

EMORY & HENRY COLLEGE



Emory & Henry College Annual Reporting Measures 2020-2021

In order for Emory & Henry College to meet the requirements of the Virginia Department of Education (VDOE) and the Virginia Board of Education (VBOE) agreement with the Council for the Accreditation of Educator Preparation (CAEP), the EPP submits the following information to represent the annual reporting measures for the Teacher Preparation Program. The following measures are available via:

Annual Reporting Group: 2020-21 Completers

The EPP reported twenty-four completers for the 2020-21 Academic Year. Four completers within the group also received their add-on Special Education Endorsement.

2020-2021 Completers	
VA Program	N
6-12 English	1
6-12 History	4
6-12 Math	2
6-12 Math	1
PK-12 French	1
PK-12 Health/PE	2
PK-12 Music Instrumental	2
PK-12 Music, Vocal	1
PK-6 English	1
PK-6, 6-8 English	1
PK-6, 6-8 History and Social Science	6
PK-6, 6-8 Math	2
PK-6, 6-8 Math Mid Math	1
Add-on SPED	4

CAEP Accountability Measure 1: Completer Effectiveness

Completer impact on P-12 learning is measured using the EPP's Quality Assessment System in conjunction with the Virginia Education Assessment Collaborative (VEAC). The EPP uses the Employer, Completer Surveys, and Completer Impact on P-12 Learning Results to determine completer effectiveness in their first three years in the classroom.

The EPP uses completer student pass rates for the Virginia Standards of Learning assessment from the school division that employs the most program completers. In the past, the EPP has used state

standardized test scores and completer overall pass rates as an indicator of completer effectiveness. It should be noted, that there were more than five completers employed by the school division, but only five had standardized test results as other completers were teaching in subject areas that did not have a standardized test. In reviewing the data with the division testing coordinator, the EPP noted that **given the COVID-19 pandemic**, data was not what the EPP nor the school division usually is able to report. In discussions between the EPP and school division testing coordinator, the results for all teachers were not as good as before the pandemic and could be attributed to **learning loss** from the previous 2019-2020 school year when schools were not in-person for most school divisions. For the 2021-22 school year, the school division will be using growth assessments to determine student learning outcomes from the beginning of the year to the end of the year, and the EPP believes that this will be an additional source of P-12 learning data that will help determine completer impact.

2019-2021 Completer Standardized Test Pass Rates					
Completer	Endorsement Area	Year of Completion	Years of Service	Subject Taught	2021 SOL Data
1	PK-6, 6-8 Math	Summer 2019	2	Math 8	50%
2	6-12 Math	Fall 2020	1	Math 8	46%
3	6-12 Biology	Spring 2020	2	Biology	71%
4	6-12 English	Fall 2019	2	English 6	76%
5	PK-, 6-8 English	Fall2019	2	Math 6	65%

2020-21 Employer Survey indicates that employers believed that Emory & Henry College Completers were mostly ready to fully ready (overall mean score of 4.77) for their work in the classroom. Specifically, the VEAC Employer Survey item asks employers, “Based on your experiences with this teacher, what best describes the extent to which they were ready to meet the needs of students in your school?” Respondent employers could respond:

- 5 Fully ready (able to have an immediate impact on student learning),
- 4 Mostly ready (able to successfully meet the needs of most students)
- 3 Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers)
- 2 Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports) or
- 1 Not ready (unable to meet the needs of students even with additional supports).

Item G addresses employers rating the completer’s ability to impact P-12 learning with 2020-21 completers mean score 3.57 indicating that program completers were between “moderately ready” and “mostly ready.” This scores were higher than the overall mean scores for all institutions included in the VEAC survey.

The EPP has determined that these results indicate that completers were able to contribute to P-12 learning growth and effectively apply their professional knowledge and skills, and teacher dispositions.

With low N values for each endorsement program, the EPP was not able to identify any trends by program.

