Standard

CAEP Initial Standard R.4: Program Impact
The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Component R.4.1: Completer Effectiveness
The provider demonstrates that program completers:
- Effectively contribute to P-12 student-learning growth and;
- Apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experienced were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

Purpose

The purpose of the focus group summarized in this document was to establish evidence that UVA EHD provides effective preparation which results in completers' instruction on P-12 student learning and development, and that employers are satisfied with the relevance and effectiveness of EHD's preparation programs. In addition, EHD aimed to establish evidence showing that our candidates effectively contribute to P-12 student learning growth and apply the professional knowledge, skills, and dispositions that our experiences were designed to achieve.

Rationale for evidence: By eliciting the perspectives of P-12 partners and employers on EHD candidate impact, we present direct evidence of how our programs meet Standard R.4 and component R4.1, as results suggest employers feel EHD candidates effectively contribute to P-12 student-learning growth and apply the appropriate knowledge, skills, and dispositions gained through EHD's programs in the classroom.

Procedures

To establish evidence of meeting R.4 and Component R4.1, EHD recruited a panel of P-12 school leaders and developed a focus group protocol designed to elicit perspectives on the satisfaction of employers with EHD programs, graduates, and their impact on P-12 student learning and development. The Director of Assessment and Director of Teacher Education developed the focus group protocol, aligning items with the language of standard R 4.1, workbook guiding questions, and questions of interest to the program for program improvement purposes. The Director of Assessment then conducted the focus group via Zoom using the designed protocol, recording the focus group in order to transcribe participant responses and analyze responses for overarching themes. Participants were selected purposefully to reflect diversity of school size, demographic socio-economic makeup, and grade level. In this way,

EHD selected a representative sample of employers from whom to solicit program satisfaction feedback.

Focus Group Participants

Names have been redacted for the public website. Participants included 14 principals, one director of human resources, and one director of teacher quality.

Protocol

The following script and items were used in the facilitation of the focus group:

Employer Focus Group Protocol: UVA Teacher Education and Advanced Programs

Thank you for agreeing to take part in this focus group. The purpose of the focus group is to learn more about your perceptions of our teacher education and advanced program graduates and their preparation.

Virginia EPPs are required to gather data regarding employers' satisfaction with their graduates for accreditation purposes, and these data will be used for accreditation and program improvement purposes only.

During the focus group, I will ask you questions and facilitate a discussion about your perceptions of the level of preparation and readiness of our graduates. When I ask these questions, please consider employees who you know completed their preparation at UVA's School of Education.

Before we begin, I want to remind you that if you feel uncomfortable or want to leave the focus group for any reason, you may do so. Also, you do not have to answer all of the questions that are posed. If there is a question you would rather not answer, you are under no obligation to do so.

As we engage in the focus-group process, I would like to record our discussion. With this recording, I will be able to transcribe the discussion in a way that most accurately captures everyone's ideas. However, if you have any concerns about my recording, or would like me to stop recording at any point in time, please let me know. All recordings and transcriptions from the focus group will be de-identified and stored in a secure location in order to protect your privacy.

As a reminder, as you answer the following questions, please think about your experiences and interactions with graduates from Virginia's preparation programs for positions such as elementary, secondary, early childhood, or special education teacher. Some questions will pertain to advanced programs such as school counselor, school psychologist, school principle or AP, and subject-area specialists such as Reading and Math specialists.

<u>Items</u>

1. What are our graduates most prepared to do well? Examples, social-emotional learning, differentiating, instructional tech, assessment administration and use of assessment data, collaboration with colleagues and families, differentiating, instructional tech, assessment administration and use of assessment data, collaboration with colleagues and families
2. What are our graduates least prepared to do well?
3. Please describe some ways in which our graduates contribute to student learning and growth. Progress toward mastery of academic and/or behavioral outcomes, intervention and/or enrichment.
4. Follow-up as necessary – are candidates prepared to work with diverse learners and support the growth of ALL students and how can we better prepare them to contribute to the learning and development of ALL, DIVERSE students?
5. How can we better prepare graduates to contribute to student learning and socio-emotional/developmental growth.
6. How do you measure teacher effectiveness in the classroom? This could include uniform performance standards and evaluation, but there could be other ways specific to your school/district or your definition of impact/effectiveness.

Summary of Results

Results are presented according to protocol item:

1. Completers demonstrate proficiency with content knowledge, identification and appropriate use of resources, applying appropriate strategies for differentiation, use of instructional technology including learning and applying new technologies, lesson plan development, written communication, relationship-building with students, peers, and families, integration of feedback.
2. Completers are less adept at traditional communication (i.e., phone calls) with families. While EHD's Teacher Education programs have clearly built in effective preparation in teaching reading strategies and reading intervention, school leaders would like to see similar preparation around ESOL strategies. Leaders encourage EHD to continue expanding in the area of diversity of placements prior to program completion, including working with students with greater learning needs.
3. UVA EHD's clinical training is strong, including the ability to analyze and use diagnostic data. Our completers demonstrate a willingness to partner with students to develop plans for enhancing their own learning and development. Completers are adept at creating authentic partnerships with students that include student accountability for their own learning. This leads to a significant contribution to student growth. UVA EHD candidates are able to plan and assess for learning effectively. Completers are also adept at addressing student growth from a socio-emotional perspective.

4. UVA EHD candidates, when compared to peers, are skilled at taking an asset-based approach to problem-solving and student growth and development. Completers enter the profession already very aware of initiatives that the division prioritizes around equity and racism, including Culturally Responsive Teaching. It is obvious that this is a priority to EHD's teacher education program and clinical experiences incorporate such training effectively. The diversity of EHD's clinical placements is beneficial.
5. There is opportunity for growth around trauma-informed teaching. Continue to expand diversity of clinical placements so that candidates are exposed to students whose backgrounds and needs are different from their own school experiences. Encourage summer experiences such as summer camps and other educational leadership and instructional experiences outside of P-12 schooling. Increase the focus on common accommodations made in general P-12 classrooms and partnering with special education teachers to support students.
6. Outside of the standardized district evaluation system aligned to the Virginia Uniform Performance Standards, leaders cited conversations with P-12 students as a powerful tool for evaluating teachers and teacher candidates. Completers who take initiative stand out from peers, and those individuals typically continue to excel after accepting positions. Leaders find that candidates and completers who connect with other school personnel (e.g., counselors, specialists) are more successful.

Use of Results

EHD's Director of Assessment and Director of Teacher Education reviewed focus group results and discussed overarching themes. These data provide evidence that P-12 school partners are satisfied with the preparation of candidates across programs. Specifically, the data support that P-12 leaders perceive EHD completers as effectively contributing to P-12 student-learning growth, both academically and socio-emotionally. Additionally, results indicate that leaders feel EHD graduates effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Focus group data also support EHD's continued focus on expanding diversity of clinical placements, as well as the move to a year-long internship experience. These modifications ensure that candidates are placed in settings that may differ from their own educational experiences, enhancing their perspectives and skill in applying instructional strategies and other skills and competencies in a variety of settings and with learners with diverse and varying needs. EHD will continue to analyze placement data to ensure that all candidates experience a variety of diverse placements. Additionally, EHD will continue its focus on equipping candidates with skills and strategies related to supporting the diverse needs of students in a variety of educational settings , as the data highlight the increasing importance of general education teachers' competency around special education strategies and requirements, reading intervention and diagnosis, and support for students for whom English is a second language.