Case Study #2: Examining Completers' Teaching Effectiveness 2017-2018
Council for the Accreditation of Educator Preparation
Component 4.1 Impact on P-12 Student Learning and Development

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Introduction

The case study design was developed three years ago by Randolph College's EPP faculty to demonstrate program completers' teaching skills using multiple measures; the influence of program completers on P-12 student learning and development, on classroom instruction, and on schools; and the satisfaction of completers with the relevance and effectiveness of their preparation (CAEP Standard 4: Program Impact). All four components of Standard 4 were addressed in the 2017-2018 case study and include the following: completer impact on P-12 student learning and development, indicators of teaching effectiveness, satisfaction of principals, and satisfaction of completers. The case study elicits reflections by completers about their preparation and teaching practice. Continuation of the case study method was deemed the best way to provide data to demonstrate completers' teaching effectiveness because the Virginia Department of Education does not release student summative data (in the form of Virginia SOL assessment data) to the state's EPPs. Based on our previous case study (Lindeman, Schimmoeller & Woods, 2017), we set the following goals for the current study.

- Gather substantial quantitative and qualitative documentation to provide evidence the Randolph College EPP completers have a positive influence on student learning.
- Compare the current case study results to the initial case study results, examining trends or changes in perceptions about the teaching experience and P-12 student learning.
- Reflect on and suggest program modifications for the RC EPP and prepare the next case study protocol as part of continuous improvement.

Linda Darling-Hammond (1999) wrote effective teachers are the product of exemplary teacher preparation programs. She purports candidates must "learn about learning and about the structures and modes of inquiry of their disciplines so they can translate what they know into effective curriculum, teaching strategies, and assessments" (p.19). Darling-Hammond asserts candidates who do not matriculate from exemplary preparation programs will not sustain research-based best teaching practices when they enter their own classrooms. She maintains these new teachers often revert to teaching practices they encountered during their high school and college courses.

We firmly believe the small size of our program allows for supporting our preservice and novice completers by creating an "affective attachment", or close candidate-teacher relationships" described by Redding and Henry (2019) as a way to provide supports so completers remain in the teaching profession (p. 207). Their research also indicates traditionally prepared teachers tend to be more resilient when faced with the challenges that drive new teachers from the profession compared to teachers prepared through alternate routes or provided with provisional licenses. The RC program's rigorous coursework, extensive and varied practica, and emphasis on teachers as researchers in their own classrooms results in effective teachers and teachers who remain in classrooms and engage in learning communities.

A long-term goal of this project is to examine the influence of the RC educator preparation program over time. Moreover, a deeper investigation into various aspects of the program will assist education department faculty in providing completers with the skills and knowledge they need to maintain research-based teaching practices throughout their teaching careers. As we analyzed second case study artifacts collected from program completers, CAEP Standard 4 guided us in examining the broader scope of preparing candidates who, according to Darling-Hammond, Hammerness, Grossman, Rust, and Shulman (2005) "support their students toward productive lives and careers" (p. 441). Furthermore, we work diligently with our stakeholders to provide opportunities for completers to move toward "deeper learning" to "upend the old but persistent views about uneven distribution for learning abilities across various student populations" (Darling-Hammond & Oakes, 2019).

Method

Participants

An outside case study researcher was hired to oversee the case study and to collect data. The case study researcher was selected from a group of Randolph College (RC) college supervisors because they were familiar with the program and the observation protocol. The initial cohort of ten participants reflected a stratified random sample drawn from completer years 2014 and 2016 based on the 10% or 10 participants minimum benchmark set by CAEP in December, 2017. After IRB approval was obtained, the cohort group was contacted and a face-to-face focus group was scheduled for early March, 2018. Based on a low response rate, the faculty along with the case study researcher decided to contact selected completers individually to collect the information. From the original group of ten, three completers were able to continue with the study schedule. We generated another random sample from completer year 2017 and contacted two selected participants for a total of five participants (see Table 1). In early April, the case study researcher contacted the completers and set up classroom observations. Because the observations were near the end-of-the-school year when state testing was scheduled, only one classroom observation was conducted in May 2018. The next two were conducted in mid October, and the final completer was observed in February 2019 due to a medical leave. One completer was not able to schedule an observation but did respond to questions in writing and returned these answers along with the completer survey.

Table 1

Case Study Completers' Graduation Year, Licensure Area, and Current Teaching Position

Completer pseudonym	**Graduation Year**	**Licensure area(s)**	**Current teaching position**
Joshua	2014	Special education (general curriculum)	Special education (general curriculum) focus on Algebra I and Geometry
Sydney	2016	History and social studies	High school (Advanced World History I, AP Human Geography)
Bryson	2017	Mathematics	High school (Pre-AP Algebra 2, Algebra 3)
Camille	2017	PreK-6 Elementary	3rd grade (reading, math, history, and science)
Morgan	2014	PreK-6 Elementary	3rd grade (reading, writing, and spelling)

Data Collection

Individual surveys and interviews. The case study researcher scheduled meetings with completers to ask them to individually respond in writing to the focus group questions (see Table 2). After the scheduled classroom observation, the case study researcher reviewed the questions with the completer if time permitted. The case study researcher submitted these documents to the Randolph EPP for analysis.

