Case Study #5: Examining Completers' Teaching Effectiveness 2020–2021

Teaching During the COVID-19 Pandemic

Council for the Accreditation of Educator Preparation

Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development

Peggy Schimmoeller, Crystal D. Howell, Beth Gafford, Anne Chamberlin, Dixie Sears, Delois Saunders

Randolph College

Introduction

The purpose of this case study was to provide additional evidence of 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; R4.1: Completer Effectiveness; R4.2 Satisfaction of Employers and R4.3 Satisfaction of Completers). The Randolph College EPP case study design was developed seven years ago by department faculty as part of our quality assurance plan to provide evidence program completers effectively contribute to P-12 student-learning growth and apply in P-12 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve. In addition, the case study seeks to determine if program completers apply in their classrooms the professional knowledge, skills, and dispositions that the Randolph College EPP experiences were designed to achieve. In addition interviews and surveys were employed to determine if employers are satisfied with the completers' preparation for their assigned responsibilities in working with divers students and their families, and if completers perceive their preparation is relevant to the responsibilities the encounter on the job, as well as if they perceive their preparation was effective.

Currently, the Virginia Department of Education does not provide P-12 learning data or teacher effectiveness data to Educator Preparation Programs at Virginia colleges or universities. Therefore, a case study of program completers in their first three years of teaching allows us to evaluate completers' teaching effectiveness. Using the Interstate Teacher Assessment and Support Consortium (InTASC) teaching standards and learning progressions as a conceptual framework, we conducted this qualitative case study to understand three first-year teachers' perceptions of their preparation, classroom outcomes, level of confidence, and the ways in which they could have been better or more prepared for the classroom (Tygret, 2018).

In order to analyze the Randolph College program's effectiveness once candidates enter the classroom, we implemented a multistep case study to explore the teaching experiences of recent graduates in surrounding school divisions. It is important to engage with and gather information from recent program graduates so they have the opportunity to share their experience and perceptions of the Randolph College EPP program. This approach, supported by Tygret's (2018) study, provides valuable information for our program so we may continue to review, reflect, and improve on the quality of our courses and field experiences for our completers so they may have a positive influence in diverse educational settings.

The research team included all EPP faculty as well as two case study researchers (adjunct faculty members with preparation, expertise, and experience in teaching and learning). One case study researcher gathered participant data through a focus group, structured observation protocols, pre- and post-observation interviews, and document gathering. The second case study researcher assisted in data analysis and reporting results and writing the case study narrative. Components R4.1, R4.2, and R4.3 are addressed and include the following: completer influence on P–12 student learning and development, indicators of teaching effectiveness, satisfaction of employers (school supervisors), and satisfaction of completers. The case study elicits reflections by completers about their preparation and teaching practice and provides us an opportunity to conduct classroom observations. This observational component permits us to study our completers under natural conditions as they teach with no manipulation or control of variables. Continuation of the case study method is an effective way to demonstrate completers' teaching effectiveness in light of the lack of student achievement

data from the Virginia Department of Education (i.e., Virginia Standards of Learning [SOL] assessment data). Based on our previous case studies (Lindeman, Schimmoeller, & Woods, 2018; Lindeman, Schimmoeller, Duke, & Howell, 2019; Lindeman, Schimmoeller, Chamberlin, & Howell, 2020; Lindeman, Schimmoeller, Kirkwood, & Howell, 2021), we set the following goals for the current study:

- Gather quantitative and qualitative documentation to provide evidence that Randolph College EPP completers contribute to an expected level of student-learning growth; completers effectively apply the professional knowledge, skills, and dispositions the RC EPP is designed to foster; and employers and completers are satisfied with the preparation program.

- Compare the current case study findings to those from the previous three case studies, examining trends or changes in perceptions about completers' teaching experience and P-12 student learning as well as teaching during the COVID-19 pandemic.

- Reflect on and suggest program modifications for the RC EPP and prepare the next case study protocol as part of continuous improvement.

The first two case studies were grounded in Linda Darling-Hammond's (1999) claim that 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 (1999) asserted candidates who do not matriculate from exemplary preparation programs will not sustain research-based best teaching practices when they enter their own classrooms. More recently, Darling-Hammond and Oakes (2019) describe an updated framework for teacher preparation programs. Building on the construct of "deeper learning," Hammond and Oakes (2019) reported "classrooms where deeper learning is the goal are ones in which challenging academic content is paired with engaging, experiential, and innovative learning approaches" (p. 4), ultimately equipping students for lifelong learning. To this end, the field of learning sciences provides guiding principles for teacher preparation programs to establish field work and student teaching experiences where teacher candidates practice their skills assessing students' prior knowledge, helping students learn how to organize knowledge and apply skills outside of the classroom, and more important, assisting students in understanding how to manage their own learning (Darling-Hammond & Oakes, 2019). The Virginia Department of Education's Five Cs initiative (http://www.virginiaisforlearners.virginia.gov/media-library/) aligns with this deeper learning focus. The profile of a Virginia graduate establishes a new set of expectations known as the 5 Cs: critical thinking, creative thinking, communication, collaboration, and citizenship skills. Therefore, our educator preparation program completers should be able to demonstrate how their students are learning skills to become lifelong learners. To this end, program design focuses on the skills and dispositions supported by the community of practice.

The EPP'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 with learning communities. Using a yearly case study allows the EPP faculty to assess and continually improve how we support our teacher candidates through licensure so they have a solid foundation from which to grow, gaining the confidence, knowledge, and skills needed to facilitate student learning and growth.

A long-term goal of this project is to examine the influence of the EPP 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 our previous three case study artifacts and collected information from program completers, CAEP Revised Standard 4 guided us in examining the broader scope of preparing candidates who, according to Darling-Hammond et al. (2005), "support their students toward productive lives and careers" (p. 441). Furthermore, we continue to work diligently with our stakeholders to provide our candidates with rigorous opportunities 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). The case study method is our best way to gather multiple artifacts about our completer cohorts and provides opportunities to uncover new ways to improve our program.

The RC EPP finds the case study helpful in our continuous improvement. Our focus on the use of student data to drive improvement and modeling research-based instructional practices is supported by completers' comments, school supervisors' perceptions, and related artifacts. Data supports that program completers understand how to ask good questions about student learning and are able to collect and analyze data, which in turn drives more effective instructional practice and classroom processes. Case study results reinforce our expectations that the experiences at Randolph provide completers with the skills to make changes using a grassroots approach. Completers are able to gather, analyze, and use data to regularly inform instructional practices as recommended by Park et al., 2013.

The use of data to support continuous improvement recommendations is key. Since Fall 2017, we have used and still work to refine a digital data management system to help address our program goals. Through the qualitative case study method, we strive to emphasize the importance of candidate learning as much as student learning, recognizing that incorporating new skills and developing different mindsets about the professional work of teachers at all stages of their careers requires deliberate instruction and practice.

Method

Participants and Data Collection Schedule

The case study researchers included adjunct faculty members with educator preparation and experience as well as experience in observation and supervision; their role was to oversee data collection and participate in analysis and reporting results. In addition, they contributed to the case study written narrative. An initial cohort of three participants was invited to participate the case study and reflected a purposeful stratified sample drawn from completer years 2019–2021. After IRB approval was obtained, the cohort group was contacted and a virtual focus group was scheduled for October 2021. All completer participants work in urban public school settings in Central Virginia, and represented elementary, secondary, and special education teachers. Participants are all practicing teachers who hold full-time positions and graduated from the EPP within the last two years. See Table 1 for the list of participants' pseudonyms, current teaching locations, and licensure areas. The population of students taught by participants included fifth graders through twelfth graders, many of whom receive free or reduced lunch. Students are diverse in race, ethnicity, gender, and socioeconomic status. In phase two (December 2021–January 2022), two virtual classroom observations were scheduled, one in-person observation, and virtual post-observation interviews.

