

Case Study #6: Examining Completers' Teaching Effectiveness 2021–2022

*Council for the Accreditation of Educator Preparation*

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

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## Introduction

The influence teachers have on student learning and development is an important component for determining effectiveness of teacher preparation programs. 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 school communities; 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 eight years ago by department faculty as part of our quality assurance plan. Evidence presented supports our claim that program completers effectively contribute to P-12 student-learning growth, and demonstrate professional knowledge, skills, and dispositions the preparation 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 diverse students and their families, and if completers perceive their preparation is relevant to the responsibilities they encounter on the job, as well as if they perceive their preparation was effective.

The EPP provides an educational environment that supports teachers in becoming leaders and agents of equity and change with licensure at the elementary or secondary level. The requirements of initial licensure at the secondary level in Virginia include fulfillment of the College's requirements for a Bachelor of Arts or a Bachelor of Science degree in a chosen field of study and successful completion of the professional studies courses in Education. The undergraduate major in Elementary Education is recommended for PreK-6 Elementary licensure. Professional competence is developed through (1) comprehensive study of content knowledge appropriate to the chosen licensure area, (2) thorough study of the professional foundations common to all teaching, (3) specialized study of teaching principles, and (4) appropriate field-based experiences.

The Randolph College EPP seeks to develop program completers in the following areas:

1. **Subject Matter Knowledge:** Randolph College Education Preparation Program (EPP) candidates and completers master the subject matter concepts of their endorsement areas to the degree required to teach the subject(s) effectively and to meet Virginia state licensure and InTASC standards. Data collected to assess candidate subject matter knowledge are quality data from multiple sources and are used to evaluate program impact.
2. **Pedagogical Knowledge and Teaching Skill:** Randolph College Education Preparation Program candidates and completers demonstrate the knowledge and use of a variety of effective models, research and evidence based according to InTASC standards, and that afford all P-12 students access to rigorous college-and-career-ready standards. Data collected to assess pedagogical knowledge and teaching skill are quality data from multiple sources and are used to evaluate program impact.
3. **Sensitivity to Diversity:** Randolph College Education Preparation Program candidates and completers demonstrate the skills and dispositions to meet the diversity of students' backgrounds, abilities, and cultural perspectives. Data collected to assess candidate skills and dispositions to

meet the diversity of students' backgrounds, abilities, and cultural perspectives are quality data from multiple sources and are used to evaluate program impact.

4. Technological Skill: Randolph College Education Preparation Program candidates and completers have the skill to use technology as it relates to teaching in contemporary classrooms. Data collected to assess candidates' educational technology skills are quality data from multiple sources and are used to evaluate program impact.

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).

### **Background**

Collective case studies offer the advantage of allowing comparisons to be made across several cases and/or replication. 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. 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 teacher preparation 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 so our program completers influence student learning and growth in diverse educational settings.

The research team included all EPP faculty as well as an outside case study researcher (an adjunct faculty member and retired teacher with preparation, expertise, and experience in teaching and learning). The case study researcher gathered participant data through a focus group, structured observation protocols, pre- and post-observation interviews with participants and their direct school supervisor, and student achievement data. The EPP faculty reviewed and analyzed data, summarized results and developed 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 two case studies, examining trends or changes in perceptions about completers’ teaching experience and PK–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.

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 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 two 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**

This study is a case study using a mixed methods approach. According to Creswell (1994), case studies are a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or one or more individuals. This case study examined two completers' (two withdrew from the study due to work commitments) effectiveness in the classroom and is a multi-site, mixed-methods collective case study.

### **Participants**

#### ***Outside Evaluator***

The case study researcher included an adjunct faculty member with educator preparation and experience as well as experience in observation and supervision.

#### ***Description of Program Completer Participants***

An initial cohort of four program completers was invited to participate. The selection process reflected a purposeful stratified sample drawn from completers from 2019–2022. After IRB approval was obtained, the cohort group was contacted and a virtual focus group was scheduled. All completers work in urban public school settings in Central Virginia. They included one elementary special education teacher and one middle school special education teacher. Participants are practicing teachers who hold full-time positions and a postgraduate professional teaching license in Virginia. See Table 1 for the list of participants' pseudonyms, current teaching locations, and licensure areas. The population of students taught by participants included first graders through sixth graders, many of whom receive free or reduced lunch. Students are diverse in race, ethnicity, gender, and socioeconomic status.