Classroom observations and completer artifacts. One classroom observation was arranged independently with each participant. The Randolph College Student Teaching Evaluation form (the final student teaching evaluation form) was completed by the case study researcher following each observation. The researcher collected lesson plans and de-identified student data voluntarily provided by completers as evidence of teacher effectiveness. The case study researcher submitted these documents to the Randolph EPP for analysis.

Principal Survey. The case study researcher contacted completers' principals and set up a meeting to discuss the case study process and provide the administrator/principal follow-up evaluation form. The completed forms were submitted to the Randolph EPP for analysis.

Table 2

Individual Questions for Participants

Question 1. Thinking about your education classes you have taken, which have been the most beneficial in your teaching career and why?
Question 2. Tell us about your successes and highlights so far during your teaching career.
Question 3. Tell us frustrations you've dealt with during your teaching career.
Question 4. How do you measure your student-learning growth? Explain different approaches googg(formative and summative).
Question 5. What employment milestones have you reached (e.g., promotion, leadership positions)?
Question 6. What is your involvement in the school outside of your classroom?
Question 7. Is there anything we haven't covered that you'd like to share about your preparation here at Randolph's teacher education program?

Data Analysis

All data were analyzed to capture completers' teaching effectiveness. The case study method described by Creswell & Poth (2018) was used as a guide for reviewing completers' artifacts. Our intent was to cast a wide net, gathering multiple pieces of evidence related to each of the InTASC standards. Each instrument had a target mean score or benchmark established by the EPP. Findings were organized by CAEP Standard 4 components.

Cohort group. Individual responses to the seven focus questions were coded using an etic approach, and themes related to attributes of teaching were developed from emergent codes (Wargo, 2013). Themes were tagged to the InTASC standards (1-10) and InTASC standard clusters (The Learner and Learning, Content Knowledge, Instructional Practice and Professional Responsibility). InTASC themes were tagged by question. Participant quotes were selected to support the themes for each question. See Table 4 for participants' responses to written interview questions aggregated by InTASC standards.

Student achievement data. Submitted student summative data were analyzed by calculating the percentage passed based on the Virginia Department of Education's student performance levels for the scaled scores (400-600). Test score report pass rates were averaged and compared to the state SOL pass rate. One participant also submitted percentile scores for fall and spring MAP testing in third grade reading and mathematics. MAP (https://www.nwea.org/map- growth/) or the Measure of Academic Progress, is a computerized adaptive test which helps teachers, parents, and administrators improve learning for all

students and make informed decisions to promote a child's academic growth. Teachers set individual student target percentiles in the fall and compare MAP testing in the spring. Median growth percentile scores are reported by class. If the completer submitted substitute end-of-year test scores, such as Advanced Placement subject pass rates, these data were recorded as the percentage passed for the class. Data submitted are described in Table 3.

Case study researcher lesson observations. The college supervisor's classroom observations using the Student Teaching Evaluation form were used to determine if program completers performed above ratings while student teaching. Each item was rated using the Likert scale: proficient (4), satisfactory (3 – target level or above for all completers), developing (2), and unsatisfactory (1). Given that there were only five participants, data were not analyzed by licensure areas. For each section of the evaluation (professional knowledge, instructional planning, instructional delivery, assessment of and for student learning, professionalism, and student academic progress) means and standard deviations were calculated. Each subsection item was tagged with the corresponding InTASC standard. A target mean score of 3.0 was set (see Table 6.) The researcher's end-of-section comments were organized by InTASC standard and included in Table 7.

Principal surveys. The administrators/principal follow-up evaluation forms were returned to RC EPP by the case study researcher. The data were recorded for the 22-item survey using a four point Likert scale: 4 (high), 3-2 (average), and 1 (low). Each item on the instrument was tagged to InTASC standards. Means and standard deviations were calculated for each item. A target mean score of 3.0 was established as acceptable competence in the performance skill. Comments were recorded anonymously.

Completer evaluations. All program completers submitted a Randolph College Graduate Follow-up Evaluation form to the college supervisor evaluator. The Likert scale on the form was 4 (high), 3-2 (average) and 1 (low). Each item on the instrument was tagged to InTASC standards. Means and standard deviations were calculated for each item. Target means of 3.0 was set as the target. Completer scores were compared to principal's responses to the same questions.

Additional artifacts. If completers provided lesson plans and information about leadership roles, committee work, awards, or additional comments about teaching, these data were incorporated into CAEP Standard subcategories as appropriate.

Results

In order to evaluate completers' teaching effectiveness, data gathered from the completers' written responses to the focus questions in Table 2, student achievement data,

college supervisor lesson observations, principal and completer surveys, and additional artifacts were reviewed. Analyzing the results provided multiple measures to support each of the CAEP 4 subheadings. Results are reported for each subcategory of CAEP Standard 4: Program Impact.