Table 1

Participant Teaching Assignments 2021-2022

Participant	Teaching Assignment Fall 2021	Licensure	Instructional Delivery and Observation	School Type
Mary	5th Grade English/Language Arts and Virginia Studies	PreK–6	In person; Synchronous Remote	Public
Charlie	AP World History	English, History and Social Science	In person; Synchronous Remote	Public
Eve	SPED	Special Education: General Curriculum K–12	In person; Observation: in person	Public

Data Collection

Data collected included the focus group interview transcript, individual interviews following an observation of in-person/synchronous teaching, pre- and post-observation notes, and notes from school supervisor surveys. Data also included low-inference classroom observation notes compiled using the Randolph College Educator Preparation Program Classroom Observation Form (Appendix A). The case study researchers met virtually with EPP faculty and created a checklist of suggested artifacts they anticipated the completers would be able to provide to demonstrate their influence on student learning during this stage of the COVID-19 pandemic. The checklist included student assessments (division or teacher generated) from academic year 2019-2020 or Fall 2021 through Winter 2022, ideally including pre/post data; an updated resume including leadership roles within the school or division; a record of projects completed within the school or classroom with examples of student growth and application of college/career readiness; other records highlighting professional growth, training, use of technology, or co-teaching experience as they relate to CAEP standards; an end-of-year evaluation by an administrator (optional); and sample SMART (Specific, Measurable, Achievable, Relevant, Time-bound) goals or a similar yearly project to demonstrate instructional growth (optional). While the list mirrored items collected for the 2019–2020 case study, it was noted that many items on the list might be impossible to gather given restrictive COVID teaching conditions. This anticipated change in data collection resulted in the use of the same two additional individual interview questions from the 2019–2020 case study.

Individual surveys, focus group and interviews. Case study researcher #1 scheduled the initial focus group meeting with completers during which they discussed the focus group questions (see

Table 2). After each scheduled in-person or virtual classroom observation, case study researcher #1 scheduled individual 30-minute Zoom meetings with each participant. Case study researcher #1 submitted these documents to the EPP for analysis.

Classroom observations and completer artifacts. Observations of the teachers instructing in their classrooms were modified due to pandemic restrictions. Case study researcher #1 arranged to observe one class in person and two classes virtually during early winter. The researcher used a modified low-inference running record of observed teacher and student interactions and behaviors. Low-inference features during instruction include concrete and objective teacher and learner behaviors. These behaviors were recorded by the observer with limited interpretation of student or teacher responses or reactions; they may include things like how the teacher notifies students when transitions will occur or how teachers maintain classroom management (Rosenshine & Furst, 1971). Following each observation, the researcher met with the teacher for a virtual interview and then wrote a summary statement using the Randolph College Educator Preparation Program Classroom Observation Form (Appendix A). The researcher collected lesson plans, resumes, summative evaluations, and de-identified student data voluntarily provided by participant program completers as evidence of teacher effectiveness. Due to current COVID-19 restrictions related to testing and the handling of paperwork, most documents were submitted to the case study researcher via email. The case study researcher focused on individual Zoom meetings to acquire participants' descriptions of their current status as a remote, hybrid, or in-person teacher. (All participants were primarily teaching in-person, but individual quarantines and building-wide shutdowns resulted in short-term periods of remote instruction.) The case study researcher submitted these documents to the EPP for analysis.

Employer (school supervisor) survey. The case study researcher contacted completers' to deliver the employer survey to their school supervisors due to COVID-19 onsite restrictions. Two of the three school supervisors completed the survey. These forms were submitted to EPP for analysis.

At the completion of the case study researcher #1's data collection, the case study researchers met to discuss and inventory the artifacts. The EPP's weekly department meetings included review of the process along with discussions about any necessary follow-up with participants. All artifacts were stored in our secure cloud-based digital repository.

Table 2

Focus Group and 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 (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. Do you perceive your teacher preparation you received at Randolph College as relevant to the responsibilities you confront on the job? Was your preparation experience effective? *(This was a new question added based on findings from a previous year's case study and CAEP Standard 4, component 4.4.)*

Question 8. Is there anything we haven't covered that you'd like to share about your preparation here at Randolph's teacher education program?

Additional individual interview questions to capture data related to teaching during the pandemic: What evidence can you share showing academic success of your students? How has COVID-19 affected your teaching? How were decisions related to lesson planning and implementation made? Did you develop your own or are lesson plans division-wide?

Data Collection and Analysis

Cross-case analysis was conducted in writing by case study researcher #2. All data were analyzed to capture completers' teaching effectiveness and perceptions about their educator preparation program experience during the COVID-19 pandemic. The case study method described by Creswell and 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 eight 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. The focus group recording was transcribed using Rev (an audio transcription service), and

further editing was done by hand.

Student achievement data. Completers submitted student summative data in various formats. This was to be expected because, although they taught in the same school division, teaching assignments varied. Again, due to the pandemic, some typical assessments were not administered by the school division. At the elementary level, the school division administered the VDOE's growth assessments in reading and math based on *previous* grade-level SOLs at the start of school in fall 2021. Current grade-level elementary SOL assessments are being administered this spring (Spring 2022). High school world history Advanced Placement (AP) assessments were administered in spring 2021 in one of the completer's classes. The high school special education teacher's sample data were based on IEP goals. Data submitted are described in Table 3.

Case study researcher lesson observations. Based on the recommendation from the 2021 case study, rather than use the student teaching observation rubric, the case study researcher used a running record observation protocol to better understand teacher and student interactions during the lesson. Per the New Teacher Project (2019), "one strategy for taking low-inference notes is to create a running record of what you are seeing in the classroom. The goal of a running record is to take objective notes that describe exactly what actions teachers and students are taking" (n. pg.). The researcher compiled the observations and a summary evaluation using the Randolph College Educator Preparation Program Classroom Observation Form (Appendix A). The researcher met with each completer virtually after reviewing the virtual observations to become familiar with the classroom environment, learning materials, and instructional technology along with the completers' perceptions about the virtual learning experience, classroom management, and individual needs.

Employer (school supervisor) surveys. The administrator/school supervisor follow-up evaluation forms were returned to the EPP. The data were recorded for the 22-item survey using a four-point Likert scale: 4=Highly Skilled (demonstrates the skill/disposition consistently), 3=Proficiently Skilled (demonstrates the skill on a regular basis with a minimum of support), 2=Not adequately skilled (requires regular support to demonstrate the skill), and 1=Skill level is not acceptable (is not able to demonstrate the skill without consistent support). Each item on the instrument was tagged to InTASC standards. Means and standard deviations were calculated for each item (see Table 7). A target mean score of 3.0 was established as acceptable competence in each skill. Two program completers submitted a Randolph College Graduate Follow-up Evaluation completed by their school supervisor.

Completer surveys. Completers were individually interviewed by case study researcher #1. Comments were recorded. Each item on the instrument was tagged to InTASC standards. The summary comments were categorized by the four InTASC categories and are presented in Table 6.

Complete summative performance or SMART goals. Two completers submitted SMART goal data. The third completer used student IEP goals to demonstrate summative performance.

Additional artifacts. All three completers provided an updated resume with a list of technology skills, certifications, and information about leadership roles, committee work, awards, and additional comments about teaching. The resume was coded along with other qualitative data.