**Table 1***Participant Teaching Assignment 2022-2023*

Participant	Assignment fall 2023	License	Instructional Delivery	
Kaylin	Elementary School Special Education 1st and 5th	Virginia: Provisional (currently completing licensure application)	In person	Public  Urban
Jane	Middle School Special Education 6th grade	Virginia PostGraduate Professional License	In person	Public  Urban

**Data Collection**

Data collected included a focus group interview, individual interviews following an observation of in-person teaching, pre- and post-observation notes, and notes from school supervisor surveys and interviews. Data also included low-inference classroom observation notes compiled using the Randolph College Educator Preparation Program Classroom Observation Form (Appendix A). The case study researcher met 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. The checklist included student assessments (division or teacher generated) from academic year 2021-2022 or Fall 2022 through Winter 2023, 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.

**Instrumentation***Focus group*

The case study researcher scheduled a virtual focus group meeting with completers during which they discussed the focus group questions (see Table 2). After each scheduled in-person classroom observation, the researcher scheduled individual 30-minute meetings with each participant. The focus group recording was submitted to the EPP.

*Classroom observations*

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 an interview and then wrote a summary statement using the Randolph College Educator Preparation Program Classroom Observation Form (Appendix A).

### ***Assessment Artifacts***

The researcher collected lesson plans, resumes, summative evaluations, and de-identified student data voluntarily provided by participant program completers as evidence of teacher effectiveness. The case study researcher submitted these documents to the EPP for analysis.

### ***Employer (school supervisor) survey***

The case study researcher met with principals or participant supervisors for an interview and to deliver the employer survey (Appendix B). Both supervisors completed the evaluation surveys for each participant. These forms were submitted to EPP for analysis.

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*

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**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 in 2021 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?

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## Data Collection and Analysis

Cross-case analysis was conducted in writing by EPP faculty. All data were analyzed to capture completers' teaching effectiveness and perceptions about their educator preparation program experience. 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.

**Focus group.** 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. 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. pag.). 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 after the observations to become familiar with the classroom environment, learning materials, and instructional technology along with the completers’ perceptions about their teaching 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 the case study researcher. 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.

**Additional artifacts.** Both 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

Data reviewed for this section included student assessment data submitted by completers (Table 3) along with case study participants’ responses to the focus group questions (Tables 4 and 6). Sample student performance data included teacher-made assessments (e.g., end-of-unit exams, quick writes, exit tickets) and IXL reading and math scores.

**Table 3***Student Performance Data Submitted by Participants*

<b>Participant</b>	<b>School/Subject</b>	<b>Submitted Assessments</b>	
		<b>(Identified Data)</b>	<b>Results/Comments</b>
Jane	Urban Middle School Special Education	Reading, Math; IXL reading, math; Teacher made: end of units, summative, quick writes, writing projects, exit tickets, questioning and conferences.	<p>Goal: Students reading below grade level according to the initial IXL diagnostic results, will increase their reading level by at least one year and a half growth as measured by IXL diagnostic to be administered in May.</p> <p><b>August:</b> KA has an initial IXL score of 970. KA is the highest student in the class with a pinpoint of 970 in IXL. She has spent a total of 4 hours in IXL. On the Growth Assessments her score for Reading was 1616 and for Math was 1521.</p> <p>AD is the lowest student in the class with a pinpoint of 140 in IXL. She has spent a total of 3 hours and 7 minutes in IXL. On the Growth Assessments her score for Reading was 1486, and for Math it was 1350 this is considered below level placing her on a second grade level.</p> <p><b>January - Mid Year IXL Scores</b></p>

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KA - 840 (-130) - she has made progress in 12 skills  
AD -150 (+10) - She has made progress in 11 skills

**Growth Assessment Scores**

KA - Reading was 1628 and Math was 1521  
AD - reading was 1402 and Math was a 1381

Working Reading Levels

Fall

Students:

DS- Initial IXL score 310. On his growth Assessment for Reading he scored a 1509 and for Math he scored a 1461.

