

# EXAMINING COMPLETER EFFECTIVENESS

Case Study #7: Examining Completers' Teaching Effectiveness 2022-2023

*Council for the Accreditation of Educator Preparation*  
*Measure 1: Completer Effectiveness and Impact on P-12 Learning and Development*

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### **Introduction**

The Randolph College (RC) Educator Preparation Program (EPP) utilizes case study as a means of continuous improvement within the program. The EPP strives 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. 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 Standards 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 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.

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. 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 one case study researcher (an adjunct faculty member with preparation, expertise, and experience in teaching and learning). One case study researcher gathered participant data through interviews, structured observation protocols, pre- and post-observation interviews, and document gathering. 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; Schimmoeller, Howell, Gafford, Chamberlin, & Saunders, 2022), 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.
- 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 (<https://www.doe.virginia.gov/parents-students/for-students/graduation/policy-initiatives/profile-of-a-virginia-graduate>) 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 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, the EPP has sought to refine a digital data management system to help address our program goals. For the upcoming academic year, the EPP has a contract secured with Watermark.

## Method

### Participants and Data Collection Schedule

The case study researchers included an 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 two participants were invited to participate in the case study and reflected a purposeful stratified sample drawn from completer years 2020–2023. After IRB approval was obtained, the participants were contacted and scheduled for observations and interviews. All completer participants work in 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 three years. See Table 1 for the list of participants’ pseudonyms, current teaching locations, and licensure areas. The population of students taught by participants included second 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 2023), two virtual classroom observations were scheduled, as well as in-person post-observation interviews.

**Table 1**

#### *Participant Teaching Assignments 2023-2024*

Participant	Teaching Assignment Fall 2023	Licensure	Instructional Delivery and Observations	School Type
Carl	High school SpEd	Special Education General	In person; Synchronous remote	Public

		Curriculum, PreK-12		
Beatrice	2 <sup>nd</sup> grade	PreK-6	In person; Synchronous remote	Public

### Data Collection

Data collected included individual interview transcripts, 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 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 2023-2024 or 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 (optional).

**Observations and interviews.** The case study researcher scheduled the interview meetings and observation times with completers during which they discussed the interview questions (see Table 2). After each scheduled classroom observation, the case study researcher scheduled individual 30-minute in-person meetings with each participant. The case study researcher submitted these documents to the EPP for analysis.

**Classroom observations and completer artifacts.** The case study researcher arranged to observe one class virtually. Following each observation, the researcher met with the teacher for an in-person 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 deidentified 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 contacted employers to complete the supervisor survey. One of the two school supervisors completed the survey. These forms were submitted to EPP for analysis.

At the completion of the case study researcher's data collection, the case study researcher met with the EPP faculty 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.**

*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?

**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 members. 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 Revised Standard 4 components.

**Participant interviews.** Individual responses to the eight interview 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 teaching assignments varied. 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 2023. Current grade-level elementary SOL assessments are being administered this spring (Spring 2024) in one of the completer's classes. The high school special education teacher's sample data was based on math benchmark achievement. Data submitted are described in Table 3.

**Case study researcher lesson observations.** 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 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. A target mean score of 3.0 was established as acceptable competence in each skill. One program completer submitted a Randolph College Graduate Follow-up Evaluation completed by their school supervisor.



**Complete summative performance or SMART goals.** One completer submitted SMART goal data. The second completer used student math benchmark goals to demonstrate summative performance.

**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

The case study researcher was able to conduct in-person interviews and virtual observations to evaluate completers' teaching effectiveness. Gathered artifacts included completers' interview comments, observation summaries by the case study researcher, employer (school supervisor) 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 individual interview questions (Table 4). Sample student performance data included PALS Instructional Reading Assessments, IXL reading and math assessments, and Algebra 1 benchmark assessments. Both participants submitted teacher-made assessments and artifacts.

