

COMPLETE IMPACT: LEVERAGING CASE STUDY RESEARCH TO ADDRESS THE CHALLENGES OF STANDARD 4

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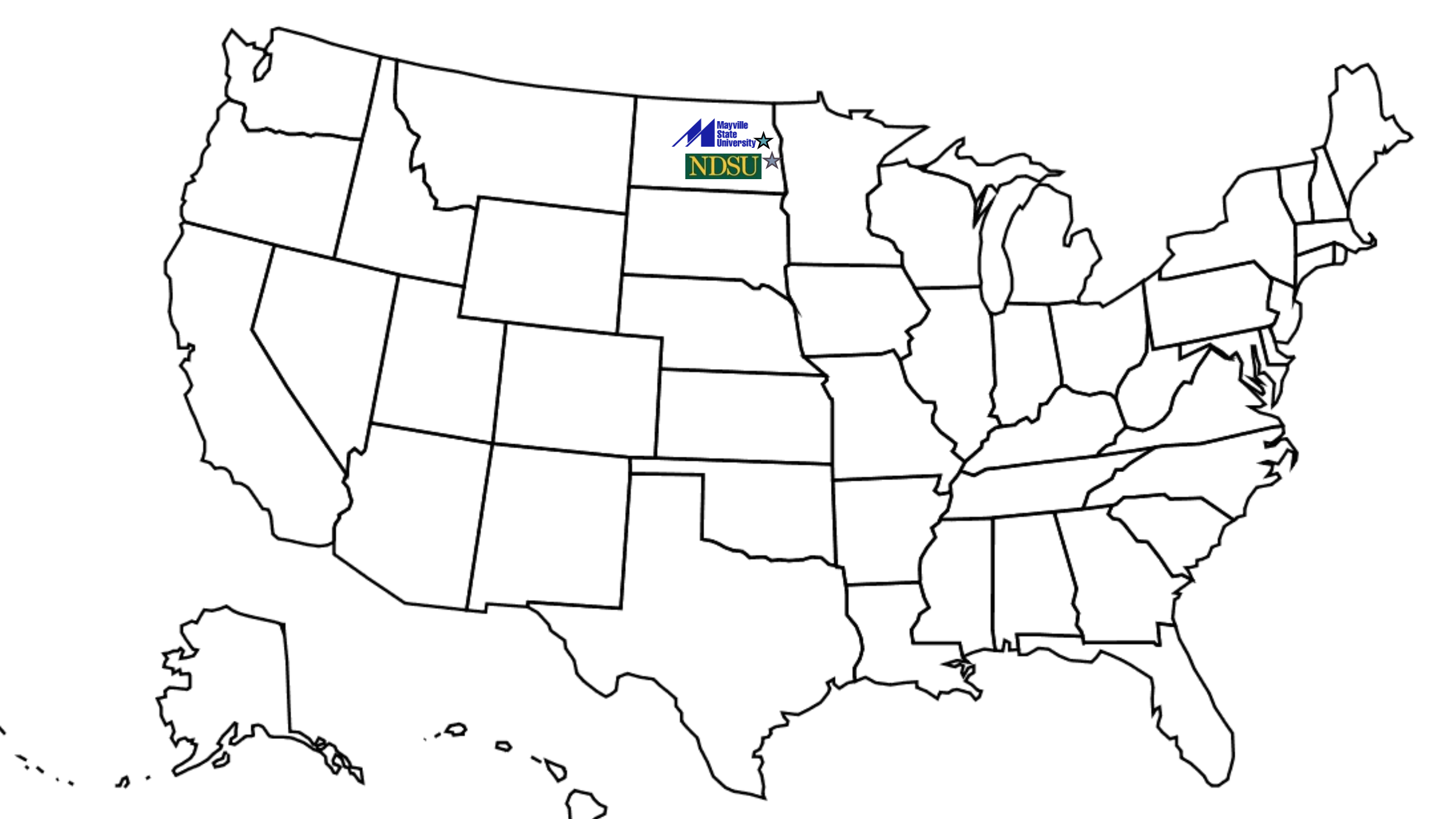


- Follow along with the slides or handouts
- Send in questions through the "Ask a Question" feature on this session
 - Up-vote the questions of others if you would also like it answered

OBJECTIVES

- Identify and evaluate strategies for measuring completer and program effectiveness.
- Explain how case study research can be used to establish priorities and foster continuous improvement.
- Consider use of the replicable case study protocol to provide evidence for CAEP Standard 4.1 and 4.2.
- Discuss efficiency and feasibility of case study.