AH - Initial IXL score 330. On his Growth Assessment for Reading he scored a 1208 and Math he scored a 1310. This is considered below level

**January =- Mid Year**

DS - 410 (+100) - He has made progress in 5 skills

AH - 380 (+50) - He has made progress in 8 skills

**Growth Assessment Scores**

DS - Reading 1461 and Math 1491

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 AH - Reading 1286  
and Math 1310
 

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Kaylin	Urban Elementary  2nd and 5th Grade special education	IXL mathematics fall and winter  IXL Reading fall and winter	<p>Goal” By March 2023, fifth grade students that I service will show growth at least 75 to 100 points on IXL reading. 6 students with learning disabilities</p> <p>Student 1 increased 20 points overall and showed consistent growth.</p> <p>Student 2 showed growth but it wasn’t consistent. She increased 20 points in November and then decreased 20 points in February.</p> <p>Student 3 increased 100 points overall and showed consistent growth.</p> <p>Student 4 increased 160 points overall and showed consistent growth over the data collection period.</p> <p>Student 5 increased 50 points and showed consistent growth throughout the data collection process.</p> <p>Student 6 increased 130 points and showed consistent growth throughout the data collection process.</p> <p>All but one of my students showed growth and increased at least one or two grade levels.</p>
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Further evidence was gathered by connecting the teaching effectiveness themes derived from participants' individual 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 and classroom observation data. These data demonstrate intentional planning, teaching strategies, assessments, collaboration, and leadership. Table 5 shows how data sources and the InTASC Standards align.

**Table 4**

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

<b>InTASC Standard</b>	<b>Completer Comments</b>
1 Learner Development	<p><b>J</b> “So now we've gotten to a point in the second semester where we do their warmups every day and we try to reflect on the class before, and we get so many now that are saying, we appreciate reading, we look forward to reading. We may not be the best readers, but we're going to definitely try to continue on and understand what you give us. So it's very much knowing that we're moving in the right direction, so to speak.”</p> <p><b>J</b> “...this year, I would say, so far, me and my co-teacher, we teach all gen ed, not gen ed, six x, which is your average to low average classes, which is where we do a lot of our inclusions. And we have so many low, second, third grade reading students. And I think a lot of that's the COVID gap, but we've started to push them more.”</p>
2 Learning Differences	<p><b>K</b> “I really felt like that has been my greatest experience as well as just working with the kids and learning how to plan lessons to fit so many different kids' needs has been most the experience that I've gained.”</p> <p><b>K</b> “I pull out and I walk into my students' classrooms depending on their needs, but the skills that I work on with them in my room, I also kind of see how they're applying it in our tests and our quizzes, in spelling and writing in our grades in the class...”</p>
3 Learning Environments	<p><b>J</b> “One good of my kiddos last year, so I went out on maternity leave my first year of teaching, so that was interesting. But I came back at the end just to visit, and it was after SOLs and one of my kids who's on my caseload, they came up to me and I had my little baby with me, and she was usually just an extremely loud student. And then she came up to me very hush-hush. She was like, ‘Oh my gosh, Ms. Ring, you'll never guess what happened?’ And I'm thinking it's drama with a friend or something happened outside of school. And she was like, I passed my SOL by one point. And she just started crying. She was so excited. She was like, "I just wanted to tell you because you were always telling me even one point that's fine." And so it was a very heartwarming moment.”</p> <p><b>J</b> “I am able to have, what I would think, is a pretty decent relationship with the kids, me and my</p>

InTASC Standard	Completer Comments
	<p>co-teacher. We definitely agree to set that rapport before we ask them every little thing, because if you don't set that relationship, they're not going to, I don't want to say do anything for you, but it's going to be a lot harder for them to tell you no than tell somebody who they don't have a relationship now.”</p> <p><b>J</b> “...just behavior of middle schoolers is unreal. They are very, it's definitely, they have more independence, so they think they can get away with more.”</p>
6 Assessment	<p><b>J</b> “I don't know if it's just because of special education and we're forever doing data and numbers, but when we did our assessments course...I benefited from that because I feel like it gave me exposure to at least some of the testing that we have to do as far as eligibility-wise.”</p> <p><b>J</b> “So for me and my co-teacher, when we do our inclusion class, our English-based classes, when we do our book studies or read through the books, we'll do small quizzes after each chapter, and then we'll do a chunkier kind of quiz that's more broad over five chapters, and then we'll do a test at the end. But we've done the test a couple different ways. So one of the tests that we've done has been all multiple choice. Another test that we did, they were able to choose to do multiple choice or they could, we found that some of our kids enjoy writing, so we were letting them do a small essay, but it had to be about a specific part in the book. And then we do a lot of IXLs, I don't know, I want to say IXL is pretty big in element schools, but we do a whole lot of IXL work too. And we find, we base a lot of what our, I don't want to say lecture, but we base a lot of what we teach and talk about in class off of the level that they're at on their IXLs as a whole. And I mean, IXL is nice because we can of course personalize it to every student, but I would say that's where we get most of our formative, summative stuff, measurements and stuff from.”</p> <p><b>K</b> “...very big on IXL. And for me, SPED, I do SPED a little different because I pull out and I walk into my students' classrooms depending on their needs, but the skills that I work on with them in my room, I also kind of see how they're applying it in our tests and our quizzes, in spelling and writing in our grades in the class, and kind of assess it that way. So that's one of the ways I do it as well.”</p>