#### Table 3.

#### Student Performance Data Submitted by Participants Revealing Student Achievement

Participant	School/Subject	Submitted Assessments (Identified Data)	Results/Comments

<b>Beatrix</b>	Public elementary/2 <sup>nd</sup> grade/campus reading instructor	PALS Instructional Reading Assessments; IXL reading, math;  Teacher made: math projects, science projects.	Students take PALS reading assessment benchmarks at the beginning, middle, and end of year to determine growth in Word Knowledge, Phonemic Awareness, and Oral Reading skills, $n = 22$ .  ISL is weekly in both reading and math, $n = 22$ .
<b>Carl</b>	Public high school, special education, math	Algebra 1 benchmark data;  Teacher made: Unit quiz and unit exam.	Benchmark data shares student growth and data tracking in Algebra 1, $n = 17$ .

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 4 shows how data sources and the InTASC standards aligned.

**Table 4.**

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

<b>InTasc Standard</b>	<b>Completer Comments</b>
<b>1 Learner Development</b>	Beatrix “My first year I got Best Teacher for the division one month, so that was exciting because it was my first year and I was recognized for that. And I think this past year I had the highest PALS reading assessment for second grade, so that made me happy.”

	<p>Carl “And then I think emotionally, this year, I've had a chance to work with multiple students who have autism labels, and just for me being able to connect with them to a point where they really started to trust me. Even last week, there was a student, he's in one of my classes but not on my caseload. He had like a full-blown panic attack meltdown in the nurse's office, and I just happened to be walking by. And I guess he heard my voice, but he asked the nurse to have me come in, so I ended up sitting with him.”</p>
<p><b>2 Learning Differences</b></p>	<p>Beatrix “Right now I have a new student who doesn't speak any English, so that's been fun, being prepared for that. Even though I'm at a school that's not very diverse and we're starting to see more of that diversity, so I feel like I was prepared for that and then also prepared for all of the different things you're going to experience, all the challenges and being stressed out through the program helped me be stressed out now.”</p> <p>Carl “Now, I don't typically do the same programs through the Excel, but just learning how to break down that data and looking at averages, and looking at curves and stuffs become a pretty big part of my job, just because SPED kids, they get chunked assignments, or they get scaffolding and stuff like that. So being able to look at the data that we have for them and figure out a plan moving forward.”</p>
<p><b>3 Learning Environments</b></p>	<p>Beatrix “Oh, I've been to basketball games, baseball games, soccer games, cheerleading events, and I've been to two different kids dance recitals, so that was fun. And then I also do tutoring two days a week after school, for not kids in my class, but kids that I taught last year and kids in the other classes. So yeah, I feel like I live at the school, but it's okay.”</p> <p>Carl “That was nice too, to be considered trustworthy enough from the kid's perspective to lead something like that. So that's something we're really looking at implementing in the spring semester.”</p>
<p><b>4 Content Knowledge</b></p>	<p>Beatrix “I liked the science class because we do a lot of hands-on learning in math and science, so the manipulatives and taking stuff like the base 10 blocks, we're doing that right now for place value. So seeing it here and learning how to, it's important to bring manipulatives into the classroom. And now I actually use that a lot of times with food. Today we did pretzels</p>

