

Impact on Student Learning

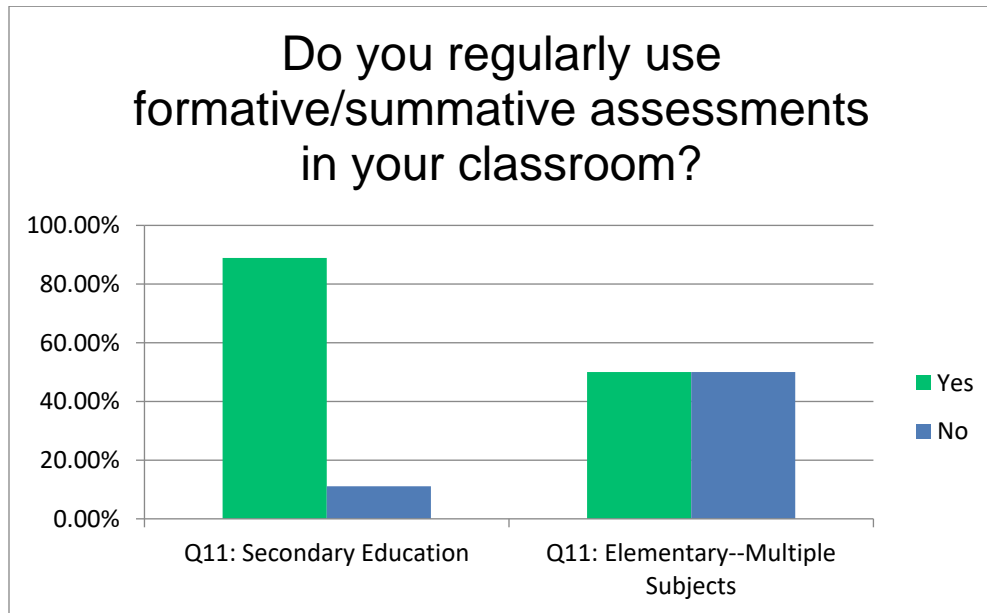
To track our completers' impact on student learning, we are analyzing multiple measures of student growth data, which we continued to collect through the 2020-21 AY.

The statewide assessment data for 3rd, 4th, and 5th grade classrooms taught by our program completers, compared with state averages, have not been made available from the Oregon Department of Education, as originally planned. We hope to have a new agreement between the Oregon Teacher Standards and Practices Commission (TSPC), the Oregon Department of Education (ODE), and the Oregon Association of Colleges for Teacher Education (OACTE), sometime in the near future.

Beginning in July 2019, we piloted new questions in our Lewis & Clark GSEC Alumni Survey to collect data on formative/summative assessments used by our alumni, and student-learning growth in their classrooms. The following questions were added to the annual GSEC Alumni Survey for graduates in our initial programs in July of each AY. Questions added to GSEC Alumni Survey:

Q: Do you regularly use formative/summative assessments in your classroom?

- Yes/No

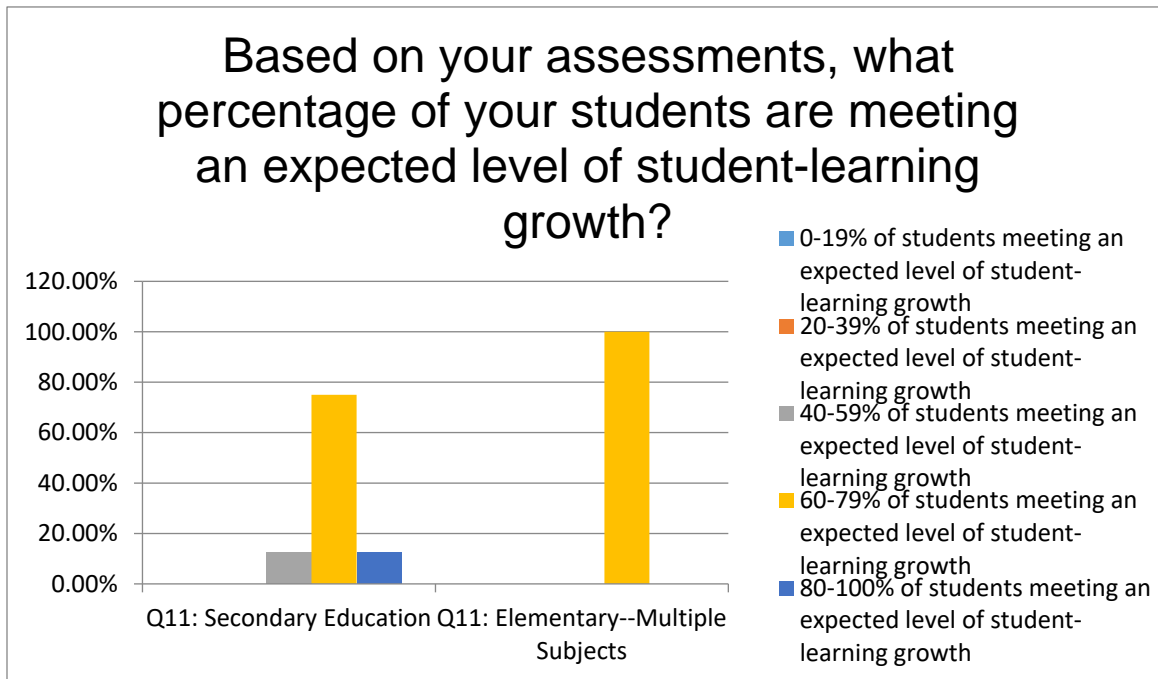


Additional open-ended questions included the following questions: If yes, Q: What type of formative/summative assessment(s) do you most often use in your work? (Description of assessment(s), how and when administered, what is measured, etc.); Q: Which assessments are most effective at measuring student learning growth?, and Q: What have you learned about your students' learning growth through formative/summative assessments?

Very few respondents (<10) provided answers to these open-ended questions, and thus, we have not provided the data here.

Multiple-choice Q: Based on the assessments, what percentage of your students are meeting an expected level of student-learning growth?

- 0-19% of students meeting an expected level of student-learning growth
- 20-39% of students meeting an expected level of student-learning growth
- 40-59% of students meeting an expected level of student-learning growth
- 60-79% of students meeting an expected level of student-learning growth
- 80-100% of students meeting an expected level of student-learning growth



The Office of Research & Assessment began collecting this pilot data during the 18-19 administration of the GSEC Alumni survey. Those preliminary data were shared with Program Directors and the Department Chair. Data collected in the 2020-21 administration of the GSCE Alumni survey are posted here. In the next administration of the GSEC Alumni survey, we will add those same questions to our advanced program completers and be able to provided data here in the spring of 2022.