4.1 Completer impact on P-12 student learning and development

Data reviewed for this section included case study participants' individual responses to the written interview questions (Table 4) and student assessment data submitted by completers (Table 3). Sample student performance data included SOL summative tests, end-of-year pass rates on AP tests, and MAP testing percentile scores for third grade reading and mathematics. Completers' assessment submissions were analyzed to see if there was evidence of student improvement. Each of the four completers were able to demonstrate improvement in their students' achievement.

Table 3

Student Performance Data Submitted by Participants

Case Study Participant	**School/Subject**	**Submitted scores (decoded data)**	**Results**
Joshua	Urban/Special Education Inclusion	SOL Algebra I Spring 2018	n=24, 9th grade 92 % pass/proficient 8% Fail/does not meet Low score = 387 High score = 485 Mean score = 422.5 SD=21.7
Sydney	Urban/History &Social Studies	SOL World History I Spring 2018 AP Human Geography Spring 2018	n=28, 9th grade 100 % pass 61% pass/advanced Low score= 420 High score= 600 Mean score= 515.5 SD=53 n=50 100% scored 3 or higher 15% scored 5's

Case Study Participant	**School/Subject**	**Submitted scores (decoded data)**	**Results**
Morgan	Rural/ 3rd grade reading/ inclusion	SOL Reading 3rd grade Spring 2018	n=34, 3rd grade 15% Pass Advanced 47% Pass/proficient 35% Fail/basic 3% Fair/below basic Low score= 296 High score= 558 Mean score= 429 SD=78.5 15% retested, 3/5 passed
Camille	Elementary 3rd grade	MAP testing Fall and Spring 2018-2019 Percentiles	MAP 3rd grade n=20 Math Fall median growth percentile 67 Spring median growth percentile 66.5 50th percentile above-75% Below 50th- 25% MAP 3rd grade n=20 Reading Fall median growth percentile 68 Spring median growth percentile 74 50th percentile above-80% Below 50th- 20%

Note: Based on the Virginia Department of Education's website, http://www.doe.virginia.gov/testing/scoring/index.shtml, student SOL test performance is graded on a scale of 0-600 with 400 representing the minimum level of acceptable proficiency and 500 representing advanced proficiency. On English, reading, and mathematics tests, the Virginia Board of Education has defined three levels of student achievement: basic, proficient, and advanced, with basic describing progress towards proficiency. Performance level descriptors are available for SOL tests in reading, history and social science, mathematics, and science. These descriptors convey the knowledge and skills associated with each performance (achievement) level. The achievement levels for grades 3-8 reading and mathematics tests are: Pass/Advanced, Pass/Proficient, Fail/Basic, and Fail/Below Basic. The achievement levels for science tests, history tests, and End-of-Course (EOC) tests* are: Pass/Advanced, Pass/Proficient, and Fail/Does Not Meet. MAP (https://www.nwea.org/map-growth/) or the Measure of Academic Progress is the second measure used to demonstrate student learning.

Further, evidence was gathered by connecting the teaching effectiveness themes derived from participants' individual survey responses (see Table 4) and related to the InTASC teaching performance standards. Instances of each of the ten InTASC categories were found in participant interview data. These data demonstrate intentional planning, assessment, collaboration, and leadership. Table 5 shows how data sources and the InTASC standards aligned.

Table 4

Participants' Responses to Written Interview Questions Aggregated by InTASC Standards

InTASC Standard	Completer Comments
1 Learner Development	**Sydney:** We take students on college tours (most of which have never stepped on a campus), bring in guest speakers, get them involved in community service and summer opportunities, and so much more! I have seen so many wonderful students grow from this program and I have built a special bond with the class of XXX because of it. **Morgan:** I measure my student-learning growth in a variety of ways. I use behavioral cues to monitor student motivation and engagement during whole group, small group, centers and independent work times
2 Learning Differences	**Camille:** My groups are constantly fluctuating as students need more support or less support, and as students need more enrichment. I also work to address all mistakes that are made on quizzes/tests (formative and summative) with students and have them make corrections in individual conferences with students. **Bryson:** I focus a lot on trying to determine the current readiness level of each students, and improving from there.