	<p>and Cheez-Its. And marshmallows for ones, tens, hundreds, so stuff to make it fun for them. That's probably the most important thing I think.”</p> <p>Beatrix “I got reading classes here (Randolph) and math classes, science classes, and then jumping into an elementary classroom where you have to teach all those subjects. And then also the stuff that goes on behind just teaching every day, like the assessments, the paperwork, I call it, the grading and all of that stuff. I feel like I was prepared for that, looking into their scores and analyzing it, not just, ‘Oh, they passed.’ ... I didn't like it, but the research class because I read a lot of research materials and articles that talked about teaching and other studies that were done, so that got me prepared. I got to read a lot about other grades that I probably won't teach, but I got to hear about them. And then probably the reading class, because in my first year I was never shown how to administer the PALS assessment or any of that, but we've done practices here in some of the classes so I feel like I was prepared.”</p> <p>Carl “I took the teaching elementary math class. And that, because I'm in math and I'm working with SPED kids, has really proven to be beneficial because I learned a lot of strategies to work with kids that are on a second to sixth grade math level.”</p> <p>Carl “I definitely think the research class is important for certain reasons, but one of the ones that really stands out to me is the assessment class where we learned how to break down testing data. ... So being able to look at the data that we have for them and figure out a plan moving forward.”</p>
<p><b>5 Application of Content</b></p>	<p>Beatrix “I do reading plans, so I plan it for all the teachers. So I try to make it as simple as possible because we have to teach so many subjects, but we still do the objectives. Today I will, so that I can, and then I know I've got it when. We do our standards and then I do a simplified version to where I just do the procedure and then I list it in step. So step one, do this, step two, this book, these pages, step three, this worksheet. So it's a lot more condensed, but there's still a lot of the stuff from Randolph's plan, just not 8, 10 pages long. Not as long.</p>

	<p>Carl “I had an EL student, and she also had an IEP for SLD. She was in my government class and she was a senior who needed a history SOL. So we spent 55 minutes to an hour and 15 minutes every day, for two or three, maybe even three or four weeks. And she ended up passing her history SOL, and was able to graduate on time.”</p>
<p><b>6 Assessment</b></p>	<p>Beatrix “So we do PALS reading assessments in the fall, midyear, and then end of year, so that's for reading. That helps me do small groups and whole groups, and right now we're getting ready to start flexible grouping, so they'll be based not just on skill, which will be fun to try. Math, we use the IXL diagnostics to do small group math, which is good because I have some that are really, really high in reading and then low in math, so it's good to put them in groups with people that are similar. And then also the flexible grouping is fun because they get to be with kids of all levels in one group.”</p> <p>Carl “We'll use warmups as a way to kind of guide those formatives to an extent. Just more of daily check-ins, like how much did you actually learn from yesterday, versus how much do we need to go cover? We did a couple of pre-tests. We haven't done as many as I think we should have, but we did a kind of an overall part one pre-test at the beginning of the year, and then this benchmark we'll serve as our comparison. So that would become more of that summative assessment from the whole semester of tracking kids.</p>
<p><b>7 Planning for Instruction</b></p>	<p>Beatrix “So my student teaching was my first year of teaching, so I didn't get the traditional student teaching or even the traditional practicums because of Covid. A lot of it was virtual or even not really any practicums that were in person. A lot of them were virtual, so it was different. And then I feel like I was still able to go into the classroom and be prepared, even though I never really stepped foot in one because it was Covid year and I'm glad I did my student teaching where it was my classroom because I had the freedom to do more of what I wanted. It was my kids, my room. It wasn't like I was going into someone else's room and stepping on anyone's toes, so that was nice.”</p>

	<p>Carl “Those practicums were great, just seeing, "Okay, there are different ways to run a classroom," the... size-fits-all model for a teacher.”</p>
<p><b>8 Instructional Strategies</b></p>	<p>Beatrix “The diversity classes were helpful, because right now I have a new student who doesn't speak any English, so that's been fun, being prepared for that. Even though I'm at a school that's not very diverse and we're starting to see more of that diversity, so I feel like I was prepared for that and then also prepared for all of the different things you're going to experience.”</p> <p>Carl “The Teaching Kids in College class was a good one, with Lindeman, because a lot of the kids that we had then, act very similar to a lot of my freshmen that I have now. So in terms of classroom management and developing relationships with the kids, I think that Kids in College class was great.”</p>
<p><b>9 Professional Learning and Ethical Practice</b></p>	<p>Beatrix “ it taught me a lot about all the things I would come in. I got reading classes here and math classes, science classes, and then jumping into an elementary classroom where you have to teach all those subjects. And then also the stuff that goes on behind just teaching every day, like the assessments, the paperwork, I call it, the grading and all of that stuff.”</p> <p>Carl “In my writing an IEP class, in terms of classroom management, I learned that it could be helpful to let kids have a few minutes to let out their frustrations at the start of class. ... So one thing I kind of noticed, sometimes it's okay to veer off for 10 minutes if a kid really does need that, based on something else that's going on.”</p>
<p><b>10 Leadership and Collaboration</b></p>	<p>Beatrix “I'm on two different committees. I'm on the school consultation team and then I'm on the special events committee, so I have two committees that I'm on, so that's fun too”</p> <p>Beatrix “So right now I am the reading person for second grade at my school, so I plan reading for all three classes.”</p> <p>Carl “So there was a good two and a half-week stretch where I was having to be the lead teacher and the SPED teacher. We had a substitute but not a long-term sub lined up yet. So I was the one that was having to get up and give the instruction for the first 45 minutes of class, or 30 minutes of class. And then I was having to go and do my service times with small group</p>