NORTH DAKOTA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

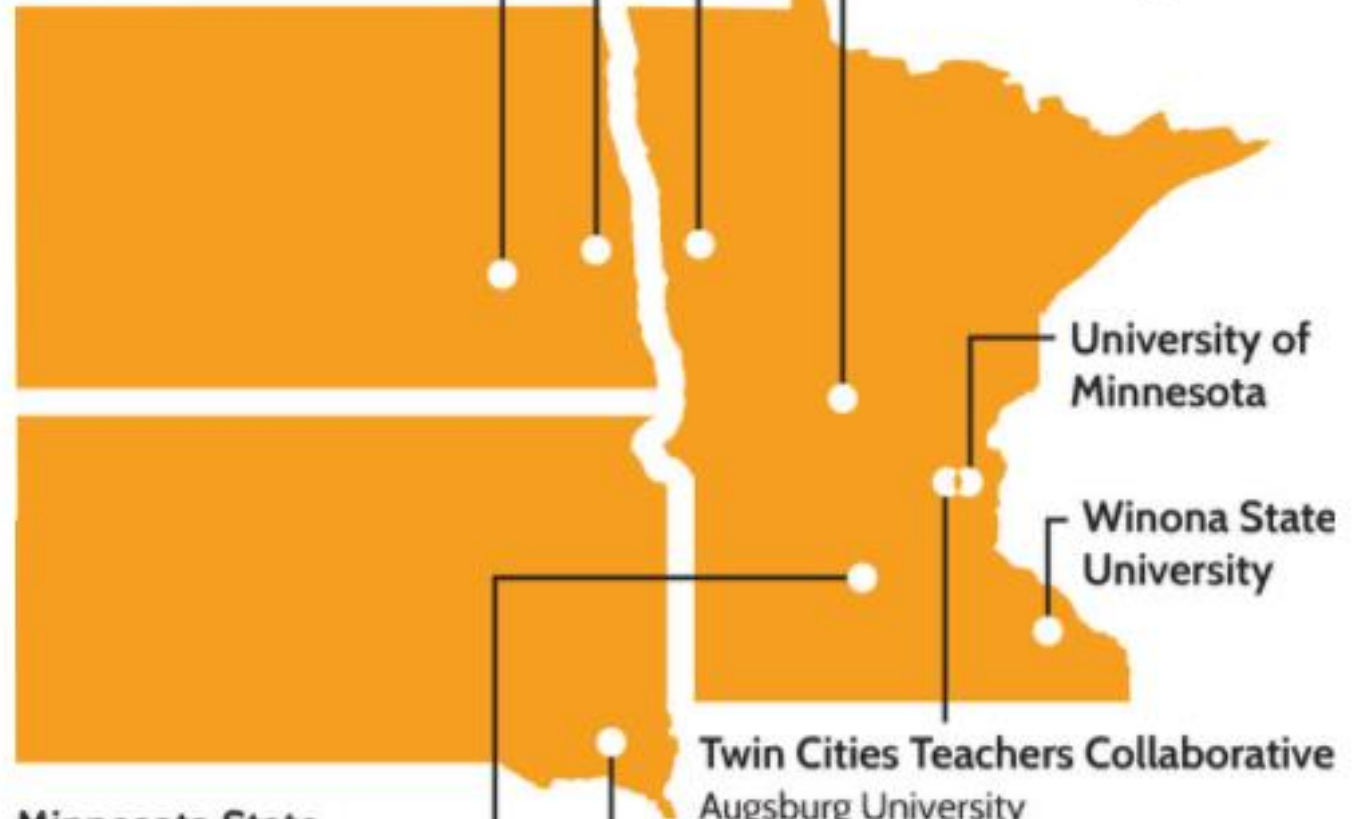




The Valley Partnership

Minnesota State University - Moorhead
North Dakota State University
Valley City State University

St. Cloud State University



Minnesota State University - Mankato

University of South Dakota

Twin Cities Teachers Collaborative

Augsburg University
Bethel University
Concordia University - St. Paul
Hamline University
St. Catherine University
University of St. Thomas



Standard 4: PROGRAM IMPACT

The provider 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.