Results

It was again a challenging data collection year due to restrictions at this stage of COVID-19. The case study researchers, however, were able to view in-person and remote synchronous teaching and schedule follow-up individual interviews to evaluate completers' teaching effectiveness. Gathered

artifacts included completers' focus group comments, observation summaries by case study researcher #1, employer (school supervisor) surveys, individual completer video surveys, student achievement data submitted by participants, and completer resumes. Traditionally, a case study researcher interviews the school supervisor, but it was not feasible this year. The findings are organized to show multiple ways the Randolph College completers in this cohort have an impact on P-12 student learning and development.

Data reviewed for this section included student assessment data submitted by completers (Table 3) along with case study participants' responses to the focus group or individual interview questions (Table 4). Sample student performance data included VDOE created Growth Assessments for mathematics and reading for grade 5. It was difficult to collect standardized assessment data during this case study cycle due to the COVID Pandemic restrictions along with the fact that the state of Virginia does not have a database, and due to confidentiality and FERPA restrictions. End-of-year SOL assessments were given in spring 2021 after being suspended in spring 2020. AP History was administered in high school and IXL reading and math as well as fall 2021 SOL Growth Assessments based on the previous grade level SOLs were administered in elementary school. The AP History and IXL data is available in the secure cloud-based digital repository. All three participants submitted teacher-made assessments.

Table 3

Student Performance Data Submitted by Participants Revealing Student Achievement

Participant	School/Subject	Submitted Assessments (Identified Data)	Results/Comments
Mary	Urban Elementary/ 5th Grade English/ Language Arts and Virginia Studies	Fall Gr 4 Growth Assessment Reading, Math; IXL reading, math; Dibels reading fluency	Students took previous grade level reading and math VDOE Growth Assessment in fall 2021 and will take grade level SOL in spring 2022
		Teacher made: end of units, summative, quick writes, writing projects, exit tickets, questioning and conferences.	IXL is weekly in Reading n=15 and Math n=15
			Dibels reading fluency
Charlie	Urban/High AP World History	AP US History	AP US History n= 76
		Teacher made:AP Historical Thinking Progress Tracking, projects	Mean =2.09 30.3% scored 3 or higher
Eve	Urban/High SPED	IEP Goals Teacher made: Kahoots, projects	IEP Goals include reading, math, writing, study skills

Further evidence was gathered by connecting the teaching effectiveness themes derived from participants' individual survey responses and focus group comments (see Table 4) 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, teaching strategies, assessments, collaboration, and leadership. Table 5 shows how data sources and the InTASC standards aligned.

Table 4

Participants' Responses to Focus or Individual Interview Questions Aggregated by InTASC
Standards (R4.1, 4.3)

InTASC Standard	Completer Comments
1 Learner Development	**Eve** "Something I've noticed too is with our freshmen this year, behavior has been through the roof. There's been so many behavioral issues … it's a mix of probably that transition to high school, but also not being and having that social aspect of school last year. So I mean daily, like today, I wrote three lunch detentions in one class and I, I'm not one, I don't like doing referrals, lunch detentions…it's just frustrating that they're not getting it and they're not understanding like, okay, let's get back to the school where the teacher listened to us. You just can't sit. Like I had one girl, blanket on her head, turn around, gaze out the window and was just texting the whole class" **Charlie** "...another student was so nervous about the AP exam. I told her you are an excellent writer and a critical reader and you have the skills to do this. This gave her confidence and she passed the exam."
2 Learning Differences	**Mary** "And the kids still have like so many like emotional needs that just really overwhelm sometimes 'cause like, some of them were social last year and some of them didn't interact with other kids at all." **Charlie** "This year I am keeping track of students' development and progress with skills to help them tweak and honing skills with feedback and recommendations that will benefit them on the AP exam."
3 Learning Environments	**Mary** "They were really quarantined and they were remote the whole year. And so putting them in group projects turns into putting out fires really quickly, no matter how carefully planned the groups are just 'cause they don't, they don't know how to work together. They don't remember. Last time they did, they were in this grade. They think they can do what they want." **Eve** "Yeah, and so that's frustrating…but hopefully as the year gets on, but an interesting thing that they did, we had spirit week, last week. And the interesting thing was the number of referrals and behavior issues dropped significantly during that week. Admin is gonna consider and we might do it

InTASC Standard	Completer Comments
	more often, because I think, I mean it was cut in half."
	Eve "I think a big thing…I try to go to games. I have a couple kids, one in particular who's like, are you coming this week? And I can't come every week, but I definitely try to. I make it a point to always ask the next time I see him, how'd it go? I am also a co-sponsor of the [REDACTED] club. We went to the mall with like the state police and we had a big thing when we were just giving information, flyers, pencils, you know all the fun stuff …I think the biggest is just being there for your kids and if they ask you to come, try to, and even if it's not a sport game, just checking in when you can and whatnot, but yeah, … it's hard."
	Mary "Yea, yeah, I go to their violin performances if they have them, 'cause those are usually outside. I haven't been invited to any games, but I would go to them. …Some of my students are dancers and they dance at the studio where I teach, so I see them all the time after school."
	Charlie "I student taught in [the school division] and I teach in [the school division] now. I was familiar with the one to one with Chromebooks, the Google Drive, and Google Classroom from Randolph"
4 Content Knowledge	**Eve** "I think for me, I kinda, the way I took classes, the way it ended up, all my sped were in the spring. And so I took all the other classes in the fall. So when I started teaching [prior to program completion], I didn't feel prepared from Randolph at the time, just with the position I was in, it was all more like learning, but by the time spring came and I was taking Dr. Schimmoeller's classes, you know it was kind of like, oh, I already know this, but man I didn't know this part."
5 Application of Content	**Eve** " So I think if I had it switched and again, I don't know how that happened …I would've been better prepared, but I was also teaching the same time I was learning. So, it's a different scenario than others might have. But you know, what we learned is definitely, I feel like helpful and effective…especially the sped law class."
	Mary "...I made a classroom magazine that's a digital magazine, mostly for them to publish their writing. But any time they draw something that they're really proud of outside of class, I'll add it to the magazine."
	Mary " …in some ways was kind of nice 'cause I was able , I was more comfortable chipping into conversations and things because I knew, well, I'm really comfortable with Google 'cause I just

InTASC Standard	Completer Comments
	used it as a student. And I know what it's like to, to be a student remote 'cause the last quarter of the Master's program, we were remote. So I knew that some, for some reason when things go remote, even though the assignments seem normal, this work somehow doubles when it's remote. So I knew that from experience as a student. So I was able to contribute in ways I hadn't expected because of that."
	Mary "This year I do feel pretty prepared, especially the way that we're expected to teach reading this year, which is to use…interactive read aloud and then the small groups that are not necessarily differentiated by level, but by the skill you're trying to work on and then letting the students pick and set their own goals. I feel like that was very in tune with what we were taught at Randolph, so I do feel more comfortable with that than I see some of my colleagues."
	Charlie "Education law I use in class as discussion points for the Supreme Court and as discussion on rights of students. The Master's Thesis classes, planning and preparing were helpful for AP writing essays, peer reviews, and having to do research to think about best practices, coming up with evidence to support ideas."
6 Assessment	**Mary** "Our IXL data is gonna be the easiest to use ' cause that's continuous all year, but also did fall growth assessments and we're gonna do the spring assessments. It's not quite comparable 'cause they took the fourth grade SOL growth assessment at the beginning of the year and they're gonna take the fifth grade SOLs at the end of the year. So that's a different test, but can at least still use those scores."
	Eve "I mean the biggest thing …I do is look at the previous goals. And right now it's hard to do, you know, observation data because I don't have time because I'm teaching. I only have one planning. So I'm teaching every period…what I do…there's a lot of teacher input forms that we send out. We look at grades, contacts,...missing assignments, which is something that's nice in Google Classroom. We can go in and see, but we don't have like a formal assessment for special ed or anything that we necessarily look at growth, but we also can pull up the IXL data, which is really a big thing."
	Eve "I think there has been some growth…from last year to this year overall. I'm sure the whole city…is looking at the goals and seeing what improvement's been made. Are they meeting that percentage…x amount of times. And overall, majority have, so we are able to move on to new