	instruction, or pull out or this and that with my SPED kids. So that was very frustrating and challenging.”
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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*

<b>InTASC Model Core Teaching Standards (Theme)</b>	<b>Completer Survey and Artifacts Collected</b>	<b>Employer (School Supervisor) Survey</b>	<b>Comments from Individual Reflection Questions</b>
<b>1 Learner Development</b>	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.

<p><b>2 Learning Differences</b></p>	<p>Observations by case study researcher</p> <p>Completers' lesson plans</p>	<p>Meet needs of individual student by differentiating instruction (3)</p> <p>Work in inclusive classroom situations (4)</p> <p>Show empathy for and sensitivity to all learners (12)</p> <p>Reach and relate to students of diverse backgrounds (21)</p> <p>Meet educational needs of diverse populations (22)</p>	<p>Question 2 Tell us about your successes &amp; highlights so far during your teaching career.</p> <p>Question 3 Tell us frustrations you've dealt with during your teaching career.</p>
<p><b>3 Learning Environments</b></p>	<p>Observations by case study researcher</p>	<p>Manage the classroom efficiently (3)</p> <p>Create a caring environment (20)</p>	<p>Question 2 Tell us about your successes &amp; highlights so far during your teaching career.</p> <p>Question 3 Tell us frustrations you've dealt with during your teaching career.</p>
<p><b>4 Content Knowledge</b></p>	<p>Observations by case study researcher</p>	<p>Basic knowledge of subject (1)</p> <p>Be creative, flexible, imaginative (14)</p>	<p>Question 1 Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?</p>



<p><b>5 Application of Content</b></p>	<p>Observations by case study researcher</p>	<p>Basic knowledge of subject (1)</p> <p>To use technology effectively (17)</p> <p>To teach state required standards (7)</p> <p>Be creative, flexible, imaginative (14)</p> <p>Use a broad variety of resources (11)</p>	<p>Question 1 Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?</p> <p>Question 3 Tell us frustrations you've dealt with during your teaching career.</p>
<p><b>6 Assessment</b></p>	<p>De-identified student assessment data submitted by completers</p> <p>Observations by case study researcher</p>	<p>Evaluate pupil growth and learning (2)</p>	<p>Question 2 Tell us about your successes &amp; highlights so far during your teaching career.</p> <p>Question 3 Tell us frustrations you've dealt with during your teaching career.</p> <p>Question 4 How do you measure your student- learning growth? Explain different approaches- formative and summative.</p>

<p><b>7 Planning for Instruction</b></p>	<p>Completers' lesson plans</p>	<p>Plan on daily and long-term basis (7)</p> <p>Use a broad variety of resources (11)</p> <p>Be creative, flexible, imaginative (14)</p> <p>Teach state required standards (18)</p> <p>Reflect, monitor, and adjust (19)</p> <p>Meet the educational needs of diverse populations (22)</p>	<p>Question 4 How do you measure your student-learning growth? Explain different approaches-formative and summative.</p>
<p><b>8 Instructional Strategies</b></p>	<p>Observations by case study researcher</p>	<p>Involve pupils in varied learning experiences (8)</p> <p>Present lessons skillfully (8)</p> <p>Use a broad variety of teaching resources (11)</p> <p>Be creative, flexible, imaginative (14)</p>	<p>Question 1 Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?</p>