Initial Program Component	Evidence
<p>Impact on P-12 Student Learning and Development</p> <p>4.1 The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall 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.</p>	<p>Evidence for this element is not currently available to institutions of higher education in ND.</p>
<p>Indicators of Teaching Effectiveness</p> <p>4.2 The provider 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.*</p>	<p>Evidence for this element is not currently available to institutions of higher education in ND.</p>

STANDARD 4: PROGRAM IMPACT

THE PROVIDER 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.

4.1 Impact

- Case Study Report

4.2 Effectiveness

- Case Study Report

4.3 Employers

- MaSU Supervisor Survey
- DPI Retention Data

4.3 Completers

- Exit Survey
- Transition to Teaching Survey
- First Destination Survey
- NSSE Senior Results



TEAMS FOR CAEP SELF-STUDY REPORT (CAEP 5.2)

DUE 10/19

Standard 1:

Sarah A.
Data
Manager
1.
2.

Standard 2:

Sarah A.
Data
Manager
1.
2.

Standard 3:

Sarah A.
Data
Manager
1.
2.

CAEP Standards

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
- Standard 3: Candidate Quality, Recruitment, and Selectivity
- Standard 4: Program Impact
- Standard 5: Provider Quality Assurance and Continuous Improvement

Standard 4:

Sarah A.
Data Manager
Dept. Chair
?
?

Standard 5:

Sarah A.
Data Manager
Dept. Chair



CAEP Standards

- Standard 1: Content and Pedagogical Knowledge
- Standard 2: Clinical Partnerships and Practice
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- Standard 4: Program Impact
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Dept. Chair
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?

Standard 4:

Sarah A.
Data Manager
Chair
~~Former Faculty~~
Brittany
EC Faculty

Standard 4:

Sarah A.
Data Manager
Chair
Former Faculty
Brittany
EC Faculty
New Faculty
Outside Researcher



GOALS OF THE STUDY

1. Examine data on program completers for continuous improvement
2. Create accreditation evidence for Standards 4.1 & 4.2-Program Impact
3. Produce a replicable case study protocol
4. Share process & results with other EPP's
5. Produce a manuscript for submission to a scholarly journal



MANUSCRIPTS

- 1 – Knowledge, Skills, Dispositions (under review)-Evidence
- 2 – K-12 student impact (draft form)
- 3 – EPP Impact (after scale up)



CASE STUDY-PHASES

- Phase 1: Institutional CAEP writing team for development
 - Only elementary education completers
- **Phase 2: Research Team + NDSU Scale Up**
 - Elementary education
 - Added secondary education
- Phase 3: MaSU + NDSU Research Team
 - Continue elementary and secondary
 - Add early childhood, special education and MAT initial licensure

Spring 2018

AUTHORSHIP

Authorship	Responsibilities
1 st Author: Sarah Anderson-Team Lead	<ol style="list-style-type: none"> 1. Write case study protocol 2. Data analysis & coding 3. Write <i>Purpose of Study</i> Section 4. Write <i>Method</i> Section 5. Write <i>Results</i> Section 6. Write <i>Discussion</i> Section 7. Submit to journal as corresponding author 8. Facilitate Revision Process, if necessary
2 nd Author: Brittany Hagen	<ol style="list-style-type: none"> 1. Data analysis & coding 2. Write <i>Introduction</i> Section 3. Write <i>Literature Review</i> Section 4. Write <i>Discussion</i> Section 5. Participate in Revision Process, if necessary 6. Write conference proposal 7. Submit conference proposal
3 rd Author: Andi Dulski-Bucholz	<ol style="list-style-type: none"> 1. Data analysis & coding 2. Write <i>Abstract</i> Section 3. Write <i>Keywords</i> 4. Write <i>Reference List</i> Section 5. APA formatting & editing 6. Select Journal 7. Participate in Revision Process, if necessary
4 th Author: Ann Willeson	<ol style="list-style-type: none"> 1. Consultation 2. APA formatting & editing 3. Review of analysis 4. Participate in Revision Process, if necessary 5. Contact with participants for member checking
5 th Author: Johnna Westby	<ol style="list-style-type: none"> 1. Consultation 2. Review of analysis 3. Editing 4. Participate in Revision Process, if necessary 5. Contact with participants for member checking
6 th Author: Kayla Smith	<ol style="list-style-type: none"> 1. Data Collection & Management 2. Editing