3 Learning Environments	**Bryson:** I have built strong relationships with my students, Joshua: I also have
	received teacher of the week accolades from my colleagues about the good teaching and positive relationships I am cultivating with students and colleagues. **Sydney:** I have found success in building relationships and encouraging my students. ... students create motivational index cards or messages to themselves that they could hang all over the classroom. They were to serve as a reminder that they are in school for a reason, not just to be here, but to reach a goal/dream.
4 Content Knowledge	**Joshua**: I asked to be a Child Study Team member based on the knowledge of Special Education I bring to the Child Study Team.
5 Application of Content	**Bryson:** I really didn't receive any content focused information that taught me how to teach certain material, terminology to use or avoid, or effective techniques in [content] instruction.
6 Assessment	**Camille:** I understand that reflection is of the upmost importance in this career. Based off these formative assessments, I regroup my small groups for the next day. Joshua: Trying to balance the case management that comes with special education with the rigorous amounts of planning connected to the classroom teaching. Sydney: Academically, my SOL pass rates have been high both years. use the following types of assessments: tests (multiple choice and free response), quizzes (matching, fill in the blank, application, and free response), projects (aligned with the skills required for the standard), bell ringers (normally review the material or reading from the day before- either free response or practice multiple choice questions),

	review games such as Quizizz, Kahoot, Quizlet Live, and Jeopardy, oral response, chalk board responses, group quizzes and assignments, vocabulary notebooks (actual definition, their own definition, application sentence, and an image), study guides, and forms that allow for students to ask any remaining questions they have anonymously. **Joshua:** student's achievement on SOL tests, especially tests that would decide if students graduate. My focus is on students in my caseload (seniors) who need one of these specific tests in order to graduate. I have had several students pass SOL tests and thus graduate from the fruits of my one on one sessions. **Bryson:** My students achieve SOL scores similar to my coworkers. One student in particular continued to work with me after a narrow failure of the SOL but was able to pass with a SOL retake. For summative assessments the Algebra 2 team creates tests that closely resemble the difficulty SOL test and finding a balance between tests which prepare students for the SOLS and are a fair measure of their of understanding has been a learning process through the year. Morgan: We use a variety of formative (teacher-created) and summative (benchmark) data to guide intervention, remediation, and enrichment groups.
7 Planning for Instruction	**Sydney:** I cannot speak highly enough about how doing as many hands-on hours of lesson prep, teaching, and research helped me go into my first year of teaching confidently. **Camille:** I take anecdotal notes every day and use these data as support/evidence for students. **Bryson:** We have the looming SOL test as our ultimate summative assessment,

	and we spend a large portion of time preparing for it.
8 Instructional Strategies	**Morgan:** In my classroom, I also use exit tickets, student self-check charts, seat work and center games to monitor student-learning growth. **Camille:** My students and I have routines and procedures, and though I am more of a laid-back teacher, we have our "flow" down. **Joshua:** I poll students to see their understanding of a topic through thumbs up and thumbs down exercises. I also use proximity and one on one interactions that are intentional to find where students are in their learning.
9 Professional Learning and Ethical Practice	**Camille:** Because I performed an action research project, I am able to understand the importance of staying up to date in current research, as well as knowing my own research results and implementing my own research into my classroom.
10 Leadership and Collaboration	**Camille:** While student teaching prepared me, the courses in where we would come together and discuss specific situations and examples from our days are what I feel helped me the most. I was able to come in to class with my peers and professors and ask specific questions, decide how to handle certain situations, and implement ideas I was offered. **Camille:** I have also made home visits to my students to see them in their home and build closer relationships with families. **Morgan:** I do feel like RC's program prepared me to be a leader in education. They initiated and honed my leadership abilities which allows me to feel confident as an educator in my work environment. **Sydney:** Frustration: I cannot get ahold of family members or try to speak with families about how their student is doing in class.

4.2 Indicators of teaching effectiveness

Table 5 shows how we triangulated classroom observation data, principal surveys, and completer surveys. The principal and program completer surveys collected data for multiple InTASC standards. The instrument items noted in the classroom observation column are further described in Table 7 and include comments from the college supervisor aggregated by InTASC standards. Data from the college supervisor were aligned with InTASC standards and are supported by the principal survey data in Table 8.

Table 5

Alignment of Case Study Data Sources with the InTASC Standards

InTASC Model Core Teaching Standards	**Classroom observation instrument items**	**Principal and Completer Surveys**	**Themes/comments from individual reflection questions**
1. Learner Development	7.1	Evaluate pupil growth and learning Show empathy for and sensitivity to all learners (survey items 2,12)	**Question 2**- Tell us about your successes & highlights so far during your teaching career. **Question 3** – Tell us frustrations you've dealt with during your teaching career.
2, Learning Differences	2.3,3.2,5.2	Meet needs of individual students by differentiating instruction Work in inclusive classroom situations Teach and to relate to students from diverse backgrounds (survey items 3,4,21)	**Question 2**- Tell us about your successes & highlights so far during your teaching career. **Question 3** – Tell us frustrations you've dealt with during your teaching career.
3. Learning Environments	3.1, 5.1,5.3,5.4	Involve pupils in varied learning experiences Manage classrooms efficiently Create a caring environment (survey items 5,6,20)	**Question 2**- Tell us about your successes & highlights so far during your teaching career. **Question 3** – Tell us frustrations you've dealt with during your teaching career.