InTASC Standard	Completer Comments
7 Planning for Instruction	<p><b>J</b> “So for me and my co-teacher, when we do our inclusion class, our English-based classes, when we do our book studies or read through the books, we'll do small quizzes after each chapter, and then we'll do a chunkier kind of quiz that's more broad over five chapters, and then we'll do a test at the end. But we've done the test a couple different ways. So one of the tests that we've done has been all multiple choice. Another test that we did, they were able to choose to do multiple choice or they could, we found that some of our kids enjoy writing, so we were letting them do a small essay, but it had to be about a specific part in the book. And then we do a lot of IXLs, I don't know, I want to say IXL is pretty big in element schools, but we do a whole lot of IXL work too. And we find, we base a lot of what our, I don't want to say lecture, but we base a lot of what we teach and talk about in class off of the level that they're at on their IXLs as a whole. And I mean, IXL is nice because we can of course personalize it to every student, but I would say that's where we get most of our formative, summative stuff, measurements and stuff from.”</p> <p><b>K</b> “...very big on IXL. And for me, SPED, I do SPED a little different because I pull out and I walk into my students' classrooms depending on their needs, but the skills that I work on with them in my room, I also kind of see how they're applying it in our tests and our quizzes, in spelling and writing in our grades in the class, and kind of assess it that way. So that's one of the ways I do it as well.”</p>
8 Instructional Strategies	<p><b>K</b> “I really felt like that has been my greatest experience as well as just working with the kids and learning how to plan lessons to fit so many different kids' needs has been most the experience that I've gained.”</p>
9 Professional Learning and Ethical Practice	<p><b>J</b> “I will say I can successfully and confidently call parents now. That used to be one of my things that I hated last year because it's just very intimidating. But on a serious side though, I probably, I'm kind of with Ke'Asia, the paperwork is a lot very intimidating. So finding, I think as a second year, it's familiar, so it's not as unknown. It's easier to figure out knowing the verbiage you need to use, because clearly as I talk, I type a run on sentence. So definitely knowing, just to cut straight to the point in my paperwork. That's probably another one of my big successes.”</p> <p><b>J</b> “I think it was effective, but I also think teaching is always changing and it's always having, you're just constantly having to adapt. So it's not something like accounting where it's just cut and dry forever education. It's one year they're working on a program called Letters, and then they're going</p>



InTASC Standard	Completer Comments
	<p>to just words, and then they're going to a phonetic base or another type of base. So it's definitely just constantly evolving. But as far as prep work, I mean, I think, I didn't get fired, so I think we're in the right track.”</p> <p><b>K</b> “I feel like really getting the paperwork down. That's the hard part is the paperwork. So I feel like I've pretty much almost mastered that. And it's only my second and a half year of teaching...”</p> <p><b>K</b> “My first year of teaching, I had almost 21 kids on my caseload by the end of the school year because we were finding so many second-graders eligible for services. So it was just really stressful and I felt like I was taking work home every night, IEP, something. So it was real, very, very stressful all the time. So I think that that's probably been my most stress. I think the good thing is that I had a good support team while I was there, so it made it a little easier.”</p> <p><b>K</b> “I think it prepared me for teaching, but you can't always be prepared for anything.”</p>
10 Leadership and Collaboration	<p><b>J</b> “Yeah, so last year was a bit rocky and I think it was one, first-year teaching. I didn't really know what to expect as a co-teacher and just that support didn't seem there. And then this year my co-teacher, this is her first year teaching, so it's, I guess you could say a do-over first year for me too. And so we have just collaborated really well. We plan almost every day. We have a very good understanding when I have to run out for a deescalation for a kid on my caseload down the hallway, she picks up if I leave off, we feed off each other all the time, split grading. But she also understands, as far as special education, the paperwork side that I have. So she knows if I'm like, ‘Hey, I have this IP I have to write,’ or, ‘I have these phone calls I have to make.’ She is extremely understanding and we kind of just pick up each other's pieces. It's very much a relationship, if that makes sense.”</p> <p><b>K</b> “...doing a IEP or eligibility meeting, leading, because that was scary, very scary, and I was nervous. And the fact that I can do that now, and then not be nervous and really feel like I know what I'm talking about. If a parent has a question, I'm not scared. If a parent asks me a question, then I don't know what to say. So that's a big success too.”</p> <p><b>K</b> “We sometimes have after school stuff, we have something called stream night coming up that we're doing at Bedford Hills, so I always try to volunteer for stuff like that. And then whenever my students have games or they do violin concerts, I show up for those things.”</p>