Emory & Henry College VEAC Employer Survey 2020-2021

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	3.55	31	3.37	3.34	3.40	1,328
B: Plans using state standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	3.53	30	3.35	3.32	3.38	1,326
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.55	31	3.36	3.33	3.40	1,328
D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	3.38	29	3.22	3.19	3.26	1,321
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3.55	31	3.44	3.40	3.47	1,330
F: Maintains a commitment to	3.55	31	3.48	3.44	3.51	1,330

professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.						
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.57	30	3.32	3.28	3.35	1,324
H: Selects technologies, informed by research, to promote learning for all students.	3.48	31	3.37	3.34	3.40	1,325
I: Integrates technology into instructional materials.	3.42	31	3.44	3.41	3.47	1,327
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.43	30	3.32	3.28	3.35	1,321
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	3.27	30	3.25	3.22	3.28	1,272
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3.48	31	3.40	3.37	3.43	1,328
M: Uses assessment results to inform and adjust practice.	3.41	29	3.29	3.25	3.32	1,321
N: Engages in reflective practice.	3.45	31	3.36	3.33	3.40	1,322

Additionally, VEAC surveyed completers as to how they felt about their effectiveness after completing the program. 2020-21 Completer Survey indicates that alumni believed that the EPP prepared them to feel that they were “mostly ready” (overall mean score of 4.71) for their work in the classroom. Respondent completers could respond to the survey using the following indicators:

- 5 Fully ready (able to have an immediate impact on student learning),

- 4 Mostly ready (able to successfully meet the needs of most students)
- 3 Moderately ready (in order to be successful, needed additional training, support, and coaching beyond what is typically provided to beginning teachers)
- 2 Minimally ready (limited success meeting the needs of students and improving outcomes even with additional supports) or
- 1 Not ready (unable to meet the needs of students even with additional supports).

Completer mean score ratings were above a 3 indicating that they felt they were “moderately ready” to “mostly ready” in all reporting categories. P-12 learning outcomes are addressed by item G, which mean score (3.24) indicated that completers felt they were “moderately ready” to “mostly ready” when impacting P-12 learner outcomes. With low N values for each endorsement program, the EPP was not able to identify any trends by program.

Emory & Henry College VEAC Completer Survey 2020-2021

Item	EPP Mean	EPP N	VEAC Mean	VEAC Mean - 95% CI	VEAC Mean + 95% CI	VEAC N
A: Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	3.32	41	3.31	3.28	3.33	1,367
B: Plans using state standards, the school’s curriculum, effective strategies, resources, and data to meet the needs of all students.	3.22	41	3.25	3.22	3.28	1,359
C: Effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	3.39	41	3.37	3.34	3.40	1,371
D: Systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and	3.15	40	3.13	3.09	3.16	1,367

parents throughout the school year.						
E: Uses resources, routines, and procedures to provide a respectful, positive, safe, student centered environment that is conducive to learning.	3.41	41	3.49	3.46	3.52	1,371
F: Maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.	3.61	41	3.59	3.57	3.62	1,369
G: Work results in acceptable, measurable, and appropriate student academic progress.	3.24	41	3.27	3.23	3.30	1,368
H: Selects technologies, informed by research, to promote learning for all students.	3.34	41	3.27	3.24	3.31	1,364
I: Integrates technology into instructional materials.	3.44	41	3.38	3.35	3.42	1,369
J: Brings multiple perspectives to instruction, including the learners' personal, family, and community experiences / norms.	3.27	41	3.30	3.26	3.33	1,366
K: Integrates diverse language and cultures into instruction to promote the value of multilingual / multicultural perspectives	2.93	41	3.02	2.98	3.06	1,355
L: Collaborates with the learning community to meet the needs of all learners and contribute to a supportive culture.	3.29	41	3.32	3.28	3.35	1,366

M: Uses assessment results to inform and adjust practice.	3.20	41	3.27	3.23	3.30	1,364
N: Engages in reflective practice.	3.41	41	3.43	3.40	3.46	1,368

CAEP Accountability Measure 2: Satisfaction of Employers and Stakeholder Involvement

Employers of 2020-21 completers rated their overall satisfaction with completers as a 4.77. This mean score was higher than the scores for all VEAC surveyed employers that included other institutions. Data disaggregated by item is presented under CAEP Accountability Measure 1.