InTASC Standard	Completer Comments
	growth goals which is really nice, especially with last year. So that's been interesting, but there's still a few that struggle and we just keep working on it."
	Mary "I use lots of different things. I use IXL 'cause that's a district requirement so may as well take advantage of it. And it's nice. I really like how it breaks down. Like I use it to make my small groups all the time 'cause it breaks it down by skill. So instead of being like, well, these kids are on this reading level, few kids are struggling with main idea. So I put them in the standard. I use that like end of the unit tests for summative assessments, these quizzes sort of mid-unit as sum of assessments. I do a lot of questioning…Sometimes I'll do quick writes or exit tickets just to sort of see where they are. I have them in reading, they all have an individual goal they have set for themselves. So I do conferences with them on sort of a rotating basis to check on their progress towards their goals and have a conversation about next steps. And they log that in their own notebook. I have writing projects sometimes I have them make posters for the classroom to help other students to show like that they could teach it to someone else…Oh and in social studies I have them act out some concepts. So like we did an activity where they had to act out a scenario where one person, two people used to barter to exchange goods and services. Two people had to use debt and credit to exchange service...I gave them rules in my head to then figure out how their person would need to use different types of not currency."
	Charlie "Last year on the AP History Exam, the people I thought would do well, did well."
7 Planning for Instruction	**Eve** "There was one with Professor Parker and …I think it might have been the reading class. I remember we did KUDs and we did a lot of us teaching the class. I mean, it was a small class, but us teaching…preparing different lessons and so me, especially not having that undergrad background, that really helped me…I was able to get feedback from …not only my classmates, but Professor Parker right then and there. And so each lesson I was about to…adjust and tweak and get a little bit better…so I really enjoyed that class that we took"

InTASC Standard	Completer Comments
	Mary "I think many good things about it (teacher preparation received at RC)...I feel like it's a difficult question to answer 'cause what I was prepared for was to teach in a classroom. And then most of what I ended up doing right away was taught online which I felt somewhat prepared for 'cause we did have the technology class, but like in the technology class we did not learn how to use Google Classroom. We did not learn how to use Zoom. That wasn't part of it. I know Dr. Lindeman had included some of it in her math/science class 'cause she is a techie person. But I feel like for my first year I felt prepared in some ways in that I knew how to design instructional things 'cause we couldn't use any of the resources that other teachers already had 'cause it had to all be digital. So in terms of knowing how to make things that were good, I felt prepared, but in terms of actually how to deliver the instruction for the first year, it was like, and I know that other teachers felt that way too. So it's hard to say 'cause what we were prepared for, is not what anyone could have foreseen." **Charlie** "…what you do is most important to make sure you are using sound instruction in the classroom spending a long time developing this. I understood how to go to a course outline and make lessons." **Charlie** "The Randolph expectation is thorough and organized lesson plans. I bring this to my planning now, although the expectations for my school lesson plans are not as high.
8 Instructional Strategies	**Mary** "Last year I taught, we were remote and then we were hybrid and then we were hybridish but different hybrid. And so at the beginning of the year I taught fifth grade…subjects remote. That was fine. Then in October we started going hybrid, but … we didn't have enough teachers to do the remote component still. So because I was super confident in technology, I taught fifth grade in person two days a week and then I taught fourth grade and fifth grade, all subjects remote two days a week. I was teaching two grades, all subjects sometimes in person, sometimes online and my head just wanted to explode." **Mary** "...I feel like for my first year I felt prepared in some ways in that I knew how to design instructional things 'cause we couldn't use any of the resources that the other teachers already had 'cause it had to all be digital. So in terms of knowing how to make things that were good, I felt prepared, but in terms of actually how to deliver the instruction for the first year, it was just like, and I know that other teachers felt that way too, it's hard to say 'cause what we were prepared for is not what anyone could have foreseen."

InTASC Standard	Completer Comments
	Mary "This year I do feel pretty prepared, especially the way that we're expected to teach reading this year, which is to use an interactive read aloud and then the small groups that are not necessarily differentiated by level, but by the skill … and letting students pick and set their own goals. I feel like that was very in tune with what we were taught at Randolph."
	Charlie "Randolph classes weren't structured like typical college or graduate classes. They were involved activities, group work. Classes were taught in a way that you would implement in your classroom-practical, hands-on classroom activities, not too dry and academic."
9 Professional Learning and Ethical Practice	**Eve** "A year ago if you had told me the things that I know now and then I would have said like no way. So that's something I love is every day it's new, good and bad, you know, learning from mistakes, but also learning how to improve and be a better teacher."
	Mary "The multicultural education class with Professor Woods has been really helpful. The idea of especially like having resident experts. I've had several cases now where I have students who are from different cultural background, and so I;ve been able to like connect, like make sure that what we've read in reading or something we've done in social studies that sort of connects to their background."
	Mary "So they have the opportunity to give a little more insight on that thing without me singling them out. They just have the opportunity to chime in if they want to. And I had this year, a student, we were learning about Angola because that's where the first African people in Virginia were from. And her mother's from the Democratic Republic of Congo, which Congo is part of Angola, and so she did a presentation on the culture of Congo today. And that was totally unprompted. I just said, ' Hey, if your mom has resources, I know she knows a lot more than I do about this subject.' And she said 'Well, I can do a whole presentation.' So she said that was fun and that sort of inspired that class."
	Eve " That one (multicultural class), I really like too- the way, not only the way she taught it, but the different activities we did the last day. I mean, I'll always remember we went to a funeral home which is like, Oh my God, like this is weird. But we were able to really learn and understand the grieving process which especially being in the city is so important to know and be able to connect. That class really helped me, I think this year, … as far as kids you know how to connect and how to understand and how to be there for the kids, but also you know, maintain that teacher student

InTASC Standard	Completer Comments
	relationship without crossing any boundaries. So that was one that I really took away a lot."
	Mary "Also in that class, I remember I don't know if she did this with your group, but she brought in a panel of parents and had them talk to us about like what they really appreciated from teachers with their own students and with communications with themselves. And I know one thing that really stood out to me, which I, I don't have kids, so it never would have occurred to me, but one of the parents said like the most helpful thing is if you call at not a regular time to start with, 'Hey so and so's okay, but I want to touch base on this.' Because she's like my first thought if the school calls is somebody's hurt, something bad has happened. And that never would have occurred to me. So just hearing it from the parents' perspective was really nice, especially 'cause of the first year teacher, I was super intimidated by parents. So that I thought was good."
	Eve "Yeah, I second that. I think the most benefits I got was when like people were telling their stories and that's kind of what hit hard most with me. 'Cause like you said, you wouldn't have thought about that before when you would call a parent and, but having a parent actually tell you that it's something you would forget. So, I definitely liked, there was a couple classes where you had those guest speakers come in."
	Charlie "Randolph classes taught how to teach, how to handle a classroom, classroom management. Sped classes taught about IEP, eligibility forms. I don't have a gap where I can say I didn't learn at all. I understand the teacher role, but how to deal with annoying co-workers, red-tape in the workplace—that may not be teachable though."
10 Leadership and Collaboration	**Eve** "I think one it's more like a personal thing. I could never imagine myself in a meeting, an IEP meeting with a lot of people in there. And no, like I remember my first one, I was sweating. I was so nervous 'cause I was like, 'What am I about to do?' You know I didn't screw up too bad, but now I'm looking at myself and I walk in, I'm ready. I answer questions. So my confidence has definitely grown. So that's something that, just the more you experience, the more you do. I know I'm continuing to grow. I remember the first time I called a parent, I probably stuttered so much. I was like, 'Hi, um this is okay. Um, but now I can have conversations with them So that's something I definitely consider a success."
	Mary "The first thing that comes to my mind is that I came back this year. Last year I taught okay- so we hybrid …we were remote and then we were hybrid and then we were hybridish, but different