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<b>InTASC Standard</b>	<b>Completer Comments</b>
	<p><b>J</b> “I do tutoring after school 'till about five, which is clearly why I'm still in my classroom. And then we do, we just had a school dance and I forgot how awkward middle school dances are, but just did a school dance and then like K said, definitely go to the basketball games, the football games, just to, it's amazing how much of a difference it is if you show your face outside of the classroom, it's completely different. It's almost like they respect you more or they care about your opinion more, so then it just makes that relationship a little bit stronger.”</p>

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Table 5 delineates data triangulation including focus group questions, completers' submitted artifacts, and employer (school supervisor) surveys. The employer (school supervisor) survey data, by question number, are tagged to multiple InTASC Standards.

**Table 5**

*Alignment of Case Study Data Sources with the InTASC Standards*

<b>InTASC Model Core Teaching Standards (Theme)</b>	<b>Artifacts Collected</b>	<b>Employer Survey (question #)</b>	<b>Comments from Individual Reflection Questions</b>
1 Learner Development	Classroom observation Lesson plans Pupil growth assessment examples and data	Evaluate pupil growth and learning (2) Work in inclusive classroom situations (4) Show empathy for and sensitivity to all learners (12)	<b>Question 2</b> Tell us about your successes and highlights so far during your teaching career. <b>Question 3</b> Tell us frustrations you've dealt with during your teaching career.
2 Learning Differences	Classroom observation 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) Teach and relate to students of diverse backgrounds (21) Meet educational needs of diverse populations (22)	<b>Question 2</b> Tell us about your successes and highlights so far during your teaching career. <b>Question 3</b> Tell us frustrations you've dealt with during your teaching career.
3 Learning Environments	Classroom Observation	Manage the classroom efficiently (3) Create a caring environment (20)	<b>Question 2</b> Tell us about your successes and

<b>InTASC Model Core Teaching Standards (Theme)</b>	<b>Artifacts Collected</b>	<b>Employer Survey (question #)</b>	<b>Comments from Individual Reflection Questions</b>
			<p>highlights so far during your teaching career.</p> <p><b>Question 3</b> Tell us frustrations you've dealt with during your teaching career.</p>
4 Content Knowledge	Classroom observation Transcript	Basic knowledge of subject (1) Be creative, flexible, imaginative (14)	<p><b>Question 1</b> Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?</p>
5 Application of Content	Classroom 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)	<p><b>Question 1</b> Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?</p> <p><b>Question 3</b> Tell us frustrations you've dealt with during your teaching career.</p>
6 Assessment	De-identified student assessment data submitted by completers Classroom observation	Evaluate pupil growth and learning (2)	<p><b>Question 2</b> Tell us about your successes and highlights so far during your teaching career.</p>

<b>InTASC Model Core Teaching Standards (Theme)</b>	<b>Artifacts Collected</b>	<b>Employer Survey (question #)</b>	<b>Comments from Individual Reflection Questions</b>
	Pupil growth assessment examples and data		<p><b>Question 3</b> Tell us frustrations you've dealt with during your teaching career.</p> <p><b>Question 4</b> How do you measure your student-learning growth? Explain different approaches—formative and summative.</p>
7 Planning for Instruction	Classroom observation Lesson plan	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)	<p><b>Question 4</b> How do you measure your student-learning growth? Explain different approaches—formative and summative.</p>
8 Instructional Strategies	Classroom observation Lesson plan	Involve pupils in varied learning experiences (8) Present lessons skillfully (8) Use a broad variety of teaching resources (11) Be creative, flexible, imaginative (14)	<p><b>Question 1</b> Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?</p> <p><b>Question 2</b> Tell us about your successes and highlights so far during your teaching career.</p>

<b>InTASC Model Core Teaching Standards (Theme)</b>	<b>Artifacts Collected</b>	<b>Employer Survey (question #)</b>	<b>Comments from Individual Reflection Questions</b>
			<b>Question 4</b> How do you measure your student-learning growth? Explain different approaches—formative and summative.
9 Professional Learning and Ethical Practice	Case Study Focus Group Resume	Practice professional ethics (9) Demonstrate leadership, initiative, and professional growth (13) Communicate orally (15) Communicate in writing (16) Reflect, monitor, and adjust (19) Teach and relate to students from diverse backgrounds (21) Meet the educational needs of diverse populations (22)	<b>Question 6</b> What is your involvement in the school outside of your classroom? <b>Question 8</b> 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	Case Study Focus Group Resume	Understand how to work with parents and the community (10) Communicate orally (15) Create a caring environment (20)	<b>Question 5</b> What employment milestones have you reached (e.g., promotion, leadership positions)? <b>Question 6</b> 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 2021) 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: assessment as a critical skill and the value of experience.

