Case Study #8: Examining Completers' Teaching Effectiveness 2023-2024

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

Peggy Schimmoeller, Crystal D. Howell, Beth Gafford, Taryn Robertson, Aurelie Foster, Delois Saunders, Consuella Woods

Randolph College

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 eight 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 an EPP faculty member, as well as one case study researcher (a staff 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; Schimmoeller, Howell, Gafford, Robertson, Woods, 2024), 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 current academic year, the EPP has started working with Watermark.

Method

Participants and Data Collection Schedule

The case study researchers and EPP faculty member and an EPP staff member 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. An initial cohort of three participants were invited to participate in the case study and reflected a purposeful stratified sample drawn from completer years 2023–2025. After IRB approval was obtained, the participants were contacted and scheduled for observations and interviews. All program completer participants work in public school settings in Central Virginia and represent 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 3rd graders through 8th graders, many of whom receive free or reduced lunch. Students are diverse in race, ethnicity, gender, and socioeconomic status. In phase two (December 2024), two virtual classroom observations were scheduled, as well as in-person post-observation interviews.

Table 1

Participant Teaching Assignments 2024-2025

Participant	Teaching Assignment Fall 2024	Licensure	Instructional Delivery and Observations	School Type
Melynda	Special Education	Special Education PK-12	In-person, Synchronous	Private
Autumn		English 6-12	In person; Synchronous	Public

	Middle School English			
Penelope	Elementary Education	PreK-6	In person; Synchronous	Public

Data Collection

Data collected included individual interviews, following an observation of in-person/synchronous teaching, pre- and post-observation notes, and notes from school supervisor surveys. Data also included low-inference classroom observation notes compiled using the Randolph College Educator Preparation Program Classroom Observation Form (Appendix A). The case study 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 2024-2025 or through Winter 2024, 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).

Focus group. The case study researcher scheduled a focus group with completers during which they discussed the interview questions (see Table 2). Three completers were present for the focus group, and they answered candidly about their experiences and preparations in the Randolph College EPP. The focus group was transcribed and the case study researcher submitted these documents to the EPP for analysis.

Classroom observations and program completer artifacts. The case study researcher arranged to observe classes in-person. 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 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 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

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?

Data Collection and Analysis

Cross-case analysis was conducted in writing by an EPP faculty member. 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.

Focus group interviews. Focus group 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 2024. Current grade-level elementary SOL assessments are being administered this spring (Spring 2025) 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 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 formative and summative assessments. One completer submitted reading benchmark assessment data. The second completer used student goal sheets in various academic areas to demonstrate summative performance.

Additional artifacts. One completer 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, an employer (school supervisor) survey, student achievement data submitted by participants, and a program completer resume. 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
Melynda	Private school,Special Education Teacher	Teacher made: lesson plans for an IEP students; Melynda also submitted goal data sheets for three separate students in the areas of: addition and subtraction, multiplication, reading, sentence structure, communication, mathematics, phonemic awareness, written language, writing, and behavior.	Each goal data sheet has two stated objectives, 1 and 2, respectively. Each objective has various levels of scaffolding in place, with the hope that the student will meet the objective with a specific degree of accuracy by an identified date in the future. $n = 3$.
Penelope	Public school, Elementary Education Teacher	Reading benchmark data; Teacher made: Unit lesson plans over "Earths Resources"	Benchmark data shares student growth and data tracking in Reading, $n = 22$.

Further evidence was gathered by connecting the teaching effectiveness themes derived from participants' individual interview 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 Focus Group Questions: Questions Aggregated by InTASC Standards (R4.1, 4.3)