InTASC Standard	Completer Comments
	hybrid. And so at the beginning of the year I taught fifth grade subjects remote. That was fine. Then in October we started going hybrid, but we didn't have enough teachers to do the remote component still. So, because I was super confident in the technology, I taught fifth grade in person two days a week. And then I taught fourth grade and fifth grade all subjects remote two days a week…So regardless of the craziness, this year's so much easier… I don't know how I did it."
	Mary "I think the biggest, yeah, biggest frustration is communication. Not in my, not necessarily from the administration at the school. I feel like the in-school administration does a good job of communicating, but just understanding the district's expectations, I don't know what they are most of the time until I've messed up in some way and someone has corrected me."
	Mary "Then the other thing that's been really frustrating at least this year is they've added a whole bunch of new programs like the literacy program is different. We have a new word study program that's different. The pacing guides are different this year. And so, it's just, after last year we were all really hoping to get back to doing something familiar, which for me, it wouldn't have been familiar anyways, but at least I was used to the old pacing guides and the old literacy curriculum and to have everything be different again, and the kids still remember how to be in school. So it's just everyone learning for the first time again. And it's just, that's hard."
	Eve "…for me personally, and you know, at my school right now, but the big thing is communication.
	It's a lot …just missing communication. So that's a major frustration for me being like an organized, I hate to say OCD, but like, I don't like to know things last minute, but I'll stop there …
	Charlie " Things that take me away from the classroom frustrate me like forms for HR info, people from downtown requesting info to meet state deadlines. I understand the teacher role, but how to deal with annoying co-workers, red-tape in the workplace- last year I didn't teach AP. I was used to SOLs. Now I teach AP and Advanced. I'm not as familiar with the classroom but know how to go to a course outline and make lessons. I am responsible for Honor Society this year."

InTASC Standard	Completer Comments
How has COVID-19 affected your teaching? How were decisions related to lesson planning and implementation made? Did you develop your own or are lesson plans division-wide?	**Eve** "I mean, yeah is number one (frustration). And easing back in a, a normal-ish school year has been difficult. …"
	Mary "I know and kind of odd thing I ended up finding helpful about the program, but I didn't find helpful while I was in it. Like I always felt like I never quite knew what courses I was supposed to take 'cause it was split between like there was the education program, but then there was a liberal studies major and they were technically the same thing. They weren't on paper. And so you could never quite get the same answer about what classes you need to actually complete things. And that sort of just, well I don't know. I'll just take what it is and hope I'm correct, hope someone tells me if I'm wrong. Well that doesn't necessarily seem like a good thing. It's really helped me this year with like how many things are still up in the air about what regulations still apply, what things will be like. Well, I know how to just choose something and stick with it until I learn something else and not worry so much about is this right? Just choose something and do it well until someone says otherwise."
	Charlie "Last year students went weeks without doing any work. Some turned it around and got grades up…remote, hybrid remote, then in person has been challenging. Last year, we were restricted on what/how much we could give students. This year I am keeping track of development and progress and I am able to help students tweak skills with feedback and recommendations."

Table 5 delineates how we triangulated focus group questions, completers' submitted artifacts, and completer and employer (school supervisor) surveys. The employer (school supervisor) and program completer survey data are tagged to multiple InTASC standards.

Table 5

Alignment of Case Study Data Sources with the InTASC Standards

InTASC Model Core Teaching Standards (Theme)	Completer Survey and Artifacts Collected	Employer (School Supervisor) Survey	Comments from Individual Reflection Questions
1 Learner Development	Resume Lesson plans	Evaluate pupil growth and learning (1) Work in inclusive classroom situations (4) Show empathy for and sensitivity to all learners (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	Running record observations by case study researcher Completers' lesson plans	Meet needs of individual student by differentiating instruction (3) Work in inclusive classroom situations (4) Show empathy for and sensitivity to all learners (12) Reach and relate to students of diverse backgrounds (21) Meet educational needs of diverse populations (22)	**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)	Completer Survey and Artifacts Collected	Employer (School Supervisor) Survey	Comments from Individual Reflection Questions
3 Learning Environments	Running record observations by case study researcher	Manage the classroom efficiently (3) Create a caring environment (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. **Question 8** COVID-19 teaching
4 Content Knowledge	Running record observations by case study researcher Virtual Observation	Basic knowledge of subject (1) Be creative, flexible, imaginative (14)	**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	Running record observations by case study researcher Virtual observation	Basic knowledge of subject (1) To use technology effectively (17) To teach state required standards (7) Be creative, flexible, imaginative (14) Use a broad variety of resources (11)	**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.

InTASC Model Core Teaching Standards (Theme)	Completer Survey and Artifacts Collected	Employer (School Supervisor) Survey	Comments from Individual Reflection Questions
6 Assessment	De-identified student assessment data submitted by completers Running record observations by case study researcher	Evaluate pupil growth and learning (2)	**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	Completers' lesson plans.	Plan on daily and long-term basis (7) Use a broad variety of resources (11) Be creative, flexible, imaginative (14) Teach state required standards (18) Reflect, monitor, and adjust (19) Meet the educational needs of diverse populations (22)	**Question 4** How do you measure your student-learning growth? Explain different approaches-formative and summative.
8 Instructional Strategies	Running record observations by case study researcher	Involve pupils in varied learning experiences (8) Present lessons skillfully (8) Use a broad variety of teaching resources (11) Be creative, flexible, imaginative (14)	**Question 1** Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?

InTASC Model Core Teaching Standards (Theme)	Completer Survey and Artifacts Collected	Employer (School Supervisor) Survey	Comments from Individual Reflection Questions
			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 and Ethical Practice	Completers' resumes Completers' surveys	Practice professional ethics (9) Demonstrate leadership, initiative, and professional growth (13) Communicate orally (15) Communicate in writing (16) Reflect, monitor, and adjust (19) Reach and relate to students from diverse backgrounds (21) Meet the educational needs of diverse populations (22)	**Question 6** What is your involvement in the school outside of your classroom? **Question 8** If there is anything we haven't covered, and you'd like to share about your preparation here at Randolph's teacher education program?
10 Leadership and Collaboration	Completers' resumes Completers' surveys	Understand how to work with parents and the community (10) Communicate orally (15) Communicate in writing (16) Reflect, monitor, and adjust (19) Create a caring environment (20)	**Question 5** What employment milestones have you reached (e.g., promotion, leadership positions)?

InTASC Model Core Teaching Standards (Theme)	Completer Survey and Artifacts Collected	Employer (School Supervisor) Survey	Comments from Individual Reflection Questions
		Reach and relate to students from diverse backgrounds (21) Meet the educational needs of diverse populations (22)	**Question 6** What is your involvement in the school outside of your classroom?