**Table 6**

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

Themes	Responses
Assessment as a critical skill	<p><b>K</b> “I pull out and I walk into my students' classrooms depending on their needs, but the skills that I work on with them in my room, I also kind of see how they're applying it in our tests and our quizzes, in spelling and writing in our grades in the class...”</p> <p><b>J</b> “One good of my kiddos last year, so I went out on maternity leave my first year of teaching, so that was interesting. But I came back at the end just to visit, and it was after SOLs and one of my kids who's on my caseload, they came up to me and I had my little baby with me, and she was usually just an extremely loud student. And then she came up to me very hush-hush. She was like, ‘Oh my gosh, Ms. Ring, you'll never guess what happened?’ And I'm thinking it's drama with a friend or something happened outside of school. And she was like, I passed my SOL by one point. And she just started crying. She was so excited. She was like, "I just wanted to tell you because you were always telling me even one point that's fine." And so it was a very heartwarming moment.”</p> <p><b>J</b> “I don't know if it's just because of special education and we're forever doing data and numbers, but when we did our assessments course...I benefited from that because I feel like it gave me exposure to at least some of the testing that we have to do as far as eligibility-wise.”</p> <p><b>J</b> “So for me and my co-teacher, when we do our inclusion class, our English-based classes, when we do our book studies or read through the books, we'll do small quizzes after each chapter, and then we'll do a chunkier kind of quiz that's more broad over five chapters, and then we'll do a test at the end. But we've done the test a couple different ways. So one of the tests that we've done has been all multiple choice. Another test that we did, they were able to choose to do multiple choice or they could, we found that some of our kids enjoy writing, so we were letting them do a small essay, but it had to be about a specific part in the book. And then we do a lot of IXLs, I don't know, I want to say IXL is pretty big in element schools, but we do a whole lot of IXL work too. And we find, we base a lot of what our, I don't want to say lecture, but we base a lot</p>

Themes	Responses
	<p>of what we teach and talk about in class off of the level that they're at on their IXLs as a whole. And I mean, IXL is nice because we can of course personalize it to every student, but I would say that's where we get most of our formative, summative stuff, measurements and stuff from.”</p> <p><b>K</b> “...very big on IXL. And for me, SPED, I do SPED a little different because I pull out and I walk into my students' classrooms depending on their needs, but the skills that I work on with them in my room, I also kind of see how they're applying it in our tests and our quizzes, in spelling and writing in our grades in the class, and kind of assess it that way. So that's one of the ways I do it as well.”</p>
The value of experience	<p><b>K</b> “I feel like really getting the paperwork down. That's the hard part is the paperwork. So I feel like I've pretty much almost mastered that. And it's only my second and a half year of teaching, so I really felt like that has been my greatest experience as well as just working with the kids and learning how to plan lessons to fit so many different kids' needs has been most the experience that I've gained.”</p> <p><b>J</b> “One good of my kiddos last year, so I went out on maternity leave my first year of teaching, so that was interesting.”</p> <p><b>J</b> “I am able to have, what I would think, is a pretty decent relationship with the kids, me and my co-teacher. We definitely agree to set that rapport before we ask them every little thing, because if you don't set that relationship, they're not going to, I don't want to say do anything for you, but it's going to be a lot harder for them to tell you no than tell somebody who they don't have a relationship now.”</p> <p><b>J</b> “...just behavior of middle schoolers is unreal. They are very, it's definitely, they have more independence, so they think they can get away with more.”</p> <p><b>J</b> “Yeah, so last year was a bit rocky and I think it was one, first-year teaching. I didn't really know what to expect as a co-teacher and just that support didn't seem there. And then this year my co-teacher, this is her first year teaching, so it's, I guess you could say a do-over first year for me too.”</p> <p><b>J</b> “I will say I can successfully and confidently call parents now. That used to be one of my things that I hated last year because it's just very intimidating. But on a serious side though, I probably, I'm kind of with Ke'Asia, the paperwork is a lot very intimidating. So finding, I think as a second year, it's familiar, so it's not as unknown. It's easier to figure out knowing the verbiage you need to</p>