<p><b>9 Professional Learning and Ethical Practice</b></p>	<p>Completers' resumes Completers' surveys</p>	<p>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)</p>	<p>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?</p>
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<p><b>10 Leadership and Collaboration</b></p>	<p>Completers' resumes Completers' surveys</p>	<p>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) Reach and relate to students from diverse backgrounds (21) Meet the educational needs of diverse populations (22)</p>	<p>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?</p>
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We continued to include Question 7 in the 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: preparation to adapt to unexpected changed, research knowledge, preparation to build inclusive environments, learning to create relationships and care about students inside and outside of the classroom.

**Table 6.***Completers' Responses to Interview Question 7 (R4.1, 4.3)*

<b>Themes</b>	<b>Responses</b>
Preparation to adapt to unexpected changes	<p>B “This year we adapted a new reading program and we went into it with not a whole lot of training, so we were just thrown into it. So I was probably frustrated and stressed out at the beginning, but I've got it down now.”</p> <p>B “so I do reading plans, so I plan it for all the teachers. So I try to make it as simple as can be because we have to teach so many subjects, but we still do the objectives. ... We do our standards and then I do a simplified version to where I just do procedure and then I list it in step. So step one, do this, step two, this book, these pages, step three, this worksheet. So it's a lot more condensed, but there's still a lot of the stuff from Randolph's plan, just not 8, 10 pages long. Not as long.”</p> <p>C “And then the day before Thanksgiving break, that Tuesday, my co teacher was out, so there was a good two and a half-week stretch where I was having to be the lead teacher and the SPED teacher. We had a substitute but not a long-term sub lined up yet. So I was the one that was having to get up and give the instruction for the first 45 minutes of class, or 30 minutes of class. And then I was having to go and do my service times with small group instruction, or pull out or this and that with my SPED kids. So that was very frustrating. But there were a lot of times in practicum classes where things unexpectedly happened so this wasn't the first time I had to be flexible.”</p>

Research knowledge	<p>B “I have their PALS reports, and then I also have their end of year, beginning of year, end of year interim assessments to compare. And I also have their new reading program has benchmark grades that you can graph so I can show you their progress, which is nice. ... taught me a lot about all the things I would come in. I got reading classes here and math classes, science classes, and then jumping into an elementary classroom where you have to teach all those subjects. And then also the stuff that goes on behind just teaching every day, like the assessments, the paperwork, I call it, the grading and all of that stuff. I feel like I was prepared for that, looking into their scores and analyzing it, not just, ‘Oh, they passed’.”</p> <p>C “We'll use warmups as a way to kind of guide those formatives to an extent. Just more of daily check-ins, like how much did you actually learn from yesterday, versus how much do we need to go cover? We did a couple of pre-tests. ... So that would become more of that summative assessment from the whole semester of tracking kids. And then also just their individual tests for each unit, too, that we have to compare.”</p>
Preparation to build inclusive classroom environments	<p>B “I have a new student who doesn't speak any English, so that's been fun, being prepared for that. Even though I'm at a school that's not very diverse and we're starting to see more of that diversity, so I feel like I was prepared for that and then also prepared for all of the different things you're going to experience, all the challenges.”</p>

<p>Learning to create relationships and caring about students inside and outside of the classroom</p>	<p>B “Oh, I've been to basketball games, baseball games, soccer games, cheerleading events, and I've been to two different kids dance recitals, so that was fun. And then I also do tutoring two days a week after school, for not kids in my class, but kids that I taught last year and kids in the other classes.”</p> <p>C “Even last week, there was a student, he's in one of my classes but not on my caseload. He had like a full-blown panic attack meltdown in the nurse's office, and I just happened to be walking by. And I guess he heard my voice, but he asked the nurse to have me come in, so I ended up sitting with him.” C “And then another thing I think too, was, in terms of with the kids, we have been talking about and starting to organize kind of a club, I don't want to call it a club, but kind of a club. Where students who maybe socially don't fit in, or have situations going on outside of school can have a place to fit in.” C “I coach football and basketball, so that really takes up all of my free time this whole semester, pretty much. We stuck around and helped out with the Homecoming parade, all-chaperone prom in the spring. And then like I mentioned, that whole little club thing for students too, I would say is that that would constitute as outside of the classroom as well.”</p>
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**Satisfaction of Employers (School Supervisors)**