We continued to include Question 7 in the focus group interview protocol (a practice established in 2020) asking completers to reflect on the EPP as it relates to their current job and if their preparation experience was effective in preparing them for their teaching responsibilities. Question 7 included two parts: Do you perceive your teacher preparation you received at Randolph College as relevant to the responsibilities you confront on the job? Was your preparation experience effective? Table 6 reflects responses to Question 7 based on the following themes: feedback and continuous improvement, developing professional confidence, research knowledge, and preparation relevance.

Table 6

Completers' Responses to Focus Group Question 7 (R4.1, 4.3)

Themes	Responses
Feedback and continuous improvement	**Charlie** "The Randolph expectation is thorough and organized lesson plans. I bring this to my planning now, although the expectations for my school lesson plans are not as high.
	Charlie "…what you do is most important to make sure you are using sound instruction in the classroom-spending a long time developing this. I understood how to go to a course outline and make lessons."
	Mary "This year I do feel pretty prepared, especially the way that we're expected to teach reading this year, which is to use an interactive read aloud and then the small groups that are not necessarily differentiated by level, but by the skill … and letting students pick and set their own goals. I feel like that was very in tune with what we were taught at Randolph."
	Charlie "Randolph classes weren't structured like typical college or graduate classes. They were involved activities, group work. Classes were taught in a way that you would implement in your classroom-practical, hands-on classroom activities, not too dry and academic."
	Eve "A year ago if you had told me the things that I know now and then I would have said like, "No way!' So that's something I love is every day it's new, good and bad, you know, learning from mistakes, but also learning how to improve and be a better teacher.
	Charlie "Randolph classes taught how to teach, how to handle a classroom, classroom management. Sped classes taught about IEP, eligibility forms. I don't have a gap where I can say I didn't learn at all. I understand the teacher role, but how to deal with annoying co-workers, red-tape in the workplace -that may not be teachable though."
Developing professional confidence	**Mary** "…in some ways was kind of nice 'cause I was able, I was more comfortable chipping into conversations and things because I knew, well, I'm really comfortable with Google 'cause I just used it as a student. And I know what it's like to be a student remote 'cause the last quarter of the Master's program, we were remote. So I knew that some, for some reason when things go remote, even though the

Themes	Responses
	assignments seem normal, this work somehow doubles when it's remote. So I knew that from experience as a student. So I was able to contribute in ways I hadn't expected because of that."
	Charlie "The Randolph expectation is thorough and organized lesson plans. I bring this to my planning now, although the expectations for my school lesson plans are not as high.
	Mary "Last year I taught…we were remote and then we were hybrid and then we were hybridish but different hybrid. And so at the beginning of the year I taught fifth grade…subjects remote. That was fine. Then in October we started going hybrid, but…we didn't have enough teachers to do the remote component still. So because I was super confident in technology, I taught fifth grade in person two days a week and then I taught fourth grade and fifth grade, all subjects remote two days a week. I was teaching two grades, all subjects sometimes in person, sometimes online and my head just wanted to explode."
	Eve "I think one it's more like a personal thing. I could never imagine myself a meeting, an IEP meeting with a lot of people in there. And no, like I remember my first one, I was sweating. I was so nervous 'cause I was like, 'What am I about to do?' You know I didn't screw up too bad, but now looking at myself and I walk in, I'm ready. I answer questions. So my confidence has definitely grown. So that's something that, just the more you experience, the more you do. I know I'm continuing to grow. I remember the first time I called a parent, I probably stuttered so much. I was like, 'Hi, um this is okay. Um, but now I can have conversations with them So that's something I definitely consider a success."
Research knowledge	**Charlie** " The Master's Thesis classes, planning and preparing were helpful for AP writing essays, peer reviews, and having to do research to think about best practices, coming up with evidence to support ideas."
	Charlie "Having to do research, think about best practices, coming up with evidence to support ideas-what you do to make sure you are using sound instruction in the classroom, spending a long time on this.
Preparation Relevance	**Charlie** "I student taught in LCS and I teach in LCS now. I was familiar with the one-to-one with Chromebooks, the Google Drive, and Google Classroom from Randolph"

Themes	Responses
	Eve "There was one with Professor Parker and …I think it might have been the reading class. I remember we did KUDs and we did a lot of us teaching the class. I mean, it was a small class, but us teaching…preparing different lessons and so me, especially not having that undergrad background that really helped me…I was able to get feedback from …not only my classmates, but Professor Parker right then and there. And so each lesson I was about to…adjust and tweak and get a little better…so I really enjoyed that class that we took.
	Charlie "Education Law- I use in class as discussion points for the Supreme Court and as discussion on rights of students. The Master's Thesis classes, planning and preparing were helpful for AP writing essays, peer reviews and having to do research to think about best practices, coming up with evidence to support ideas."
	Mary "I think many good things about it (teacher preparation received at RC)...I feel like it's a difficult question to answer 'cause what I was prepared for was to teach in a classroom. And then most of what I ended up doing right away was taught online which I felt somewhat prepared for 'cause we did have the technology class, but like in the technology class we did not learn how to use Google Classroom. We did not learn how to use Zoom. That wasn't part of it. I know Dr. Lindeman had included some of it in her math/science class 'cause she is a techie person. But I feel like for my first year I felt prepared in some ways in that I knew how to design instructional things 'cause we couldn't use any of the resources that other teachers already had 'cause it had to all be digital. So in terms of knowing how to make things that were good, I felt prepared, but in terms of actually how to deliver the instruction for the first year, it was like, and I know that other teachers felt that way too. So it's hard to say 'cause what we were prepared for, is not what anyone could have foreseen."
	Mary "Also in that class, I remember I don't know if she did this with your group, but she brought in a panel of parents and had them talk to us about like what they really appreciated from teachers with their own students and with communications with themselves. And I know one thing that really stood out to me, which I, I don't have kids, so it never would have occurred to me, but one of the parents said like the most helpful thing is if you call at not a regular time to start with, 'Hey so and so's okay, but I want to touch base on this.' Because she's like my first thought if the school calls is somebody's hurt, something bad has happened. And that never would have occurred to me. So just hearing it from the parents' perspective was really nice, especially 'cause of the first year teacher, I was super intimidated by parents. So that I thought was

Themes	Responses
	good."
	Eve "Yeah, I second that. I think the most benefits I got was when like people were telling their stories and that's kind of what hit hard most with me. 'Cause like you said, you wouldn't have thought about that before when you would call a parent and, but having a parent actually tell you that it's something you wouldn't forget. So, I definitely liked, there was a couple classes where you had those guest speaker come in."

Satisfaction of Employers (School Supervisors)

Table 7 includes data collected via the employer (school supervisor) surveys and is 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 3.5 or greater, indicating that the target was met for all survey items. Two school supervisors completed the survey ($n = 2$). Case study researcher #1's classroom observations align with the school supervisor's ratings.