Overall Satisfaction Scaled Descriptive of EHC Employer Survey Results

	Mean	Standard Deviation	Standard Error	Lower 95% CI from Mean	Upper 95% CI from Mean	N
Emory & Henry College	4.77	.42	0.07	4.62	4.92	31
All VEAC	4.52	.72	.020	4.48	4.55	1,338

The EPP meets annually with the Teacher Preparation Advisory Council (TPAC) in order to collaborate with stakeholders. Stakeholders help to inform EPP practices. In February 2021 the TPAC group met to discuss the EPPs work over the course of the year. Additionally, the committee split into break out groups to discuss teacher recruitment and retention, how to better train clinical faculty mentors, building partnerships, and how to measure effectiveness of completers. These meetings can be evidenced by the 2021 TPAC Meeting Notes upon request.

TPAC Meeting Agenda – February 2021

EMORY & HENRY
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Teacher Preparation Program Advisory Committee (TPAC)
February 11th, 2021
4:00PM-6:00PM
Via ZOOM

1. Introductions – Department Chair
2. Welcome – Emory & Henry College President
3. Announcements
 - a. Summer Scholars – June 14-18 - Virtual
 - b. Bartlett-Crowe Field Station News
 - c. STEM Initiatives
4. Memoranda of Understanding with Educational Partners
5. Update on the EHC Teacher Preparation Program (EPP)
 - a. Approved Programs
6. CAEP Accreditation Site Visit – February 21-23, 2021
 - a. Terminology
 - b. Program Impact - Data Collected to Drive Programmatic Decisions
7. Small Group Discussion Topics
 - a. Collection of Data – Impact on P-12 Learners
 - b. Recruiting Future Teachers & Hard to Staff Areas
 - c. Inspiring Teachers that are Representative of the K-12 Population
8. Suggestions/Concerns/Needs of Educational Partners
9. Adjournment

Materials Included in Packet

- 2021 Teacher Preparation Handbook
- CAEP Definitions
- 8 Measures of Program Impact

CAEP Accountability Measure 3: Candidates' Competency at Program Completion

The EPP uses multiple measures to determine candidate competency at the end of program completion. **The EPP reported that of the 24 candidates there was a 100% completion for 2020-21 Academic Year.**

Emory & Henry College teacher preparation students must meet the following requirements in order to be admitted as candidates to the teacher preparation program:

- Maintain an overall 2.75 GPA; 3.0 or higher for M. Ed. Initial Licensure
- Earn a 2.75 GPA; 3.0 or higher in the major.
- Successful Completion (passing scores) of State Mandated Assessments

- Successful Completion of Program Interview in Junior year

Candidate competency within their respective content areas can be measured by EPP pass rates on the content specific assessments required by the Virginia Department of Education. **The EPP's 2020-21 candidates had a 100% pass rate on the Praxis II.** The EPP Title II report is evidence of assessment pass rates and can be found on the EPP website.

As an additional measure of candidates' competency, The Midterm and Final Evaluation of Student Teachers for Clinical Faculty and College Supervisors is a data collection instrument modeled after Virginia's 2011 *The Virginia Department of Education Uniform Performance Standards and Evaluation Criteria for Teachers*. The Uniform Performance Standards define what teachers should know and be able to do, and they establish a foundation upon which all aspects of teacher development from teacher education to induction and ongoing professional development can be aligned. This Midterm and Final Evaluation Form is used by the clinical intern, the clinical faculty, and the college supervisor during the practicum experience and the student teaching semester.

The Midterm and Final Evaluation Form consists of six performance standards:

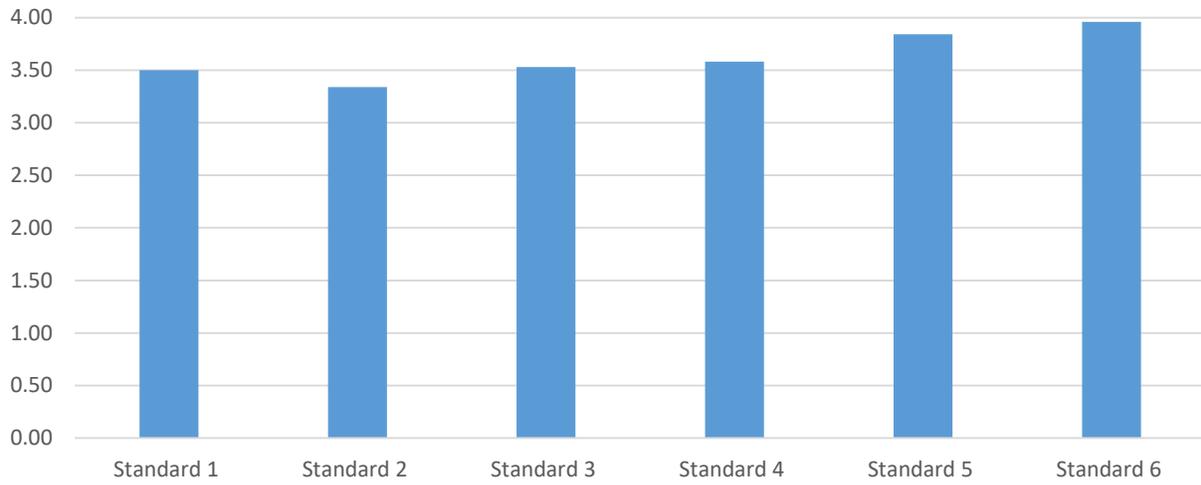
1. Professional Knowledge,
2. Instructional Planning,
3. Instructional Delivery,
4. Assessment of and for Learning,
5. Learning Environment and
6. Professionalism.

Each of these performance standards has accompanying objectives. Ratings for standards and objectives are 1 "Needs Improvement," 2 "Developing/Emerging," 3 "Satisfactory/Meets Expectations," and 4 "Exemplary/Exceeds Expectation."

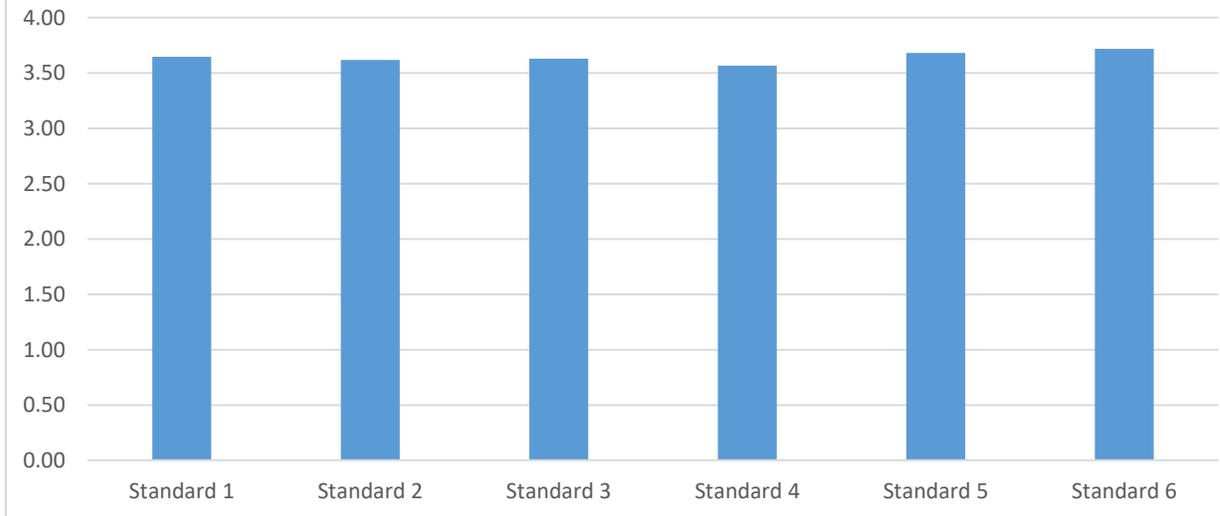
These performance standards are used in two distinct surveys that provide the EPP with evidence of the candidates' competency at program completion. The candidate uses the Self-Evaluation to self-assess their competency using the VDOE standards; and the clinical faculty and college supervisor use the same standards to determine the candidates' competency.

