Educator Impact on K-12 Learning & Development

K-12 Learner Impact Begins During Teacher Candidate Preparation

Throughout the curriculum teacher candidates enrolled in the Avila University educator preparation programs engage with K-12 learners in natural classroom settings. These experiences take many forms and occur throughout the educator preparation program. Every teacher candidate engages in at least, five field-based assignments (20 or fewer clock hours in a K-12 classroom); three field-based experiences (20 - 45 hours supervised by a Teaching Excellence Team Mentor); and one 12-week final clinical experience. While all of these experiences allow teacher candidates to build their skill sets, they simultaneously provide touch points that can impact the K-12 student learning experience. In several field-based and clinical experiences teacher candidates teach lessons and are expected to measure learner growth on the content as part of a course mastery assessment. This impact data is collected at the conclusion of each course. The information provided below summarizes the K-12 learning gains noted during these select lessons.

During the Special Methods course, middle and secondary grade level teacher candidates are required to complete a content area lesson that includes a pre and post lesson assessment of learning. Currently data is being collected in all offered Middle School/High School certification areas, except Art and Business Education. All middle and secondary certification areas will provide assessment data beginning in Fall 2019. From Spring 2017 through Fall 2018, 16 teacher candidates participated in a section of the Special Methods course that provided impact data. Learning was assessed for 320 P-12 learners. Overall, 46% of P-12 learners assessed demonstrated a learning gain. Secondary Social Studies reported the largest learning gain at 91% across 168 P-12 learners. Secondary English reported the lowest learning gain at 13% across 79 P-12 learners.

During the Language Arts Methods course, elementary grade level teacher candidates are required to prepare instruction for small groups of K-6 learners in Martin City Elementary School in the Grandview C-4 School District. Martin City Elementary School is a diverse Title I school with 78% of students free and reduced lunch eligible. In Fall 2017, 95% of the K-6 learners engaged in the small group instruction showed learning gains from pre-test to post-test.

During the Final Clinical Experience, teacher candidates in all areas of certification complete the Missouri Pre-Service Teacher Assessment (MoPTA). In Task 2 of the MoPTA teacher candidates submit pre-test and post-test data for K-12 learners participating in a unit of instruction taught by the teacher candidate. This data suggests notable learning gains across content areas for K-12 learners.

Principal’s Perception of Impact for First-Year Teachers

Each Spring a survey is sent to the Principal’s employing Avila prepared first-year teachers. Among many questions relevant to specific aspects of the curriculum, participating principals are asked respond to the following prompt: Teacher significantly impacts and enhances student learning. Respondents are provided with the following five-point rating scale: 1=Strongly Disagree to 5=Strongly Agree This prompt was added to the survey during the Spring 2017 administration. In the Spring 2017 and 2018 administrations, 100% of respondents responded “strongly agree” or “agree” to this prompt, with a mean score of 4.5 across respondents.

On the Missouri administered survey of Principals of First-Year Teachers, principals are asked to respond the following prompt: Based upon the performance based evaluation of this first-year teacher, how would you rate his/her impact upon students? On a scale of Ineffective (1) to Highly Effective (4) a mean score of 2.83 was reported during the 2016 through 2018 administrations for respondents employer Avila program completers.
In Fall 2017, Avila University launched a “Grow Your Own” program for high school seniors interested in pursuing careers in education. Students in partner schools complete two college credit-bearing courses during the academic year. These courses are designed to introduce high school students to the teaching profession and to help them navigate the college admission process to reach their professional goals. Avila faculty on site at the partner school teach the courses.

As part of this program external funding was secured to create two scholarships for students enrolled in the “Grow Your Own Program” to apply for a full tuition paid scholarship for four years at Avila University.

In the 2017-2018 academic year the program partnered with one high school partner, Ruskin High School in the Hickman Mills School District. Ruskin High School is a diverse urban Title I high school located in Jackson county Missouri, where 100% of students are free-lunch eligible. The district’s current strategic plan identifies the attraction, retention, and development of highly qualified teachers committed to increasing student achievement as one of five strategic priorities.

In Fall 2018, this program expanded to include Turner High School located in the Turner-Kansas City Public School District in Wyandotte County Kansas. Turner High School is a diverse urban Title I High school where 72% of students are free- or reduced-lunch eligible and 40% of the student population identifies as Hispanic.

The following chart illustrates the Grow Your Own Program enrollment during the first two academic years.

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<td>ED 105: Intro to Education and the Teaching Profession</td>
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This program impacts the current high school learners that are engaged in the courses, but also has the ability to impact future K-12 learners served by these developing educators. In the first course three semesters of the program, respondents provided the following insights into the impact of this experience on their own learning:

- 97% \( (n=33) \) rated agree or somewhat agree to the following prompt: *This course significantly contributed to my understanding of this subject.*
- 85% \( (n=33) \) rated agree or somewhat agree to the prompt: *My thinking skills have improved as a result of this course.*
- 82% \( (n=33) \) agree or somewhat agree to the prompt: *I used instructor and/or peer feedback to improve my learning.*