Table 7

Employer (School Supervisor) Survey Data tagged using InTASC Core Teaching Standards (R4.2)

Survey question: Rate the teacher using the following criteria.	InTASC Standard	Mean	SDev	Target Mean	% Met
1. In basic knowledge of subject	4, 5	4.0	0	Average 3	100%
2. To evaluate pupil growth and learning	6	4.0	0	Average 3	100%
3. To meet needs of individual student by differentiating instruction	1, 2	3.5	0.5	Average 3	100%
4. To work in inclusive classroom situations	1, 2	3.5	0.5	Average 3	100%
5. To involve pupils in varied learning experiences	8	3.5	0.5	Average 3	100%
6. To manage the classroom efficiently	3	3.5	0.5	Average 3	100%
7. To plan on daily and long-term basis	5, 7	4.0	0	Average 3	100%
8. To present lessons skillfully	8, 9	3.5	0.5	Average 3	100%

Survey question: Rate the teacher using the following criteria.	InTASC Standard	Mean	SDev	Target Mean	% Met
9. To practice professional ethics	9	4.0	0	Average 3	100%
10. To understand how to work with parents and the community	10	4.0	0	Average 3	100%
11. To use a broad variety of teaching resources	7, 8	3.5	0.5	Average 3	100%
12. To show empathy for and sensitivity to all learners	1, 2, 3	4.0	0	Average 3	100%
13. To demonstrate leadership, initiative, and professional growth	9, 10	4.0	0	Average 3	100%
14. To be creative, flexible, imaginative	3, 5, 7, 8	4.0	0	Average 3	100%
15. To communicate orally	9, 10	4.0	0	Average 3	100%
16. To communicate in writing	9. 10	4.0	0	Average 3	100%
17. To use technology effectively	3, 5, 7, 8	4.0	0	Average 3	100%
18. To teach state required standards	4, 5, 7	4.0	0	Average 3	100%
19. To reflect, monitor, and adjust	1, 2, 7, 9, 10	4.0	0	Average 3	100%
20. To create a caring environment	2, 3, 10	4.0	0	Average 3	100%
21. To reach and to relate to students from diverse backgrounds	1, 2, 9, 10	4.0	0	Average 3	100%
22. To meet the educational needs of diverse populations	1, 2, 3, 7, 8, 9, 10	4.0	0	Average 3	100%

To understand the completers' perspective of their own practice and participation in leadership positions or applications for grants to support student success, completer survey questions were given to each of the three participants during the virtual focus group and individual interviews. In addition,

completers were asked to submit a current resume and identify the key technology skills they use to monitor student success or deliver instruction. We received three resumes. The completers rated themselves as "good teachers."

Discussion

The case study goal was to gather substantial quantitative and qualitative evidence to support our claim that Randolph College EPP completers have a positive influence on students' learning. Findings indicated Randolph College EPP completers understand multiple facets of teaching effectiveness demonstrated by the content analysis of the individual survey questions administered by case study researchers, virtual and in-person classroom observations, and school supervisor satisfaction surveys. School supervisor surveys as well as in-person and virtual classroom observations validated the teaching effectiveness of the case study completers whether they were teaching remote, hybrid, or in person. Several completers submitted student assessments, SMART goals, and/or IEP (Individual Education Plan) goals with the option to select their own data sets to represent measured growth in student achievement, further supporting their teaching effectiveness. Completers shared their strategies for differentiating instruction along with ways to support students one on one in special education settings during the virtual focus group meeting. Completers felt well prepared to plan in-depth lessons and able to individualize instruction for students within those lessons. Completers shared that their EPP at Randolph qualified them to serve as dedicated teachers.

Organizing data using CAEP R4.1, 4.2, 4.3 components along with the InTASC standards crosswalk across multiple measures helped us triangulate findings and support our claims. The case study participants ($n = 3$) represented a range of licensure areas (special education, secondary, and elementary) and one to two 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 the skills and support needed to be effective teachers and to guide their students toward learning how to learn. In other words, our completers understand what deeper learning is all about and can support it, despite the unpredictable restrictions of the ongoing pandemic.

Multiple measures including employer (school supervisor) and completer survey question responses, individual and focus group responses, and case study researcher #1's classroom observations support the EPP's claim that our program completers share a vision of effective teaching and learning. The case study completers expressed high praise for their extensive clinical experiences which prepared them for teaching. Completers provided anecdotal evidence of what helping students learn means as it relates to student development, critical thinking, collaborative learning, and achievement. Leadership activities and professional development artifacts were shared in their individual responses to the focus questions, resumes, and face-to-face discussion with the case study researcher. Several completers are involved in leadership roles or have participated in professional development tied to student success for learning and career readiness. School supervisor surveys provided a clear indication our completers are reflective, regularly show evidence of student growth, and understand continuous improvement. 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 school supervisors.

Without a blueprint or state data system, it will continue to be challenging to gather evidence of a direct link between what our candidates learn in our EPP and how they affect student learning. We

know, however, that supporting completers during their first years of teaching is a vital responsibility we share with our P-12 school partners. As a result, maintaining relationships with completers remains one of our continuous improvement aims. We learned program completers were working under challenging and changing learning demands. Completers acknowledged the challenges in teaching during the continuing pandemic, and shared there may be no way to prepare teachers specifically for this circumstance. Yet, they noted that their wide variety of preparatory experiences in the Randolph EPP allowed them to quickly adapt to what was required, whether planning and delivering in-person, virtual, or hybrid instruction. Completers often took the lead among their colleagues with virtual and hybrid teaching.

Although it was not possible to return to a pre-pandemic data collection process (Lindeman et al., 2018, 2019, 2020), we were able to gather rich, detailed data via the online focus group, virtual and in-person observations, individual interviews, and document collection. Completers provided explanations about how they administer their assessments and benchmarks for student growth assessments, and shared relevant student assessments.

Recommendations

The case study evidence provided to the EPP support our claim that Randolph College EPP completers contribute to an expected level of student-learning growth, effectively apply the professional knowledge, skills, and dispositions the RC teacher preparation program is designed to achieve, and that employers and completers are satisfied with the preparation program.

Although completers did not identify any deficiencies in the Randolph EPP, the case study suggests four key areas for consideration: (1) additional experience with virtual and hybrid lessons including planning and delivering lessons; (2) continued practice managing, analyzing, and making decisions based on student data due to the fact data sources continue to change during the pandemic years; (3) continued focus on rich practica and student teaching experiences and (4) developing stronger support systems for candidates who choose a residency model (teaching while completing our initial preparation program). Although these considerations were indelibly marked by the COVID pandemic, they still offer valuable guidance as we shape our program.

Additional Experience with Virtual and Hybrid Teaching Practices Including Planning and Delivering Lessons

Program completers in their first two years of teaching reported that switching back and forth among face-to-face, virtual, and hybrid teaching has been very challenging. Because veteran teachers were experiencing similar challenges, the amount of support the novice teachers received within their buildings was limited. Fortunately, the varied experiences in their own courses at Randolph allowed the completers to often take the lead in virtual/hybrid instruction. We recognize that continuing to include opportunities to explore and use a variety of online platforms and apps will assist our candidates as schools are likely to continue to use virtual teaching, even beyond the end of the pandemic. Even as in-person teaching increases, more experiences with virtual/hybrid instruction, Google Classroom, and flipped instruction continue to be foci for the Randolph EPP. Completers voiced that the odd circumstances of the pandemic meant lessons had to be altered so if students had to miss school, they could still participate and keep up with the learning. This included scaffolding and crafting lessons that could be viewed virtually and lessons students could complete with some flexibility.

More Practice Managing, Analyzing, and Making Decisions Based on Student Data

Due to continual changes in state and division required assessments in response to the pandemic, completers reported a need for additional practice reviewing and interpreting various sources of student data, including analyzing data from teacher-designed assessments and the need for practice in developing instructional interventions based on student data. These skills continue to be the primary area of focus in EDUC 2216 at the undergraduate level and EDUC 5511 at the graduate level and are threaded throughout several additional course as well.

