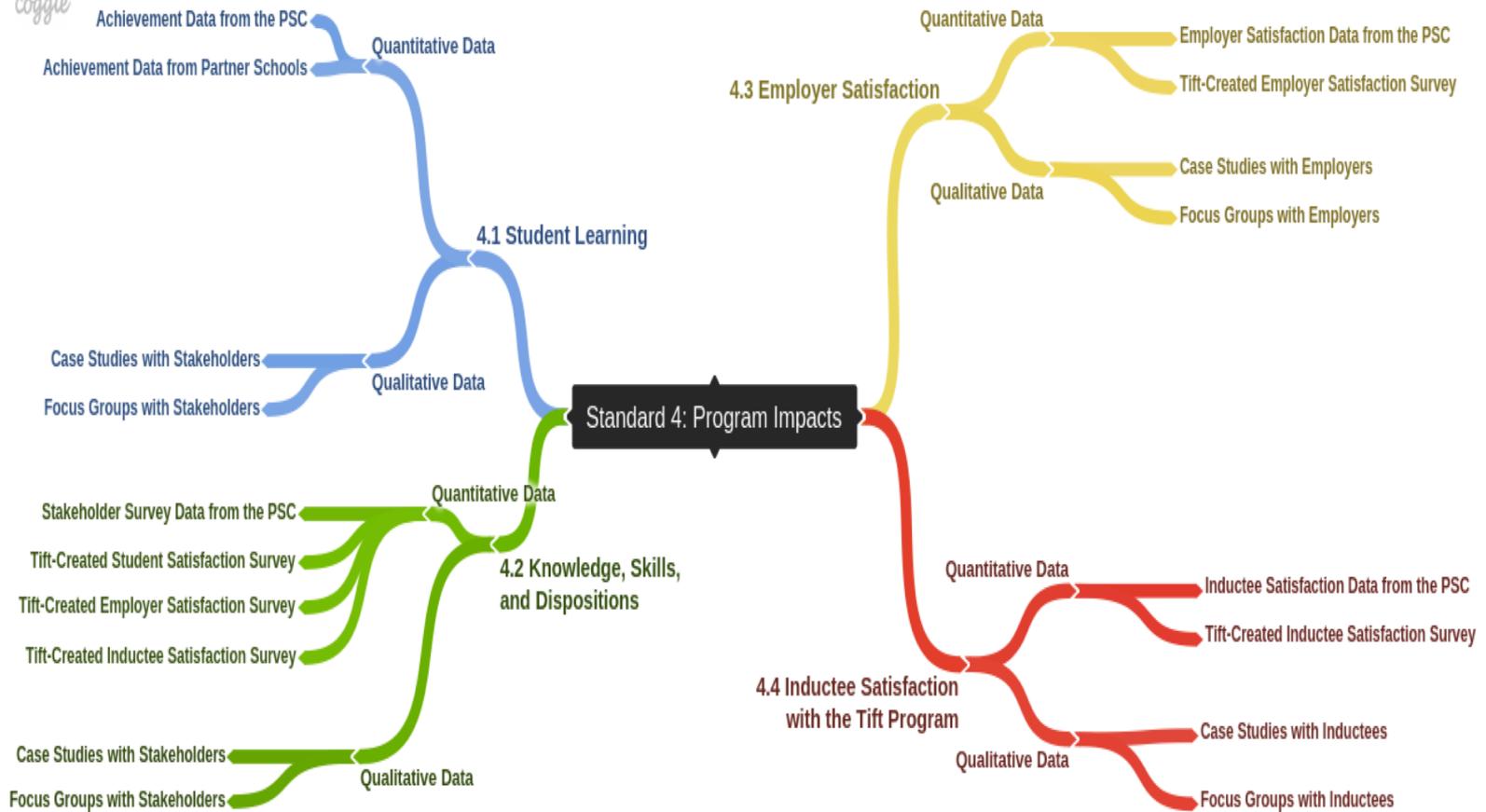
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GaPSC Certification and Program Officials Conference

October 24, 2019

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Pilot Testing: 2017-2018

- In the 2017-2018 academic year, we pilot-tested our program-impact related surveys. We collected survey data on a pilot set of six inductees and five included surveys of their students as was recommended in our correspondence in the PSC. We also assessed the quality of our surveys and protocols to revise them as necessary. We collected data from a survey of four students' parents of only one inductee as well as surveys of four employers-administrators. Milestones and MAP academic data was available for three participants as well as TKES data for 5 inductees (Table 1).