InTASC Standard	Completer Comments
1 Learner Development	Penelope, "I mean every day they're bringing me artwork or like writing something on their paper like, 'I love Miss (teacher)!' I know that I've connected with my students and made it where they want to come to class." Autumn, "I had a really tough group last year. It was just a tough group. And I get emails still from the kids last year, thanking me. It really gets to me sometimes, in a good way, that I impacted their lives that well."
2 Learning Differences	Melynda, "So it's kind of differentiating all those assignments to what best suits the students while varying the questions, limiting the answer choices, following the accommodations. It's oral assessments, all those different things which can be classified as informative. But a lot of my students have the oral option to give the answer instead of writing it down due to their penmanship problems. It's working through all of that, so I never typically have one assessment. It's varied answer choices or multiple choice styles or whatever it might be to best suit them, because that's my job." Penelope, "But like I said, with this one student, I wouldn't say it was a power struggle because you're not supposed to get in power struggles. But ultimately, I mean, that's really what it was. She didn't like being told by an authoritative figure that this was her instruction. It took a lot of revamping of how I would approach her. To critique how I was teaching to that student which made it very difficult."
3 Learning Environments	Autumn, "I'm on the parent involvement team. So like we just meet together and discuss how we can get parents involved. And I haven't had it happen yet, if a student invited me to go to, like, a game or something, I would go."

	Melynda, "But we definitely try to involve everyone. Whether it's sending an e-mail or whatever, it might be." Penelope, "We do fundraisers, but I don't take lead in them but I participate in them."
4 Content Knowledge	Penelope, "I would say the assessment course because we were like making tests and learning and learning what needed to be in the test and how not to show bias and everything. And I feel like that was an eye opener!" Melynda, "In the multicultural class you are exposed to just so much that you'll actually see in the classroom." Melynda, "Yes, I can write a goal, but when I get a document like I've gotten in the past, to write my own IEP, it was very overwhelming. I've contributed to an IEP, and I've had to sit in on an IEP meeting to talk about them and write the goals, but writing my own was very overwhelming."
5 Application of Content	Autumn, "So in the beginning it was supposed to be three (grade level) teachers and the Friday before school started the third one quit. And so then her students came in. They had like a sub for a week and they joined my classroom. So I went from 13 students to 22." Melynda "Making IEP goals was a lot last year. To be honest, I was not very good at it. This year I'm on top of it. I found a system that worked for me and it's not the system that we were taught, but I still see progress. So it's finding what works best for me. However, data across the board is just very, very overwhelming. But as a teacher, I mean, it's key to have."

6 Assessment	Melynda "I do stuff called like quick checks. I mean, they could be considered exit tickets, five questions, whatever it might be. And then those either go in the gradebook or they go on their data sheet. Because every student has similar goals, however. I have a tendency to keep a lot of their work to show their growth." Autumn, "I like to do a lot of like whiteboard responses where they get these like little plastic sheets and you can stick papers in it and write on it with your dry erase marker. And I do that like everyday. It's just it's more beneficial just to kind of see who can just answer quickly and then summative. I do it probably every two weeks like I give a test on whatever they're learning in each subject." Penelope, "For formative, we use a lot of IXL. So that is when I take a specific SOL strand and I assign them an IXL in their computer and they can just practice that skill. So that will give them feedback pretty much right away if they know what they're doing. And then for summative we do Edge Elastic. So about every two weeks I get with my co-teacher and we kind of design our tests."
7 Planning for Instruction	Penelope, "The practicum classes were great. Any practicum, or any class that has a practicum attached, was so beneficial because you're getting the classroom experience. You're also getting professors coming in and observing you, and then receive that feedback. It's so helpful." Autumn "I remember the practicum classes really helping me because you can read about teaching strategies in a textbook, but I feel like if you're not in the classroom trying to implement what works best for you, then it's kind of useless."
8 Instructional Strategies	Melynda, "The parent teacher connection and relationship that has been established from the very beginning of the year is very important. I mean it's not always a bad e-mail that is sent home or a 'your student did this or this is what they need to work on', sometimes it's a 'your child remembered to push in their chair today!' It is really the connection that's built from the very beginning, with not only students, but parents too."