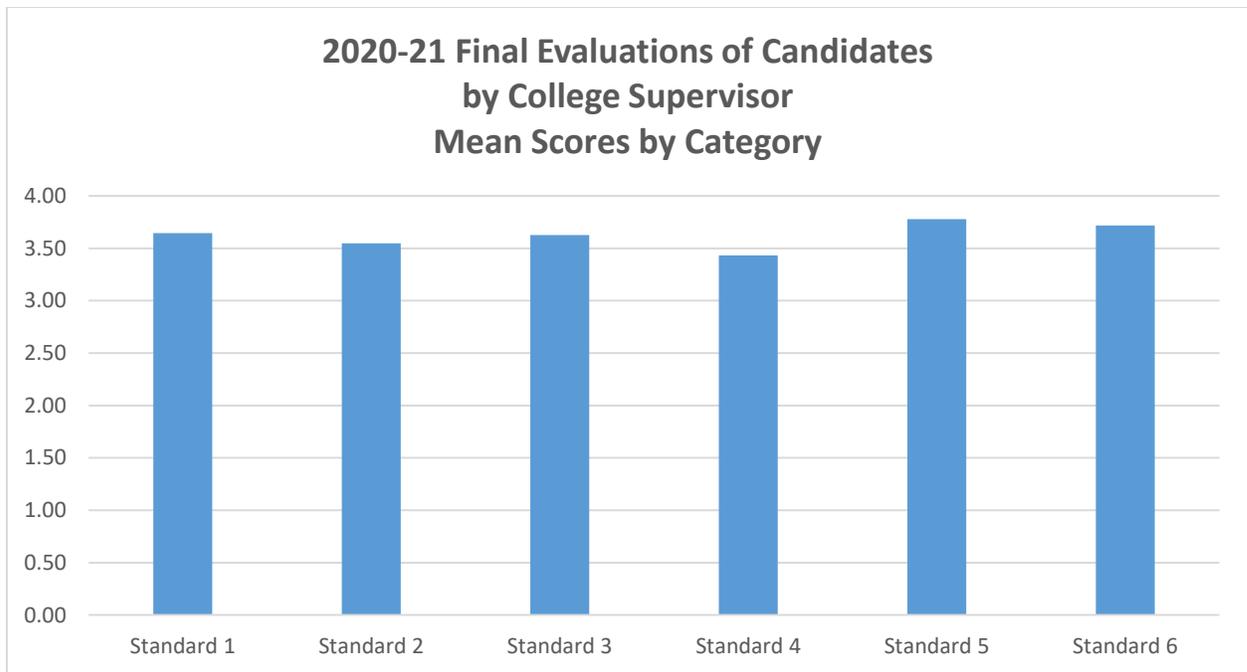
2020-21 candidate results determined that clinical faculty, college supervisor, and student teachers mean results all indicated that candidates were Proficient (3.00) or higher in all reporting categories. With low N values for each endorsement program, the EPP was not able to identify any trends by program.