Table 1

Overview of the data collection for the assessment of program impacts for 2017-2018 pilot study.

Data Map							
Participant	Grades	Self-Survey	Student Survey	Parent Survey	Employer Survey	Academic Data (Milestones & MAP)	TKES Data (ONLY for 5 out of 7 participants)
A	HS	X	X				Unidentifiable
B	2 nd	X	X		X		Unidentifiable
C	MS	X	X				Unidentifiable
D	3 rd	X	X		X	X	Unidentifiable
E	MS	X	X		X	X	Unidentifiable
F	Pre-K/SE	X		X		X	Unidentifiable
H	Elem(Gifted)				X		Unidentifiable

Year Two: 2018-2019

- In the 2018-2019 academic year, we were able to collect student growth data on two of the previous year's inductees. Because of the lack of response for participation in inductee and employer focus groups, we modified our survey instruments to include open-ended questions, and disseminated on a broader scale using the GaPSC-provided Program Completer Placement Report.
- As a result of this modification, sixteen inductees responded compared to the previous year's six, and eight employers responded compared to the previous year's four. The addition of open-ended questions provided much richer qualitative data.

Standard 4.1

- **4.1:** 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.

- **2017-2018:** Student outcome data was only submitted for 3 out of the 7 participants (Teachers D, E, and F). The data included Georgia Milestones and MAP data from Teachers D and E and a narrative correspondence from the evaluator for Teacher F.
- **2018-2019:** Student outcome data were retrieved for Teachers D and F from the previous year. The data included Georgia Milestones and MAP data from Teacher D and an End of the Year Report on Teacher F's students. Student Growth Percentile data provided through PPEM is being analyzed as an additional measure.

Standard 4.2

- **4.2:** The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

- **2017-2018:** Surveys were given to students and parents. Five teachers gave surveys to their students resulting in 97 total surveys. 22 of those surveys were completed by students from two teachers for grade levels one through five while seventy-five were from three teachers in grades six through 12. Only one teacher submitted four parent surveys so these results were omitted due to a low response rate.
- **2018-2019:** Because of the low response rates from the previous year, TAPS data provided through PPEM is being used to ensure that completers apply and achieve proficient levels of the professional knowledge, skills, and dispositions expected post-preparation at Mercer University.

Standard 4.3

- **4.3:** The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students.

- **2017-2018:** The key areas of concern represented the following standards: Standard 3: Instructional Strategies, Standard 4: Differentiated Instruction, Standard 7: Positive Learning Environment, Standard 8: Academically Challenging Environment, and Standard 10: Communication.
- **2018-2019:** None of the employers of the previous year's inductees responded to follow-up surveys. The eight employers who responded to this year's surveys did not identify any areas of concern. Overall, the teacher inductees outperformed the previous cohort participants. They were better prepared and yielded exceptional results in comparison. Follow-up research on the same cohort will need to be conducted in order to determine consistent impact, increased preparation, and employer satisfaction. Employer Surveys data from PPEM will also be used for comparison.

Standard 4.4

- **4.4:** The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confront on the job, and that the preparation was effective.

- **2017-2018:** The key areas of concern as represented in the teacher self-evaluation survey were the following standards: Standard 2: Instructional Planning, Standard 4: Differentiated Instruction, Standard 5: Assessment Strategies, Standard 6: Assessment Uses, Standard 7: Positive Learning Environment, Standard 8: Academically Challenging Environment, and Standard 10: Communication.
- It is important to note that of this initial group of inductees, only three out of seven participants were still employed at the same school in the same district the following year. None of the inductees responded to communication on follow-up surveys.
- According to the **2018-2019** quantitative data including sixteen inductees, there were no key areas of concern. The qualitative component of the self-reflection indicated Standard 5: Assessment Strategies, Standard 6: Assessment Uses, and Standard 7: Positive Learning Environment need to be further explored. Inductee Survey information from the PPEM will also be analyzed and used to monitor these areas.

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