Themes	Responses
	<p>use, because clearly as I talk, I type a run on sentence. So definitely knowing, just to cut straight to the point in my paperwork. That's probably another one of my big successes.”</p> <p><b>K</b> “I would have to agree about calling parents and then also just completely doing a IEP or eligibility meeting, leading, because that was scary, very scary, and I was nervous. And the fact that I can do that now, and then not be nervous and really feel like I know what I'm talking about. If a parent has a question, I'm not scared. If a parent asks me a question, then I don't know what to say. So that's a big success too.”</p> <p><b>K</b> “My first year of teaching, I had almost 21 kids on my caseload by the end of the school year because we were finding so many second-graders eligible for services. So it was just really stressful and I felt like I was taking work home every night, IEP, something. So it was real, very, very stressful all the time. So I think that that's probably been my most stress. I think the good thing is that I had a good support team while I was there, so it made it a little easier.”</p> <p><b>J</b> “I think [my teacher preparation at Randolph College] was effective, but I also think teaching is always changing and it's always having, you're just constantly having to adapt. So it's not something like accounting where it's just cut and dry forever education. It's one year they're working on a program called LETRS, and then they're going to just words, and then they're going to a phonetic base or another type of base. So it's definitely just constantly evolving.”</p> <p><b>K</b> “I think [my teacher preparation at Randolph College] prepared me for teaching, but you can't always be prepared for anything. But yeah, I think it definitely helped.”</p>

### Satisfaction of Employers (School Supervisors)

Data collected via the employer (school supervisor) surveys, aligned with InTASC standards, demonstrates employer satisfaction with Randolph College EPP program completers' job performance. The 4-point Likert survey includes 22 questions (Appendix B). Participant J received an average score of 3.7 and participant K received an average score of 3.1. Raters scored both participants at the target score of 3 or higher for all 22 questions. Both participants were scored a 3 on question 5: Involve pupils in varied learning experiences. Though the rating is at our target score of 3 and this case study involved a small sample, we believe it is an area worth further exploration. In our method courses and in student teaching, the inclusion of an increased emphasis on differentiation of instructional practices. In addition, we have recently revised our student teaching observation protocol to include full time faculty members as the college supervisors to conduct all classroom observations. This allows the faculty who oversee the reflective seminar, and who teach many of the method courses, to monitor instruction more

closely and mentor candidates who may struggle with involving the pupils they teach during the student teaching in varied learning experiences.

Throughout the Randolph College EPP we strive to provide candidates the skills and to foster the dispositions required to become teacher leaders in schools. Teacher leader is defined as the ability to lead change and support students in any role and does not necessarily require an official leadership style. The key components supported throughout the program include communication, motivating others including students, and advocating for change. To understand the completers' perspective of their own practice and participation in leadership positions or applications for grants to support student success, focus group questions included an opportunity to discuss the topic. 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 resumes from both participants. Participant K, an elementary level special education teacher, noted she taught summer school and collaborates with general education teachers in offering students with special education needs the support they require. Her goal is to work toward becoming an assistant principal and some day assume a principalship. Participant J, a middle school special education teacher, collaborates with other special education teachers on plans for specific students, and co-teaches in inclusion classes. These experiences require collaboration and leadership skills.

### **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 focus group discussion, classroom observations and debriefs, and school supervisor satisfaction surveys. Completers provided explanations about how they administer their assessments, work to meet benchmarks for student growth assessments, and interpret relevant student assessments. The participants were able to select their own data sets to represent measured growth in student achievement; they submitted data generated by teacher-made assessments, IXL reading and math scores (much of which they used in their SMART goals), further supporting their teaching effectiveness.

Notably, completers did not substantively address content knowledge or application of content in their focus group discussion. We speculate this is in part due to both completers' roles as special education teachers. However, both described their confidence in using a variety of assessment data to differentiate instruction in order to support students one on one in special education settings during the virtual focus group meeting. Although they did not discuss specific instructional strategies, completers expressed confidence in their ability to individualize instruction and emphasized how important this skill is for special education teachers.

Completers (both second-year teachers) also talked considerably about how their practice has developed since beginning to teach full time. In particular, they expressed the intimidation they felt when first calling parents and leading IEP meetings, even though they felt well prepared by the EPP to manage the writing up and implementation of student accommodations. As participant Kaylin said succinctly, "I think [the EPP] prepared me for teaching, but you can't always be prepared for anything." The reflective, growth-oriented mindset exhibited by the participants about their practice was an encouraging finding and points toward their continued development as capable teachers and leaders in their schools.