	Autumn, "I tend to do a quick check, and then if they have extra time after, then they receive more practice while waiting for those other students to potentially." Penelope, "So plot Pyramid is a really big one for them. I don't know what it is with the plot pyramid. They hate it, but we had to reteach it like three times already. I kind of do it week by week and just rearrange the pacing guide to kind of fit what the kids need to relearn."
9 Professional Learning and Ethical Practice	Penelope, "Honestly, my biggest frustration has been with (school district) and just wanting better for my students, but feeling like I'm kind of stuck in what I can and cannot do. Last year, I felt like I had more freedom. But this year a lot of the books that we wanted to read got cut and we're not able to read them. They're cracking down on every little thing, and it just feels like every day I can't do anything right. But I'm trying to follow their rules and do whatever it takes to get them to pass their SOLs." Melynda, "I've taken a bigger step in having my own hobbies and having my own life outside of school. I'll still do activities for my students, like if they need someone to chaperone a dance, I'll still do that. But I don't necessarily coach or anything like that anymore; I just kind of keep that separate."
10 Leadership and Collaboration	Autumn, "I'm on the parent involvement team. So we just meet together and discuss how we can get parents involved. And I mean, I haven't had it happen yet, but if a student invited me to go to a game or something, I would go. … On the parent involvement team we meet and talk about ways that parents could be involved. Last year the school sent out a survey and the parents said that they didn't know how to be involved. So we brainstormed how we would like to see parents involved in different stuff. And we sent that home. We shared how they can contact teachers and stay updated, and we do a lot of family fun nights. Like tomorrow, we'll have a fall family fun night." Melynda, "We have students that participate in in sports. But we definitely try to involve everyone. Whether it's sending an e-mail

	or whatever, it might be. I tend to do emails on the weekends. Honestly, when I get home after hours, I send my emails because I don't want to do it during the school day. But we really try to involve everyone."

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

Table 5.

Alignment of Case Study Data Sources with the InTASC Standards

InTASC Model Core Teaching Standards (Theme)	Completer Survey and Artifacts Collected	Employer (School Supervisor) Survey	Comments from Individual Reflection Questions
1 Learner Development	Resume Lesson plans	Evaluate pupil growth and learning (1) Work in inclusive classroom situations (4) Show empathy for and sensitivity to all learners (12)	Question 2 Tell us about your successes & highlights so far during your teaching career. Question 3 Tell us frustrations you've dealt with during your teaching career.

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

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

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

| 9 Professional Learning and Ethical Practice | Completer resume | Practice professional ethics (9)

Demonstrate leadership, initiative, and professional growth (13)

Communicate orally (15)

Communicate in writing (16)

Reflect, monitor, and adjust (19)

Reach and relate to students from diverse backgrounds (21)

Meet the educational needs of diverse populations (22) | Question 6 What is your involvement in the school outside of your classroom?

Question 8 If there is anything we haven't covered, and you'd like to share about your preparation here at Randolph's teacher education program? |

| 10 Leadership and Collaboration | Completers resume | 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) | 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? |

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 changes, 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)

Themes	Responses
Preparation and Learning Curves	A: "I feel like I was pretty prepared going into the classroom. My professors sometimes told me things that I didn't really want to hear, and that's OK. Because how else was I supposed to learn? How else was I supposed to grow as a teacher or see things that I didn't know that I was doing?" B: "I mean my lesson plans over prepared me for what I needed. … I feel like I was very prepared walking into the classroom. … There were some things I didn't want to hear, but sometimes you have to hear them and I always appreciated how Randolph, like a lot of the professors, kept it real with you. Like if you weren't doing what they wanted to see, if they felt like you could be doing something better, you definitely heard it." A: "I found a system that worked for me and it's not the system that we were taught, but I still see progress. So it's finding what works best for me. However, data across the board is just very, very overwhelming." A: "I'm one of the biggest things I've learned this year, was to take less involvement in school because I feel like I bring a lot of it home and it just ends up becoming like all consuming in my life and all I can think about is the millions of things that I need to do." C: "So it's been hard trying to navigate unfamiliar things. … Having control or understanding a situation when a student is reluctant to do anything or refusing to leave the classroom, this has been a learning curve and I wish we talked about that more in classes. You're just never prepared for it."