InTASC Model Core Teaching Standards (Theme)	Classroom observation instrument items	Principal and Completer Surveys	Comments from individual reflection questions
4. Content Knowledge	1.2	Basic knowledge of subject Communicate orally Communicate in writing Use technology effectively (survey items 1,15,16,17)	**Question 1** – Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?
5. Application of Content	1.1, 1.3	Be creative, flexible, imaginative (survey item14)	**Question 1** – Think about your education classes you have taken, which have been the most beneficial in your teaching career and why? **Question 3** – Tell us frustrations you've dealt with during your teaching career.
6.Assessment	1.3,1.4,3.4,4.2,4.3, 4.4, 7.1,7.2,7.3	Teach state required standards (SOL) (survey item 18) see note 1	**Question 2**- Tell us about your successes & highlights so far during your teaching career. **Question 3** – Tell us frustrations you've dealt with during your teaching career. **Question 4**- How do you measure your student-learning growth? Explain different approaches- formative and summative.
7.Planning for Instruction	1.3, 2.1,2.2,2.4	Plan on daily and long-term basis Use a broad variety of teaching resources (survey item 7,11)	**Question 4**- How do you measure your student-learning growth? Explain different approaches- formative and summative.

InTASC Model Core Teaching Standards	Classroom observation instrument items	Principal and Completer Surveys	Themes/comments from individual reflection questions
8.Instructional Strategies	3.3,4.1	Present lessons skillfully Use a broad variety of teaching resources (survey item 8, 11)	**Question 1** - Think about your education classes you have taken, which have been the most beneficial in your teaching career and why? **Question 2**- Tell us about your successes & highlights so far during your teaching career. **Question 4-** How do you measure your student-learning growth? Explain different approaches- formative and summative.
9.Professional Learning & Ethical Practice	6.1,6.2, 6.3	Practice professional ethics Understand how to work with parents & the community Demonstrate leadership, initiative, and professional growth Reflect, monitor, and adjust (survey item 9,10,13,19)	**Question 6 –** What is your involvement in the school outside of your classroom? **Question 7** - If there is anything we haven't covered, and you'd like to share about your preparation here at Randolph's teacher education program?

InTASC Model Core Teaching Standards	Classroom observation instrument items	Principal and Completer Surveys	Themes/comments from individual reflection questions
10.Leadership and Collaboration	None matched	Understand how to work with parents and the community Demonstrate leadership, initiative, and professional growth (survey item 10,13)	**Question 5-** What employment milestones have you reached (e.g., promotion, leadership positions)? **Question 6 –** What is your involvement in the school outside of your classroom?

The classroom observation form along with written comments submitted on this form provide descriptive evidence that completers are effective teachers. Table 6 represents results which indicate all of the items (100%) exceed the 3.0 target score for the four completers observed by the college supervisor. Table 7 provides evidence of teacher practice for InTASC standards 2-10. InTASC standard 1 is not tagged on the student teaching observation form.

Table 6

Classroom Performance Indicator Ratings Using RC Student Teaching Evaluation

Indicator	N	Mean Ratings of Completers	STDEV
Student Teaching Final Evaluation Teaching Performance			
1.1 Effectively addresses appropriate curriculum standards	4	4	0
1.2 Demonstrates an accurate knowledge of the subject matter	4	4	0
1.3 Bases instruction on goals that reflect high expectations and an understanding of the subject	4	4	0
1.4 Communicates clearly and checks for understanding	4	4	0
2.1 Uses student learning data to guide planning	4	4	0
2.2 Plans time realistically for pacing, content mastery and transitions.	4	4	0
2.3 Plans for Differentiation	4	4	0
2.4 Aligns instructional objectives to the school's pacing guide, program of studies, and appropriate SOL's.	4	4	0
3.1 Engages and maintains students in active learning	4	4	0
3.2 Differentiates Instruction to meet the students' needs	4	4	0
3.3 Uses a variety of effective instruction strategies and resources	4	4	0
3.4 Communicates clearly and checks for understanding	4	4	0
4.1 Communicate expectations with clarity	4	4	0
4.2 Involves students in setting learning goals and monitoring their own progress.	4	4	0
4.3 Aligns student assessment with established curriculum standards and benchmarks	4	4	0
4.4 Gives constructive and frequent feedback to students on their learning	4	4	0
5.1 arranges the classroom to maximize learning while providing a safe environment and establishes clear expectations for classroom rules and procedures	4	4	0

Indicator	N	Mean Ratings of Completers	STDEV
5.2 Promotes culture sensitivity by respecting student's diversity, including language, culture, race, gender and special needs	4	4	0
5.3 Maximizes instructional time and minimizes disruptions	4	4	0
5.4 Establishes a climate of trust and teamwork by being fair, caring, respective and enthusiastic	4	4	0
6.1 Demonstrate consistent mastery of standard oral and written English in all communication	4	4	0
6.2 Demonstrates professionalism in a manner of dress according to the setting	4	4	0
6.3 Exhibits a professional demeanor at all times during all situations	4	4	0
7.1 Sets acceptable, measureable, appropriate achievement goals for student learning progress based on baseline data	4	4	0
7.2 Document the progress of each student	4	4	0
7.3 Communicates student academic progress in a timely manner	4	4	0

Rating Scale: 4=Proficient, 3=Satisfactory 2=Developing 1=Unsatisfactory

Note: Target level was 3.0 or above for all case study completers.