TIMELINE

Semester	Action Steps
Fall 2016	<ol style="list-style-type: none"> 1. Begin team meetings 2. Review CAEP 4.1 & 4.2 and Case Study methodology 3. Design study 4. Construct Case Study Protocol 5. Collect Literature 6. Begin to Write Literature Review 7. Start IRB process 8. Collaboration with NDSU
Spring 2017	<ol style="list-style-type: none"> 1. Complete IRB process 2. Pilot Study Data Collection-Study 1 3. Write Literature Review 4. Team Meetings for Data Analysis 5. Officially select journal 6. Begin to Write respective sections 7. Ongoing collaboration with NDSU
Summer 2017	<ol style="list-style-type: none"> 1. Independent data analysis 2. Write respective sections 3. Complete 1st draft 4. All draft sections to Sarah by August 1st (if earlier that would be great) 5. Team Meeting: around August 15th 6. Ongoing collaboration with NDSU
Fall 2017	<ol style="list-style-type: none"> 1. Final Revisions: August 30th 2. Submit manuscript for Study 1-by Sept. 15th 3. Revise and resubmit, if necessary 4. Repeat designed study-Study 2 (adding grade levels for cases)
Spring 2018	<ol style="list-style-type: none"> 1. Continue Study 2 Data Collection 2. Write Literature Review 3. Team Meetings for Data Analysis 4. Officially select journal for Study 2 5. Begin to Write respective sections

Summer 2018	<ol style="list-style-type: none"> 1. Write respective sections 2. Complete 1st draft 3. All draft sections to Sarah by August 1st (if earlier that would be great) 4. Team Meeting: around August 15th
Fall 2018	<ol style="list-style-type: none"> 1. Final Revisions: August 30th 2. Submit manuscript for Study 2-by Sept. 15th 3. Revise and resubmit, if necessary 4. Repeat designed study-Study 3 (adding new comparative cases)
Spring 2019	<ol style="list-style-type: none"> 1. Continue Study 3 Data Collection 2. Write Literature Review 3. Team Meetings for Data Analysis 4. Officially select journal for Study 3 5. Begin to Write respective sections
Summer 2019	<ol style="list-style-type: none"> 1. Write respective sections 2. Complete 1st draft 3. All draft sections to Sarah by August 1st (if earlier that would be great) 4. Team Meeting: around August 15th
Fall 2019	<ol style="list-style-type: none"> 1. Final Revisions: August 30th 2. Submit manuscript for Study 2-by Sept. 15th 3. Revise and resubmit, if necessary 4. Repeat designed study-Study 4 (adding new comparative cases) 5. CAEP Institutional Report Submitted with case study manuscripts as evidence



ACCREDITATION + RESEARCH

SOP 1.0 Research

2 Applicability:
2.1 Human Subjects Research

Effective Date: 01/15/2010
Revised: 8/9/2013

“Projects conducted for the sole purpose of evaluating or measuring a particular program or procedure generally do not constitute ‘research’ as defined by HHS and FDA regulations. However, such programs may sometimes include ‘research’ when the results are also intended to be used to contribute to generalizable knowledge. Prospective IRB review and oversight is required even when ‘research’ is *a secondary goal* of such projects.”



CASE STUDY-PRINCIPLES OF “GOOD” EVIDENCE

- **Validity & Reliability**
- **Relevance**
- **Representativeness**
- **Cumulativeness**
- **Fairness**
- **Robustness**
- **Actionability**



INSTITUTIONAL REVIEW BOARD (CAEP 5.2 & 5.4)



INSTITUTIONAL REVIEW BOARD

office: Research 1, 1735 NDSU Research Park Drive, Fargo, ND 58102

mail: NDSU Dept. #4000, PO Box 6050, Fargo, ND 58108-6050

p: 701.231.8995 f: 701.231.8098 e: ndsuirb@ndsu.edu w: www.ndsu.edu/irb

Date Received

IRB Protocol #:

IRB PROTOCOL FORM

Application to Conduct Research Involving Human Participants

1. Title of Project: CAEP Standard 4 Program Impact Case Study

2. Principal Investigator: Sarah Anderson
Education

Dept. name: Mayville State University Division of

(PI must be an NDSU faculty or staff member; graduate students must list their advisor as PI)

Campus address/phone: 330 3rd St. NE, Mayville, ND 58257 (701) 788-4829

Email address: sarah.anderson2@mayvillestate.edu

Role in this research: Principal Investigator

Highest earned degree and field of study: Doctor of Philosophy (Ph.D.) in Teacher Education



Attachment: Expedited Review Categories

Applicability Criteria

Federal regulations allow certain categories of research to be reviewed via an expedited review procedure (as described in 45 CFR 46.110 and 21 CFR 56.110). The categories listed here apply regardless of the age of subjects, except as noted. The standard requirements for informed consent (or waiver / alteration of consent) apply.