Clinical Experiences	B: "The most helpful things for me, honestly were the practicum classes or any class that has a practicum attached, just because you're getting the classroom experience. And then the professors are coming in and observing you teach and then you receive that feedback. These classes were really helpful." C: "I remember the practicum classes really helping me because you can read about teaching strategies in a textbook, but I feel like if you're not in the classroom trying to implement what works best for you, then it's kind of useless."
Relationships with Students	C: "I feel like Randolph really taught me how important it is to create, like a welcoming learning environment. And I definitely think I have. I mean every day my students are bringing me artwork or writing something on their paper is like, 'I love Miss (teacher)!' And I know that I've connected with my students and made it where they want to come to class." A: "One of the biggest things I learned is that open communication that Randolph taught. Randolph taught that you should be transparent with your students. And to create transparency with the parents as well as the students. So the students are learning from me to have those open conversations that create vulnerability. Also the parent-teacher connection and relationship that has been established from the very beginning of the year is very important. I mean it's not always a bad e-mail that is sent home or a 'your student did this or this is what they need to work on.' I get emails all the time of, 'oh so and so just did 3 digit subtraction in addition without my help!" That's

	amazing. It warms my heart knowing that what I'm doing is translating to learning at home." B: "One of my some of my successes was building relationships with my students. I had a really tough group last year. It was just a very tough group. And I get emails still from the kids from last year, thanking me. It really gets to me sometimes, in a good way, that I impacted their lives that well."
Specific Courses, Benefits and Challenges	A: "I really loved the multicultural class because you are exposed to just so much in the classroom. As a teacher, you want to get to learn about students' cultures. This class helped me to at least have some type of understanding. It taught me to put yourself in someone else's shoes, and it taught me to encourage the students to talk about that kind of stuff; to be open and willing to talk because it's part of America. I mean, we're a mixing bowl." B: "I would say the assessment course was most impactful. We were making tests and learning what is needed to be on the test and how not to show bias in assessment. I feel like that was an eye opener because I used to kind of think, 'yeah, I'm making tests, it is boring!" I didn't know that much went into it. But now I'm making a tes, and I'm like, "OK. So I need to vary my answers. This type of question isn't the best." And I think that really helps a lot because how else do you really get data?" C: "The SpEd class talked about the IDEA, disabilities, and the 13 categories and broke them down. And we did a scenario and a role play. We had to write a PLAAFP for a present level of academic performance. For an IEP, however, I really wish. There was a focus on how to put everything together. Because I mean, yes, I can write a PLAAFP. Yes, I can write a goal, but when I get a document like I've gotten in the past, to write an IEP, it's very overwhelming. It's overwhelming to look at a blank document and then understand that that blank

	document that might be 8 pages now is gonna be now 40 pages. Your little PLAAFP is now gonna be doubled in size." B: "I wish we had taken a class to break apart an IEP and talk about it. However, even breaking down an IEP doesn't give me enough insight, in my opinion, of how to write one. I mean, I go and talk to my admin and I'm like, "I need help, I don't understand what this means!" And they're more than willing to help. But that was one thing I was unprepared for."

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 rating. The supervisor left comments to further explain the ratings supplied for this teacher, as well.

Table 7.

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

Survey question: Rate the teacher using the following criteria.	InTASC Standard(s)	Result	Target	% Met
1. In basic knowledge of subject	4, 5	3	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	4	3.0	100%
5. To involve pupils in varied learning experiences	8	4	3.0	100%
6. To manage the classroom efficiently	3	4	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	4	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	4	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	4	3.0	100%
19. To reflect, monitor, and adjust	1, 2, 7, 9, 10	3	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 three 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 one resume. 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 ($n = 3$) represented a range of licensure areas (special education, elementary education, and secondary education) and two to three years of teaching experience. The individual program 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, the participant focus group, 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. 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 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 supports 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, aside from additional experience managing student data and writing an IEP, 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.

References

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Virginia Department of Education. (n.d.). School report cards. Retrieved from http://www.doe.virginia.gov/statistics_reports/school_report_card/index.shtml Wargo, W. (2013, April 10).

Qualitative data analysis (coding) of transcripts. Retrieved from http://www.academicinfocenter.com/qualitative-data-analysis-coding-of-transcripts.html

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

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

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.*	**Specific Examples**
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.	**Specific Examples**
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.	**Specific Examples**

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.*	**Specific Examples**
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.*	**Specific Examples**
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 groups 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.*	**Specific Examples**
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 Evaluation.

ADMINISTRATOR'S FOLLOW-UP EVALUATION FORM

How well did the Educator Preparation Program at Randolph College prepare the following

teacher:_____

		High	Average		Low
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	

_____
Name   Name of School

_____
Signature

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

Administrator's Comments