Table 7 includes data collected via the employer (school supervisor) surveys and is aligned with InTASC standards. As only one school supervisor ( $n=1$ ) completed the survey, we will simply report the raw results. The target for all items was 3.0, and the school supervisor reported 3.5 or greater, indicating that the target was met for all survey items. Case study researcher #1’s classroom observations align with the school supervisors ratings.

**Table 7.**

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

<b>Survey question: Rate the teacher using the following criteria.</b>	<b>InTASC Standard(s)</b>	<b>Result</b>	<b>Target</b>	<b>% Met</b>
1. In basic knowledge of subject	4, 5	4	3.0	100%
2. To evaluate pupil growth and learning	6	4	3.0	100%
3. To meet needs of individual students by differentiating instruction	1, 2	4	3.0	100%
4. To work in inclusive classroom situations	1, 2	3	3.0	100%
5. To involve pupils in varied learning experiences	8	4	3.0	100%
6. To manage the classroom efficiently	3	3	3.0	100%
7. To plan on daily and long- term basis	5, 7	4	3.0	100%
8. To present lessons skillfully	8, 9	3	3.0	100%
9. To practice professional ethics	9	4	3.0	100%
10. To understand how to work with parents and the community	10	3	3.0	100%
11. To use a broad variety of teaching resources	7, 8	4	3.0	100%
12. To show empathy for and sensitivity to all learners	1, 2, 3	4	3.0	100%



13. To demonstrate leadership, initiative, and professional growth	9, 10	3	3.0	100%
14. To be creative, flexible, imaginative	3, 5, 7, 8	4	3.0	100%
15. To communicate orally	9, 10	4	3.0	100%
16. To communicate in writing	9, 10	4	3.0	100%
17. To use technology effectively	3, 5, 7, 8	4	3.0	100%
18. To teach state required standards	4, 5, 7	3	3.0	100%
19. To reflect, monitor, and adjust	1, 2, 7, 9, 10	4	3.0	100%
20. To create a caring environment	2, 3, 10	4	3.0	100%
21. To reach and to relate to students from diverse backgrounds	1, 2, 9, 10	4	3.0	100%
22. To meet the educational needs of diverse populations	1, 2, 3, 7, 8, 9, 10	4	3.0	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 two participants during their 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 two 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 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. Both 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 ( $n = 2$ ) represented a range of licensure areas (secondary special education and elementary) and two to three 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.

Multiple measures including employer (school supervisor) and completer survey question responses, individual interview responses, and the case study researcher'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 interview questions, resumes, and face-to-face discussion with the case study researcher. Both completers 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 post pandemic yet noted that their wide variety of preparatory experiences in the Randolph EPP allowed them to quickly adapt to what was required.

During this case study cycle researchers were able to gather rich, detailed data via the virtual 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) continued practice managing, analyzing, and making decisions based on student data; (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).

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

Due to continual changes in state and division required assessments, 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 courses as well.

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

Elementary education, secondary education, and special education graduates who completed the MAT 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.