**2020-21 Candidate Self-Evaluation Results
Mean Scores by Category**



**2020-21 Final Evaluation of Candidates
by Clinical Faculty
Mean Scores by Category**





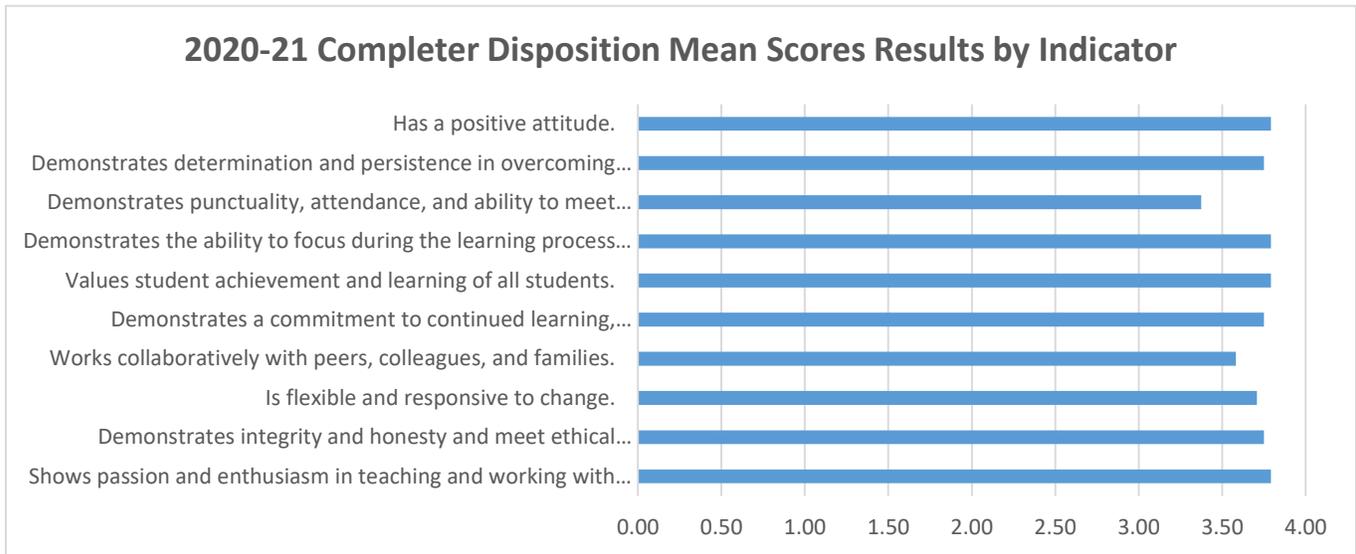
The Disposition Survey is completed by Education Division faculty and staff during Exit Interviews. Before the survey is completed, faculty discuss with the candidate any areas of concern and offer feedback and guidance. During Exit Interviews, one faculty member interviews candidates after they have completed their student teaching semester. Before this interview, the faculty and staff have reviewed evaluations of the candidate in order to address any areas of concern or commendation.

The Disposition Survey requires participants to respond to a series of questions that have Education Division faculty and staff to rate the candidate as (1) needs improvement, (2) developing/emerging, (3) satisfactory/meets expectations, or (4) exemplary/exceeds expectations.

- Shows passion and enthusiasm in teaching and working with children.
- Demonstrates integrity and honesty, and meets ethical expectations.
- Is flexible and responsive to change.
- Works collaboratively with peers, colleagues, and families.
- Demonstrates a commitment to continued learning, reflection, and self-assessment.
- Values student achievement and learning of all students.
- Demonstrates the ability to focus during the learning process and respond positively to suggestions for improvement.
- Demonstrates punctuality, attendance, and ability to meet deadlines.
- Demonstrates determination and persistence in overcoming obstacles.
- Has a positive attitude.

2020-21 Completer Disposition Results indicate mean scores in all reporting categories were above the satisfactory/meets expectation rating. With low N values for each endorsement program, the EPP was

not able to identify any trends by program. The EPP believes this results indicate that completers meet expectations when exhibiting dispositions of an effective teacher.



These evaluations are used with coursework assessments and VDOE licensure requirements are used to determine if candidates are recommended for licensure.

CAEP Accountability Measure 4: Ability of completers to be hired

The EPP is able to report that **100% of the 2020-21 program completers were hired into teaching positions.** Of those positions, twenty-one were hired in Virginia, two were hired in North Carolina, and one was hired in Tennessee.

2020-21 Completers Hired

Endorsement Area	County	State
PK-6, 6-8 Math	Charlotte-Mecklenburg	NC
PK-12 Health/PE	Wythe	VA
6-12 History	Giles	VA
PK-6, 6-8 History and Social Science	Washington	VA
6-12 History	Carroll	VA
PK-12 Music Instrumental	Covington City	VA
6-12 History	Montgomery	VA
6-12 Math	Washington	VA
PK-6, 6-8 History and Social Science	Washington	VA
6-12 English	Montgomery	VA
PK-6, 6-8 History and Social Science	Washington	VA
PK-12 French	Floyd	VA
PK-12 Music, Vocal	Franklin	VA

PK-12 Music Instrumental	Jefferson	TN
PK-6, 6-8 English	Washington	VA
PK-12 Health/PE	Washington	VA
PK-6, 6-8 Math Mid Math	Rockbridge	VA
6-12 History	Smyth	VA
PK-6, 6-8 History and Social Science	Washington	VA
PK-6, 6-8 Math	Henrico	VA
PK-6, 6-8 History and Social Science	Smyth	VA
PK-6, 6-8 History and Social Science	Washington	VA
PK-6 English	Washington	VA
6-12 Math	Wake County	NC