Table 7

Comments Noted on the Student Teaching Observation Form by the College Supervisor Aggregated by InTASC Standards

InTASC Standard	College Supervisor Evaluation comments submitted on completer forms.
1 Learner Development	*Student teaching form is not tagged for this standard.*
2 Learning Differences	**Comments Camille:** Students were able to go back and review their own made materials, wall charts, and novels to find answers and or information as applicable. Clear differential teaching took place within the questioning and in individual groups and pairings. The overall objective was met using techniques that were created on levels that extended to basic recall through analytical responses

	of if, then when and why. **Comments Joshua:** Transitions were more lively than expected. It is unclear how transitions are held on a daily basis as this appeared to be the norm. Once settled in to the grouped lesson, students were attentive to the whole group instruction, but individuals struggled with what appeared to be skills they have had prior to this lesson. This assisted the observer in recognizing the differentiation that was being done once in the smaller group. Data was used from the assessment for this grouping. **Comments Sydney:** Great relationship with the students in the class. The teacher (expected at this time of the year), called each student by name and provided individual attention to each for a period of time. **Comments Morgan:** Differentiation was evident with the manner in which the teacher responded and purpose of each portion of the activity.
3 Learning Environments	**Comments Camille:** Overall atmosphere was pleasant, organized, and orderly. Camille called every student by name and responded appropriately with feedback to answers and or inquiries. Indeed, bell to bell was followed as the observation went from reading to the reading groups, to being prepared for the lunch time. **Comments Joshua**: High school is quite different that the more structured elementary setting. Student learners however, still required the same/similar feedback and prompting. The teacher did a good job effectively maintaining interest and accommodating to the point that it appeared to be business as usual. **Comments Sydney:** The teacher greeted each student as they entered the room with learning going on from the first student to enter the room. It

	was a simple recall of facts form the previous day information. **Comments Morgan:** The environment appeared safe and free from judgement or shame. Very positive interaction within the students as they worked together and appeared to be caring of each other. No downtime was observed and the teacher had an excellent rapport with the students as did the students with each other.
4 Content Knowledge	**Comments Sydney:** SOL standards were the norm and were listed in plans as well as the board. The appropriate skills were planned that met the SOLs being taught for the period. **Comments Morgan:** The teacher utilized the school division's pacing guide when compiling lesson objectives. There was also a VDOE Curriculum Framework guide present that appeared to be used almost daily (markings included that showed dates and notes regarding resources for objectives). All SOLs and its portions were listed on the white board and associated with the activities.
5 Application of Content	**Comments Camille:** This is an area of strength and was demonstrated during the lesson with the preparedness of the students with routine and they knew the SOL prior to this one and showed prior knowledge with accuracy during the majority of the question answer period. Students were able to explain concepts as if they were the "teacher" and did so with confidence and were assure of their responses and examples. **Comments Joshua:** The teacher pulled a small group from the large group for the observed lesson. SOLs were taught based on the division pacing guide and resource guide.
6 Assessment	**Comments Camille**: The teacher explained the process for using data to direct the instructional needs of each

	student The electronic grade book was up to date. Teacher had a series of binders that reflected work, assessments, and other notations of student progress. Evidence was shared showing the assessments from day 1 to the present. Plans showed specific details per student and results. This was explained that the tracking system alerts the co-teachers of needs. For variety, they break off into groups that are fluid and not necessarily the same each day as the grouping is based on skill, not lumped grouping. **Comments: Joshua:** A formative assessment was given to determine groupings for the class period. Absent students were also sent to the designated group for additional strategies and assistance. Feedback was given with positive remarks and a few students were appreciative of this by stating "thank you, I get it now, you made that simple by …" **Comments Sydney**: Feedback was given when needed throughout the lesson. The project being worked on was intensely worked on by students. Detailed data was shown and interpreted. Each student was listed in this class as well as the advance classes. The assessment results were listed with evidence of results and data driven instruction. This time of year was in the midst of SOLs coming up and many were doing alternative lesson reflecting a period that combined "art" to declare understanding of a time period. **Comments Morgan:** Students were able to respond to requests as each was communicated clearly and effectively evidenced by answering of questions and when asked by the observer. Oral feedback and notes from the teacher were observed. The feedback was constructive and built on gearing the response with respectful re-direction as needed. It was