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Appendices

**Appendix A. Randolph College Educator Preparation Program Classroom Observation Form.**

**Randolph College Educator Preparation Program Classroom Observation Form**

*This form is to be used for the purposes of assessing the influence Randolph College's Educator Preparation Program completers have on Pk-12 students' learning and development.*

Teacher's Name	Date Observed	Time
Observer's Name		

<p><b>Performance Standard 1: Professional Knowledge</b></p> <p><i>The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.</i></p>	<p><b>Specific Examples</b></p>
<p><b>Sample Performance Indicators</b></p> <p>1.1 Effectively addresses appropriate curriculum standards.</p> <p>1.2 Integrates key content elements and facilitates students' use of higher level thinking skills in instruction.</p> <p>1.3 Demonstrates ability to link present content with past and future learning experiences, other</p>	<p>1.1 Curriculum standards addressed in lesson plans and verbally reinforced with students in delivery of materials</p> <p>1.2 Lesson plans included reference to Bloom's Taxonomy levels and the application.</p> <ul style="list-style-type: none"> <li>● Application – Write</li> </ul>

<p>subject areas, and real world experiences and applications.</p> <p>1.4 Demonstrates an accurate knowledge of the subject matter.</p> <p>1.5 Demonstrates skills relevant to the subject area(s) taught.</p> <p>1.6 Bases instruction on goals that reflect high expectations and an understanding of the subject.</p> <p>1.7 Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group.</p> <p>1.8 Communicates clearly and checks for understanding.</p>	<ul style="list-style-type: none"> <li>● Application- Solve</li> <li>● Application- Determine</li> <li>● Application - Represent</li> </ul> <p>1.3 Use of essential questions and “think aloud” based on the previous day’s instruction to asses formatively.</p> <p>1.4 , 1.5 Delivery of instruction was smooth without hesitations in answer questions or giving instruction. Evidence of planning and confidence.</p> <p>1.6, 1.7 Teacher and team teacher reflect daily on the goals that were set for the class and how effectively the students retained the information. If the students do not satisfactorily achieve there are “Hot topics” selected for the following day.</p> <p>1.8 Multiple methods for assessment- HW, guided practice, unit review, Q &amp;A time</p>
<p><b>Performance Standard 2: Instructional Planning</b></p> <p><i>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.</i></p>	<p><b>Specific Examples</b></p>
<p><b>Sample Performance Indicators</b></p> <p>2.1 Uses student learning data to guide planning.</p> <p>2.2 Plans time realistically for pacing, content mastery, and transitions.</p> <p>2.3 Plans for differentiated instruction.</p> <p>2.4 Aligns lesson objectives to the school’s curriculum and student learning needs.</p> <p>2.5 Develops appropriate long- and short-range plans and adapts plans when needed.</p>	<p>2.1 When an assessment is given, the 2 teachers analyze the common mistakes and provide whole-group remediation. Students making below 70% get individual help</p> <p>2.2 Teacher taught bell to bell. One transition was efficiently implemented.</p> <p>2.3 Detailed differentiation strategies in the daily lesson plan</p> <p>2.4 L</p>



	2.5
<p><b>Performance Standard 3: Instructional Delivery</b>  <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p>	<p><b>Specific Examples</b></p>
<p><b>Sample Performance Indicators</b></p> <p>3.1 Engages and maintains students in active learning.</p> <p>3.2 Builds upon students’ existing knowledge and skills.</p> <p>3.3 Differentiates instruction to meet the students’ needs.</p> <p>3.4 Reinforces learning goals consistently throughout lessons.</p> <p>3.5 Uses a variety of effective instructional strategies and resources.</p> <p>3.6 Uses instructional technology to enhance student learning.</p> <p>3.7 Communicates clearly and checks for understanding.</p>	<p>3.1 Students were on task during the instruction and guided practice solving Equations application problems and linear inequalities</p> <p>3.2 Essential questions assessed prior knowledge. Each day “Think Aloud” is used to assess the previous day’s knowledge.</p> <p>3.3 3.5 Differentiation strategies included in daily plans, vocabulary focus, decoding word problems, writing how to solve a systems of equations. Reading and interpreting graphs.</p> <p>3.4 3.7 Teacher worked with team teacher to reinforce the learning goals with “chime in” reminders and comments of the goals and objectives of each lesson. They rotate who does the warm up and Teacher JD is responsible for whole group instruction. Clear and concise delivery of instruction with thought provoking questions observed.</p> <p>3.6 use of technology to demonstrate and solve- linear equations.</p>
<p><b>Performance Standard 4: Assessment of Student Learning</b>  <i>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.</i></p>	<p><b>Specific Examples</b></p>
<p><b>Sample Performance Indicators</b></p>	

