**Plan for Case Studies of Program Completers – CAEP Standard 4**

**Plan Summary**

The completers will participate in a three year case study. Evidence from the completers will include data which demonstrates impact on P-12 student learning. Each year the following data will be submitted by the completer:

* provide copies of yearly teacher evaluations from the WV Professional Educator Evaluation, and walk-through evaluations according to each county policy, for three years.
* provide copies of summative student standardized test data, including benchmark assessments and end of the year assessments (by class) for three years, STAR assessments when available (elementary) , and SAT scores (secondary)
* participate in interviews/observations by Concord University Department of Education faculty.
* compile a list of promotions, added certification, employment trajectory, employment in high needs schools, and other employment milestones
* complete the WVTPA the last year of the three year rotation.

Additionally, principals will be asked to complete the NeXT Supervisor Survey to determine employer satisfaction. The NeXT Common Metrics Survey Instrument is proprietary and aligned to InTASC standards.

**Relationship to Standard and Description of Evidence Collection**

The EPP:

* Demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools,
* And the satisfaction of its completers with the relevance and effectiveness of their preparation.

Component 4.1: The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures should include all available growth measures (including value-added measures, student-growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider.

Types of Evidence

* Provider-conducted case studies of completers
* Completer-conducted action research
* Partnerships with individual school districts
* Use of focus groups, in-depth interviews, learning communities, blogs, electronic journals, videos, and others.

Plan:

Identify teacher candidates (6 months out or more) in the following programs: elementary education, special education, secondary education (English, general science, physical education, social studies, and MAT), and invite them to participate in a case-study. (Check to see what incentives can be provided.) University faculty members will collaborate and work on case studies:

Elementary

Special Education

English 5-Adult

General Science 5-Adult

Music PreK-Adult

Wellness (Physical Education/Health) PreK-Adult

Social Studies 5-Adult

MAT

Component 4.1Requirements:

1. Completer participants must agree to select a unit of study from their grade-level subject matter curriculum, identify student demographic data, conduct matching pre and post assessments of their students, record the student scores for both assessments, and submit the information to the EPP following the format of the WVTPA (third year only).

2. Completer participants must agree to be observed by a University professor using the University’s observation tool based on the first eight InTASC standards. Rather than evaluating the completer on the four point scale of the observation tool, written notes of the observation will be used.

3. Completer participants must agree to participate in follow-up interviews following a specific interview protocol focused on their perceptions of their effectiveness in impacting student learning (third year only)

4. The school administrators of the completers who participated in the case study will be surveyed to provide their perspective on these teachers’ ability to impact student learning in their classrooms (third year only).

5. The school administrators of the completers who participated in the case study will be interviewed following a specific interview protocol (third year only). Possible questions could be:

1. Do/Did you have any concerns about the graduate’s performance (areas where they needed help) during their early years of teaching?

2. Based on their efforts thus far, do you feel the graduates are impacting student learning? If so, in what ways?

3. Does the graduate respect and value student differences/diversity, and does the graduate have the necessary skills and dispositions to help all students increase their learning?

5. Program faculty will analyze and interpret data using research-based methodology, both quantitative and qualitative.

Component 4.2: The EPP demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

Types of Evidence:

* Student surveys completed for sample of completers
* Completer observations by EPPs or induction mentor (face to face or virtual)
* School based observations
* Observations completed by coalition members and shared

Component 4.2 Requirements:

1. Utilize current survey instruments. (Colorado Education Initiative Study Perception Survey – Grades 3-5 and 6-12. (Plan to pilot during 2019-20 academic year)

2. Classroom observation of completers (see number 2 under 4.1)

3. Request school administrators of completers to complete the disposition assessment used by the University (third year only).

4. Analyze and interpret data.

Component 4.3: The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with completers’ preparation for their assigned responsibilities in working with P-12 students.

Types of Evidence:

Employer satisfaction surveys

Employer satisfaction interviews

Employer satisfaction focus groups

Component 4.3 Requirements:

1. Utilize current employer satisfactions surveys (CU’s Supervisor Survey; NExT Supervisor Survey)

2. Analyze and interpret data,

Component 4.4:

The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the responsibilities they confronton the job, and that the preparation was effective.

Types of Evidence:

Completer satisfaction surveys (include instrument, sampling, response rates, timing)

Completer satisfaction interviews (include population represented, response rates, instrument content, timing)

Provider focus groups of employers (include population represented, response rates, instrument content, timing)

Completer satisfaction case studies (include methodology)

Component 4.4 Requirements:

1. Utilize current completer satisfaction surveys. (CU’s Exit Survey, Graduate Survey, NExT Exit Survey, NExT Transition to Teaching Survey)

2. Analyze and interpret data.

**Timeline**

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| --- | --- |
| **Complete Case Study** | |
| **Academic Year** | **Actions** |
| **2017-18** | **Pilot with two elementary completers**   * **Identify completers and have them complete MOU** * **Collect data**   + **State Assessment Summative Data**   + **STAR Reading and Math Pretext/Posttest Data**   + **Principal Evaluation** |
| **2018-19** | **Continue case study with year one participants**  **Add two additional elementary completers**  **Collect data**   * **State Assessment Summative Data** * **STAR Reading and Math Pretext/Posttest Data** * **Principal Evaluation**   **Second year participants**   * **Lesson Observation** * **Individual Student Growth Data** |
| **2019-20** | **Add two additional elementary completers**  **And secondary major(s) and MAT completer**  **Collect data**   * **State Assessment Summative Data** * **STAR Reading and Math Pretext/Posttest Data** * **Completer Survey Data** * **Supervisor Survey Data**   **Second year participants**   * **Lesson Observation** * **Individual Student Growth Data**   **Third year participants**   * **WVTPA** * **Student Perception Survey** * **Participant interview** * **Principal interview** * **NExT Surveys** * **Educator Disposition Assessment** |

**Resources**

The EPP has dedicated human and financial resources to collect useful and meaningful data on program completers. These resources are also used to analyze and disseminate the collected data that will lead to program improvement and candidate success. The case study plan will be overseen by the Coordinator of Clinical Experiences who will contact completers and solicit their participating in the case study plan. The process of collecting data will include EPP assigned to case study participants and who will identify and gather data related to P-12 student performance on a school-based assessments, and data from exit and supervisor surveys. The EPP faculty member will also observe case study participants and work with them during the third year implementation of the WVTPA. The University will provide candidates with a free, three credit hour professional development credit that is accepted by the WVDE for renewal credit.

**Data Quality**

The quality of the data collected, analyzed and disseminated is determined by optimizing the completeness, consistency, accuracy, validity, and timeliness of the data collected. With this in mind, the EPP has identified a variety of assessments to review completer success and completer impact on student learning. First, participants in the case study plan will be assessed on common assessments between the EPP and the WVDE. Many of the assessments were used during the participants’ progression through the initial certification program. This will allow for comparison and correlation studies. Data will also be managed through technology used by the EPP including, Banner, LiveText, and Qualtrics. Finally, the data will be analyzed and disseminated through multiple stakeholders.