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 ( $n = 2$ ) represented middle school and elementary school special education teachers. The individual completer answers provided descriptive examples that aligned with InTASC Standards indicating our completers are knowledgeable about pedagogy, student learning and development, leadership, collaboration, and assessment. Both participants understand the importance of deeper learning and can support the needs of students.

Multiple measures including employer (school supervisor) and completer question responses, individual and focus group responses, and the case study researcher's classroom observations support the EPP's claim that 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. Both participants 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, gathering evidence of a direct link between what our candidates learn in our EPP and how this learning affects pupil learning remains challenging. We know, however, that supporting completers during their first years of teaching is a vital responsibility we share with our PK-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 post pandemic. Yet, they noted that their wide variety of preparatory experiences in the Randolph EPP allowed them to quickly adapt to what was required to help students with learning loss.

### **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) continued practice managing, analyzing, and making decisions based on student data due to the fact data sources continue to change during the pandemic years; (2) continued focus on rich practica and student teaching experiences and (3) developing stronger support systems for candidates who choose a residency model (teaching while completing our initial preparation program).

#### **Continued Practice Managing, Analyzing, and Making Decisions based on Student Data**

Participants reported feeling confident in their ability to gather, analyze, and make decisions based on student assessment data, and the case study researcher's classroom observation as well as participants' supervisor evaluations support these feelings. Nevertheless, there remains a

significant gap between EPP-supervised opportunities to gather, analyze, and make decisions based on student data and independently undertaking this work, especially for special education candidates. As participant Kaylin noted in her individual interview,

My preparation and first year of teaching were very similar. I'm very glad that I decided to do the master program. Things really clicked for me during that time. Overall it really prepared me for both general education and special education. [...] The Educator Preparation Program at Randolph prepared me for the responsibilities on the job. The program really prepared me for the classroom and used strategies to help students succeed. However, I wish there was a class geared toward writing IEPs, collecting and organizing student data, and conducting IEP meetings *that went more into depth*. I think it would have helped me a lot. Learning all of that information during my first year of teaching was very stressful. [emphasis added]

Important to note here is that participants did not feel inadequately prepared; they simply acknowledge that fully taking on the role of teacher is different in substantive ways from being a candidate, even during the student teaching placements when candidates assume as much of the clinical instructor's assessment and planning duties as possible. Considering how we can integrate using classroom data across our curriculum also relates to our second recommendation related to practica and student teaching experiences.

### **Continued Focus on Rich Practica and Student Teaching Experiences**

Graduates who completed the Randolph College M.A.T. 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 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.

### **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.

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## 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](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.

## Appendix B

### ADMINISTRATOR'S FOLLOW-UP EVALUATION FORM

For each Randolph MAT program graduate you have employed during the year, please rate the teacher using the following criteria. We are required to survey our employers by the VDOE for our biennial report, and by CAEP our accreditation report.

		<u>High</u>	<u>Average</u>	<u>Low</u>	
1.	In basic knowledge of subject	4	3	2	1
2.	To evaluate pupil growth and learning	4	3	2	1
3.	To meet needs of individual students				
	by differentiating instruction	4	3	2	1
4.	To work in inclusive classroom situations	4	3	2	1
5.	To involve pupils in varied learning experiences	4	3	2	1
6.	To manage the classroom efficiently	4	3	2	1
7.	To plan on daily and long-term basis	4	3	2	1
8.	To present lessons skillfully	4	3	2	1
9.	To practice professional ethics	4	3	2	1
10.	To understand how to work with parents and				
	the community	4	3	2	1
11.	To use a broad variety of teaching resources	4	3	2	1
12.	To show empathy for and sensitivity to all learners	4	3	2	1
13.	To demonstrate leadership, initiative, and professional growth	4	3	2	1
14.	To be creative, flexible, imaginative	4	3	2	1
15.	To communicate orally	4	3	2	1

16.	To communicate in writing	4	3	2	1
17.	To use technology effectively	4	3	2	1
18.	To teach state required standards	4	3	2	1
19.	To reflect, monitor, and adjust	4	3	2	1
20.	To create a caring environment	4	3	2	1
21.	To teach and to relate to students from diverse backgrounds	4	3	2	1
22.	To meet the educational needs of diverse populations	4	3	2	1

**Optional Information:**

**Administrator Name** \_\_\_\_\_

**Teacher's Name** \_\_\_\_\_

**School** \_\_\_\_\_