Continued Focus on Rich Practica and Student Teaching Experiences

Elementary education, secondary education, and special education graduates who completed the M.A.T. program reported that the rigorous requirements in lesson planning, hands-on experiences, numerous field experiences (including student teaching placements), and the emphasis on culture and respect for diversity were strengths in the Randolph EPP. They felt these experiences prepared them to work collaboratively with other teachers and to better understand and form relationships with their students and parents. In addition, they felt knowledgeable about research and school law including laws and procedures pertaining to special education. These experiences better prepared them to continue to grow in their teaching careers. Completers identified their wide variety of experiences in the Randolph EPP as enabling them to adapt as their jobs changed in response to COVID-19. Completers cited school division communication as a particular challenge during the pandemic and annoying coworkers as something that frustrated them, but they also acknowledged that learning to deal with these specific challenges may not be teachable in an initial licensure program. One completer also cited the additional challenge of her special education course sequence; however, candidates who teach with a provisional license before completing the program must anticipate more learning as they go than candidates embarking on their first year of teaching after completing the program.

Developing Stronger Support Systems for Candidates Who Choose a Residency Model

Given the critical teaching shortage in Virginia, many M.A.T. candidates are hired on a provisional license while enrolled in the program. Comments during the focus group and individual interviews pointed to the need for additional knowledge, especially when the candidate is hired in a special education position, related to instructional design and the many roles and responsibilities required of new teachers. We are exploring offering an intensive summer seminar to review key components new teachers face during the first weeks of school, developing ongoing formal and informal coaching and feedback during the first few months candidates are on the job, and developing an alumni network of support for our candidates who teach full time during the program.

As always, the EPP faculty include reflections on the case study data in our weekly faculty meetings, and the case study along with other annual data collection and analyses helps us generate questions for the EPP Advisory Committee. Their feedback alongside our continued reflection will help as we design experiences for our candidates to meet the expectations new teachers face, now and in the future.

References

Council for the Accreditation of Educator Preparation. (n.d.). Vision, mission and goals. Retrieved from http://caepnet.org/about/vision-mission-goals

Council of Chief State School Officers. (2013, April). *Interstate Teacher Assessment and Support Consortium InTASC model core teaching standards and learning progressions for teachers 1.0: A resource for ongoing teacher development*. Author.

Creswell, J., & Poth, C. (2018). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Sage.

Darling-Hammond, L. (1999). Educating teachers for the next century: Rethinking practice and policy. In G.A.Griffin (ed.), *The education of teachers* (pp. 221-256). University of Chicago Press.

Darling-Hammond, L., Hammerness, K., with Grossman, P., Rust, F., & Shulman, L. (2005). The design of teacher education programs. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 390-441)*. Jossey-Bass.

Darling-Hammond, L., & Oakes, J. (2019, April). *Learning sciences, school reform, and teacher preparation: Juxtaposing knowledge and methods for equity and social justice.* Panel discussion at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Darling-Hammond, L., & Oakes, J. (2019). *Preparing teachers for deeper learning*. Harvard Education Press.

Lindeman, C., Schimmoeller, P., & Woods, C. (2018). *Case study: Examining completers' teaching effectiveness 2016–2017.* Retrieved from https://www.randolphcollege.edu/about/statements-and-disclosures/council-accreditation-educator-preparation-caep/

Lindeman, C., Schimmoeller, P., Duke, E., & Howell, C. (2019). *Case study #2: Examining completers' teaching effectiveness 2017–2018.* Retrieved from https://www.randolphcollege.edu/about/statements-and-disclosures/council-accreditation-educator-preparation-caep/

Lindeman, C., Schimmoeller, P., Chamberlin, A., & Howell, C. (2020). *Case study #3: Examining completers' teaching effectiveness 2018–2019.* Retrieved from https://www.randolphcollege.edu/about/statements-and-disclosures/council-accreditation-educator-preparation-caep/

Lindeman, C., Schimmoeller, P., Kirkwood, K., & Howell, C. (2021). *Case study #4: Examining completers' teaching effectiveness 2019-2020.* Retrieved from https://www.randolphcollege.edu/about/statements-and-disclosures/council-accreditation-educator-preparation-caep/

Rosenshine, B., & Furst, N. (1971). Research on teacher performance criteria. In B. O.

Smith (Ed.), *Research in teacher education: A symposium* (pp. 37-72). Prentice-Hall.

Tygret, J.A. (2018). The preparation and education of first-year teachers: A case study. *The Qualitative Report*, 23(3), 710-729, Article 10.

Virginia Department of Education. (n.d.). Teaching in Virginia. Retrieved from
http://www.doe.virginia.gov/teaching/index.shtml

Virginia Department of Education. (n.d.). School report cards. Retrieved from
http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml

Wargo, W. (2013, April 10). *Qualitative data analysis (coding) of transcripts.* Retrieved from
http://www.academicinfocenter.com/qualitative-data-analysis-coding-of-transcripts.html

Wargo, W. G. (2016). *Triangulation to establish validity of qualitative data*. Academic Information
Center. Retrieved from http://www.academicinfocenter.com/triangulation-to-establish-validity-of-qualitative data.html

Appendix A

Randolph College Educator Preparation Program Classroom Observation Form

This classroom observation form was created for the purposes of assessing the influence Randolph College's Educator Preparation Program completers have on P-12 students' learning and development. It is based on the Virginia Department of Education *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* effective January 10, 2020 (https://www.doe.virginia.gov/teaching/performance_evaluation/teacher/index.shtml). For each participant, one of the case study researchers used this form while observing synchronous teaching and wrote a summary of the teacher and student interactions, method of delivery, Standards of Learning target, use of technology, and teaching strategies. Evidence of observed performance indicators was summarized for each case study participant.

Performance Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

Sample Performance Indicators

1.1 Effectively addresses appropriate curriculum standards.

1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.

1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.

1.4 Demonstrates an accurate knowledge of the subject matter.

1.5 Demonstrates skills relevant to the subject area(s) taught.

1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.

1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.

1.8 Communicates clearly and checks for understanding.

Performance Standard 2: Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

Sample Performance Indicators

2.1 Uses student learning data to guide planning.

2.2 Plans time realistically for pacing, content mastery, and transitions.

2.3 Plans for differentiated instruction.

2.4 Aligns lesson objectives to the school's curriculum and student learning needs. 2.5 Develops appropriate long- and short-range plans and adapts plans when needed.

Performance Standard 3: Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

Sample Performance Indicators

3.1 Engages and maintains students in active learning.

3.2 Builds upon students' existing knowledge and skills.

3.3 Differentiates instruction to meet the students' needs.

3.4 Reinforces learning goals consistently throughout lessons.

3.5 Uses a variety of effective instructional strategies and resources.

3.6 Uses instructional technology to enhance student learning.

3.7 Communicates clearly and checks for understanding.

Performance Standard 4: Assessment of Student Learning

The teacher 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.

Sample Performance Indicators

4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.

4.2 Involves students in setting learning goals and monitoring their own progress.

4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.

4.4 Aligns student assessment with established curriculum standards and benchmarks.

4.5 Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.

4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.

4.7 Gives constructive and frequent feedback to students on their learning.

Performance Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

Sample Performance Indicators

5.1 Arranges the classroom to maximize learning while providing a safe environment.

5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.

5.3 Maximizes instructional time and minimizes disruptions.

5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.

5.5 Promotes cultural sensitivity.

5.6 Respects students' diversity, including language, culture, race, gender, and special needs. 5.7 Actively listens and pays attention to students' needs and responses.

5.8 Maximizes instructional learning time by working with students individually as well as in small or whole groups.

Performance Standard 6: Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

Sample Performance Indicators

6.1 Collaborates and communicates effectively within the school community to promote students' well-being and success.

6.2 Adheres to federal and state laws, school and division policies, and ethical guidelines.

6.3 Incorporates learning from professional growth opportunities into instructional practice

6.4 Sets goals for improvement of knowledge and skills.

6.5 Engages in activities outside the classroom intended for school and student enhancement.

6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.

6.7 Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.

6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.

6.9 Demonstrates consistent mastery of standard oral and written English in all communication.