	creative in a way that the few "wrong" responses were re-directed with the a process that enabled students to confidently respond after building the "case" for the correct answers.
8 Instructional Strategies	**Comments Camille:** Students provided the majority of talk time (again as it sounded routine). Technology was used by the teacher and manipulated by students also. The main used form of technology was the Smartboard. URLs were also used. Appropriate verbal cues were given for any re-focusing needed and children were respectful and treated with great respect. The class was very well "oiled" and routines were established and being followed. **Comments Joshua:** Students were actively engaged in using their chrome books (laptops) to complete the assignment that was placed for them after the whole group instruction. The teacher engaged the students in being the "voice" for solving the example problems. Once everyone was on one accord, they were able to each successfully explain the process of measuring the shapes given. Students remarked at having the "aha" moment, stating orally the steps involved in solving the measurements. The teacher did not allow the bell to dictate the end of class, specifically, he was able to conclude prior to the bell and this enabled him to bring the learning of the day. **Comments Sydney:** The teacher modeled the lesson's goal. Students were eager to being and began the task at hand with little to no down time. The observer was able to ascertain the prior knowledge of the students by questioning and observing their work on the "art" work that paralleled with the content. **Comments Morgan:** The teacher built on the students' existing knowledge and skills. They were able to

	manipulate the Smartboard and its components for correcting the writing "pre-lesson". Teacher talk-minimum, students were basically in command of the responses and elaborated on their responses with the "why" to a yes or no question.
9 Professional Learning and Ethical Practice	**Comments Camille:** Each area marked for professionalism was effectively proven with the various teacher made displays, teacher created tests, and other hand written displays. **Comments Joshua:** Written communication viewed was grammatically correct, no spelling errors were present. Patience and respect was shown on both ends of the spectrum-teacher – student. **Comments Sydney:** Written documents reviewed did not contain spelling errors or grammar errors. The lesson plans, unit plans, parent letters (copies), board work, bulletin board, were professional and free of errors. **Comments Morgan:** Evident with documents given to review from lesson plans, unit meeting notes, PLC minutes, samples of notes to parents, newsletter, and other documents reviewed. The teacher was dressed for the "Theme of the Day", yet maintained an appropriate appearance. The administrators stated, the teacher is present on time, stays later and often helps others prepare lessons that she created for objectives.
10 Leadership and Collaboration	**Comments Camille:** Teacher's disposition was described as calm, controlled, and even when dealing with parents, students and fellow teachers. It is evident that X is proficient in these areas from discussion with her unit leader and administrator. **Comments Morgan**: often helps others prepare lessons that she created for objectives.

4.3 Satisfaction of principals and 4.4 Satisfaction of completers

Table 8 includes combined data for the principal and graduate/completer surveys aligned with InTASC standards. The means and standard deviations for each item are reported with a target mean of 3.0. All items had means of 3.4 or greater, indicating that the target was met for all survey items.

Table 8: *Principal and Completer Survey Data Reported by InTASC Standard*

InTASC Standard	Survey Items	Principal n=5 Means (STDEV)	Completer n=5 Means (STDEV)
1	1.Basic knowledge of subject	3.8 (.45)	3.4 (.55)
1	2.Evaluate pupil growth and learning	3.8 (.45)	3.6 (.55)
2	3.Meet needs of individual students by differentiation instruction	3.8 (.45)	3.4 (.55)
2	4.Work in inclusive classrooms	3.6 (.89)	3.6 (.55)
3	5.Involve pupils in varied learning experiences	3.8 (.45)	3.4 (.55)
3	6.Manage the classroom efficiently	3.8 (.45)	3.6 (.55)
7	7.Plan on daily and long-term basis	3.8 (.45)	3.6 (.55)
8	8.Present lessons skillfully	3.8 (.45)	3.8 (.45)
9	9.Practice professional ethics	3.8 (.45)	4.0 (0)
9,10	10.Understand how to work with parents and the community	3.6 (.89)	3.8 (.45)
11	11.Use a broad variety of teaching resources	3.8 (.45)	3.8 (.45)
1	12.Show empathy for and sensitivity to all learners	4.0 (0)	4.0 (0)
9,10	13. Demonstrate leadership, initiative, and professional growth	3.8 (.45)	3.8 (.45)
5	14.Be creative, flexible, imaginative	3.8 (.45)	4.0 (0)
4	15.Communicate orally	3.8 (.45)	3.8 (.45)
4	16.Communicate in writing	3.8 (.45)	3.8 (.45)
4	17.Use technology effectively	4.0 (0)	3.4 (.55)
6	18.Teach state required state standards (SOL)	3.8 (.45)	4.0 (0)
9	19.Reflect, monitor, and adjust	3.8 (.45)	4.0 (0)
3	20.Create a caring environment	4.0 (0)	4.0 (0)
2	21.Teach and relate to students from diverse backgrounds	3.8 (.45)	NA
2	22. meet the educational needs of diverse populations	3.8 (.45)	4.0 (0)

Two items in the principal and completer surveys had identical ratings. Item #2 ("show empathy and sensitivity to all learners") and #20 ("create a caring environment") were rated 4.0 by the completers and principals. Three survey items were rated higher by the principals (3.8 versus 3.4) compared to completers' ratings. Item #1 ("basic content of subject"), #3 ("meets needs of individual students by differentiating instruction"), and #17 ("use technology effectively"). Three out of five principals included anecdotal comments at the end of the evaluation forms. Comments included: awesome leader; student centered and works well collaborating with others on multi areas related to school day to day items; assists with overseeing [x] which helps 1st gen students go to college; and impacts all students. These comments support the impact the participants have on their students.

