

CAEP Phase-In Plan (Standard 4: Program Impact)		
Relationship to Standard/Component		
Link Between Data/Evidence and Standard(s)	<i>CAEP 4.1 Impact on P-12 Student Learning and Development</i> <i>CAEP Standard 4.2 Indicators of Teaching Effectiveness</i>	
Description of Purpose of Plan	This plan outlines the process the EPP will utilize in order to demonstrate the impact of its initial licensure programs. Specifically, this plan includes (1) the methods for data collection to demonstrate completers' impact on student learning as well as evidence of completers' teaching effectiveness, and (2) the timeline for data collection, analysis, and reporting.	
Programs Covered in Plan	All Initial Licensure Programs (including Elementary, Middle, Secondary (English, Mathematics, Science, and Social Studies), Special Education (Deaf and Hard of Hearing, Early Childhood Special Education, General and Adapted Curriculum))	
List Products and/or Processes Created in Plan Denote who is responsible for product, and if it is reported annually.	<ul style="list-style-type: none"> • Data collection process (PALs) • Data analysis (Office of Assessment) • Process for reporting data (PALs) 	
Timeline & Resources & Personnel		
Strategies, steps, schedule, resources for data collection though full implementation including indication of evidence available during Site Visit.	Prior to Site Visit	
	Fall 2018 – Meeting with initial program faculty to discuss the need to change the data collection procedures for CAEP Standard 4.1 and 4.2. Informed faculty of the new process scheduled to begin in Spring 2019. Faculty agreed to support new process, which includes: <ol style="list-style-type: none"> 1. Contact program completers who are within their first three years of teaching 2. Complete an observation of the completer using the EPP Observation Rubric 3. Collect principal observation feedback 4. Collect Annual Summative Evaluation 	Prior to Site Visit Fall 2019 Step A – Program area faculty from ELED, SPED, and SS collected data from completers of their respective programs. Step B – Program area faculty from ELED, SPED, and SS submitted data to the Dean's Office.

	Spring 2020	Fall 2020
	<p>Step A - Program faculty in Early Childhood Special Education (ECSE) and Secondary Math Education will collect data from candidates of their respective programs.</p> <p>Step B – Program area faculty from ECSE and Secondary Math Education will submit data to the Dean’s Office or Office of Assessment.</p> <p>Summer 2020 Office of Assessment redacts identifying information from data collected during the 2019 – 2020 AY, analyzes it, and prepares a report of the findings. Report will be shared with PALs and PEC and reported in the CAEP Annual Report.</p>	<p>Office of Assessment provides program area faculty a summary of data of the findings of data collected by August 1. Report will be shared with PALs and PEC.</p> <p>Program area faculty will report findings in their annual reports which are due by October 1.</p> <p>Step A - Program faculty in the Middle School and Secondary English will collect data from candidates of their respective programs.</p> <p>Step B - Program area faculty from Middle School and Secondary English will submit data to the Office of Assessment.</p>
	<p>Spring 2021</p> <p>Step A - Program faculty in Health and Physical Education and Secondary Science will collect data from candidates of their respective programs.</p> <p>Step B - Program area faculty from Health and Physical Education and Secondary Science Education will submit data to the Office of Assessment.</p> <p>Summer 2021 Office of Assessment redacts identifying information from data collected during the 2019 – 2020 AY, analyzes it, and prepares a report of the findings. Report will be shared with PALs and PEC and reported in the CAEP Annual Report.</p>	<p>Fall 2021</p> <p>Office of Assessment provides program area faculty a summary of data of the findings of data collected by August 1. Report will be shared with PALs and PEC.</p> <p>Program area faculty will report findings in their annual reports which are due by October 1.</p> <p>Step A - Program faculty in Music and Art Education will collect data from candidates of their respective programs.</p> <p>Step B - Program area faculty from Music and Art Education will submit data to the Office of Assessment.</p>

	<p>Spring 2022</p> <p>Step A - Program faculty in Deaf and Hard of Hearing and Dance Education will collect data from candidates of their respective programs.</p> <p>Step B - Program area faculty from Deaf and Hard of Hearing and Dance Education will submit data to the Office of Assessment.</p> <p>Summer 2022 Office of Assessment redacts identifying information from data collected during the 2019 – 2020 AY, analyzes it, and prepares a report of the findings. Report will be shared with PALs and PEC and reported in the CAEP Annual Report.</p>	<p>Beyond Fall 2022</p> <p>Office of Assessment provides program area faculty a summary of data of the findings of data collected by August 1. Report will be shared with PALs and PEC.</p> <p>Program area faculty will report findings in their annual reports which are due by October 1.</p> <p>Data collection process will continue. At this point, we will have collected data from all of our initial licensure programs. The collection process will begin again with the Elementary Education program.</p>
Resources	Funding for mileage reimbursement for faculty supervisor travel, Office of Assessment Support including Assessment GA.	
List of Stakeholders to Review Plan/Data Collection throughout process.	PALs, Faculty, PEC, Office of Assessment, Dean’s Office, and Office of Institutional Effectiveness (SACS Reports)	
Data Quality		
Name of Rubric or Survey or Procedure	<ul style="list-style-type: none"> • <i>Radford University Observation Rubric</i> • <i>Annual Summative Evaluation</i> • <i>Principal Observation Feedback</i> 	

<p>Reliability and Validity</p>	<p>Impact Data (4.1)</p> <ul style="list-style-type: none"> • Annual Summative Evaluation (by building principal) – Teachers in Virginia have a common evaluation which is built on a common set of standards called the Uniform Performance Standards. The Annual Summative Evaluation is valid via its direct measurement by a state entity. It is a primary source from the school district. It is reliable in the sense that principals are trained to conduct summative evaluations through VDOE guidelines. <p>Teacher Effectiveness Data (4.2)</p> <ul style="list-style-type: none"> • Principal Observation feedback - Teachers in Virginia have a common evaluation process which is built on a common set of standards called the Uniform Performance Standards. The data quality from the observation feedback (from the principal) is valid as it is a standardized state assessment. It is reliable because school administrators were trained to conduct observations and provide feedback. • Faculty Supervisor Observation Rubric – The data quality will be valid and reliable as our university faculty supervisors have been trained on the tool and has gone through a Lawshe study. As we have data on our current completers from when they were enrolled in the EPP, we can match the data with the newly collected completer data. This will provide useful longitudinal data to the EPP.
<p>Reporting Process for Continuous Improvement</p>	<p>After the completion of data collection each semester, the Director of Assessment will produce individual reports to share with PALs and PEC. These results will then be utilized in each PAL’s October 1st SACS report depending upon collection cycle. As a requirement of the SACS report for Institutional Effectiveness, PALS must detail potential changes utilizing these data. These reports are then shared back to the Director of Assessment and Dean.</p>