<p>4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.</p> <p>4.2 Involves students in setting learning goals and monitoring their own progress.</p> <p>4.3 Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.</p> <p>4.4 Aligns student assessment with established curriculum standards and benchmarks.</p> <p>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.</p> <p>4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.</p> <p>4.7 Gives constructive and frequent feedback to students on their learning.</p>	<p>4.1 Documentation of formative assessment and differentiation included in lesson plans.</p> <p>4.1 "Don't Forget" spiral review assignment every Friday. Information submitted by students used what skills are needed for remediation and for which students.</p> <p>4.3 4.4 4.5 4.6</p> <p>Lesson plans included details on forms of assessment, formative summative, "Think Alouds" "Don't Forget" spiral review assignments every Friday to assist with SOL review.</p> <p>4.7</p> <p>Gave constructive and frequent feedback to students individually while monitoring work and during whole group instruction</p>
<p><b>Performance Standard 5: Learning Environment</b>  <i>The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.</i></p>	<p><b>Specific Examples</b></p> <p>..</p>
<p><b>Sample Performance Indicators</b></p> <p>5.1 Arranges the classroom to maximize learning while providing a safe environment.</p> <p>5.2 Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.</p> <p>5.3 Maximizes instructional time and minimizes disruptions.</p>	<p>5.1 Standard classroom arrangement with tables</p> <p>5.2 Rules and procedures were in place, no discipline problems during this observation. Evidence of setting rules early in the semester/school year.</p>

<p>5.4 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</p> <p>5.5 Promotes cultural sensitivity.</p> <p>5.6 Respects students’ diversity, including language, culture, race, gender, and special needs.</p> <p>5.7 Actively listens and pays attention to students’ needs and responses.</p> <p>5.8 Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.</p>	<p>5.2 Taught bell to bell, smooth transition between activities</p> <p>5.3 5.4 5.6 5.7 5.8 Good rapport noted during the observation. JD knew the students by name. All students were comfortable asking and responding to questions. The teacher moved into proximity of students answering question. Good working rapport with team teacher. Classroom climate was calm and inviting</p>
<p><b>Performance Standard 6: Professionalism</b>  <i>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.</i></p>	<p><b>Specific Examples</b></p> <p>The objectives in this category have been addressed in other areas and in the principal interview.</p>
<p><b>Sample Performance Indicators</b></p> <p>6.1 Collaborates and communicates effectively within the school community to promote students’ well-being and success.</p> <p>6.2 Adheres to federal and state laws, school and division policies, and ethical guidelines.</p> <p>6.3 Incorporates learning from professional growth opportunities into instructional practice.</p> <p>6.4 Sets goals for improvement of knowledge and skills.</p> <p>6.5 Engages in activities outside the classroom intended for school and student enhancement.</p> <p>6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community.</p> <p>6.7 Builds positive and professional relationships with parents/guardians through frequent and</p>	

<p>effective communication concerning students' progress.</p> <p>6.8 Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.</p> <p>6.9 Demonstrates consistent mastery of standard oral and written English in all communication.</p>	<p>6.9 Professional and correct use of English was noted throughout lesson and in lesson plans+</p>
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**Appendix B. Administrator Evaluation.**

ADMINISTRATOR'S FOLLOW-UP EVALUATION FORM

How well did the Educator Preparation Program at Randolph College prepare the following teacher: \_\_\_\_\_

		<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 State 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.	Other:				
		4	3	2	1
22.	To meet the educational needs of diverse				
	populations	4	3	2	1

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Name \_\_\_\_\_ Name of School \_\_\_\_\_

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Signature \_\_\_\_\_

List any leadership roles you have been assigned in the school.

**Administrator's Comments**