Completers included leadership positions or activities they are involved with the school community. Information provided included: student centered leadership team for the school, division wide committees, student clubs and grant funded programs which influence "future first generation college students".

Discussion

The case study goal was to gather substantial quantitative and qualitative documentation that provided supporting evidence Randolph College EPP completers have a positive influence on students' learning. The case study design, using multiple measures to determine completer's teaching effectiveness, provided rich data. Results from multiple measures indicated Randolph College EPP completers understand multiple facets of teaching effectiveness demonstrated by the content analysis of the individual survey questions administered by the college supervisor, classroom observation rubric results, and principal satisfaction surveys. Moreover, completers provided student achievement evidence of success, shared leadership strategies through extensive discussions about types of assessments, and concluded teaching is about the students. Principal surveys and the college supervisor observations validated the teaching effectiveness of the case study completers. Completers submitted student assessments with the option to select their own data sets to represent their teaching effectiveness. Common instruments included: principal survey, completer survey, and the classroom observation instrument. Additional artifacts provided by some of the completers were valuable indicators of student engagement and metacognition strategies observed while teaching. Completers shared their strategies for differentiating instruction along with ways to support students one on one.

Organizing data using CAEP 4.1, 4.2, 4.3, and 4.4 components helped support the following findings along with the InTASC standards crosswalk with the multiple measures. The case study completers (N=5) represented a broad range of licensure areas (secondary and elementary) and two to five years of teaching experience. The individual completer answers provided descriptive examples that aligned with InTASC standards indicating our completers are knowledgeable about content, pedagogy, student learning and development, leadership and assessments. Our completers are articulate about their understanding of what skills are needed to be effective teachers.

Multiple measures including principal and completer surveys, individual case study question responses, and college supervisor classroom observations support the EPP's claim that our program completers share a vision of good teaching and had extensive clinical experiences which prepared them for teaching. Completers provided anecdotal evidence of what teaching successfully means as it relates to student development, learning, and achievement. Leadership skills and professional development artifacts were shared in their individual responses to the focus questions and face-to-face discussion with the college supervisor. Several completers are involved in leadership roles within their schools within the first three years of teaching. Principals' anecdotal comments on their surveys indicated completers are reflective and strive to continuously improve at their craft. According to Darling-Hammond et al. (2005) striving for a shared vision of good teaching along with action research, assessments, and portfolios relating to teaching practice provides a foundation for candidates who are prepared for teaching and are highly rated by their principals.

For this case study design, we wanted to mirror the same process as our first case study (Lindeman et al., 2018). Unfortunately, with weather delays and scheduling conflicts, having a focus group meeting was not possible. Instead, we had more time for the college supervisor to meet with the completers, validate the completers' individual responses to the same focus group questions we used in the previous year, and allowed for the completers to submit full-year data for their classes.

Recommendations

The third goal of the case study was to provide meaningful feedback to improve the RC EPP as part of continuous improvement. CAEP evaluators indicated we should increase the number of participants to 10 and develop a stratified sample over a three-year cycle to reflect different licensure areas. Although it is ideal to have 10 participants, it remains difficult to accomplish each year due to the size of our program and the cost to support ten completers at a time. Although all areas evaluated using the classroom observation form and principal and completer satisfaction surveys met the EPP target, we see the following as areas for improvement. Moving forward, we replaced the principal and completer surveys which were aligned more closely with the InTASC standards.

Evaluate pupil growth and learning

Because Virginia's emphasis is shifting to student growth, our candidates will need to have more practice in interpreting data and applying this information in their classrooms. In field placements, candidates will be required to examine assessment measures. During student teaching, candidates will be required to develop and reflect on the effectiveness of teacher-designed assessments (formative and summative) and share their findings with their college supervisors and college faculty.

Understand how to work with parents and the community

Based on the completers' interview responses, program completers shared their frustrations about responding to the myriad of questions and requests that arise from parents. Involving candidates with local alumni will give our candidates a better first-

hand glimpse of working with parents.

Manage the classroom efficiently

Classroom management modules will continue to be included in all methods courses. The text *Management in the Active Classroom* by Berger, Strasser, and Woodfin (2015) was added to reflective seminar. A copy of the text will be purchased for each college supervisor so they can reinforce the classroom management strategies.

Working with technology

The completers rated themselves lower for using technology in the classroom. Because technology applications are constantly changing, the information they provided support the need to continue with the technology course in our program even though the Virginia teaching licensure application does not require documentation.

Collecting student achievement data

Though we collected a variety of student achievement data, it would be helpful to have the case study participants submit multiple lessons along with student assessment data to help us determine approaches they used to prepare students for summative evaluation.

Check list for college supervisor observer

The college supervisors should be provided a detailed check list to augment their timeline for observations and interviews. The case study participants should submit a current resume. This will allow the EPP to accurately capture leadership and professional development experiences as they relate to teaching effectiveness.

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