- ☒ **Category #7: Research on individual or group characteristics or behavior** (*including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior*) **or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.** (*NOTE: Some research in this category may be exempt from the HHS regulations for the protection of human subjects. This listing refers only to research that is not exempt.*)



Attachment: Children in Research

Include this attachment with your IRB submission if the study involves children as participants (in general, anyone under 18 years of age although this varies by state). For more information, see SOP 10.1 Vulnerable Groups: Children, and 9.4 Children as Research Participants.

Child Categories

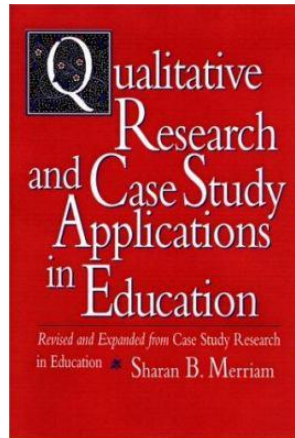
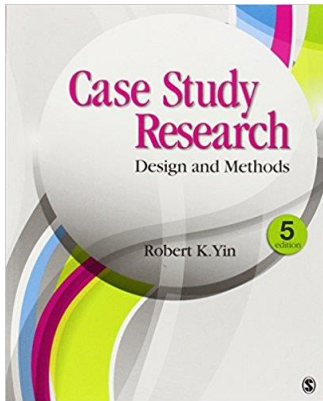
Choose one of the following categories, as applicable to the research or clinical investigation:

- ☒ 1. **Minimal risk.** The research or clinical investigation will not involve greater than minimal risk; adequate provisions will be made for soliciting written permission of the parent(s) or guardian and assent of the children, providing they are capable.
- 1a. Explain how the research will involve risk that is no greater than minimal: (*‘Minimal risk’ means that the probability and magnitude of the harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life of a healthy child or during the performance of routine physical or psychological exams or tests.*):
- ☐



METHODS

- Holistic
- Descriptive
- Multiple cases
- Mixed-methods
- Constant comparative method of data analysis (Glaser & Strauss, 1967)
- Pre-existing codes (Yin, 2014) (CAEP 1.1)
 - Learner & Learning
 - Content
 - Instructional Practice
 - Professional Responsibility
- Main themes (Miles & Huberman, 1994)



VALIDITY-TRUSTWORTHINESS

- Case study protocol developed from best-practices
 - Merriam, 1998; Yazan, 2015; Yin, 2014
- Conceptual Framework
 - EPP's *Reflective Experiential* model
- Four CAEP areas/InTASC Standards
 - Diverse Learners, Learning Environment, Instructional Practice and Professionalism.
- Triangulation
- Replication logic
- Data manager (not involved in analysis) coded data
- Interviews and observations were conducted by outside researcher
- Member checking



DATA COLLECTION AND ANALYSIS

Data Source	Collection	Analysis
1. NExT Transition to Teaching Survey (TSS)	Qualtrics	Descriptive Statistics
2. NExT Supervisor Survey (SS)	Qualtrics	Descriptive Statistics
3. ND Teacher Observation Tool (STOT)	Taskstream Rubric	Descriptive Statistics
4. MSU Disposition Evaluation	Taskstream Rubric	Descriptive Statistics
5. Classroom Observation	2-Column Anecdotal Notes	Coding-Constant Comparative Method/Thematic Analysis
6. Teacher Interview	Phone-Typed Notes	Coding-Constant Comparative Method/Thematic Analysis
7. Supervisor Interview	Phone-Typed Notes	Constant Comparative Method/Thematic Analysis
8. Document Review <ul style="list-style-type: none"> • Pre and post assessment data • K-12 student achievement data • Transcripts • Supervisor evaluations 	Digital Copies-Email	Thematic Analysis
9. Student Engagement Surveys	Self-Addressed Envelope	Descriptive Statistics

DATA COLLECTION

Knowledge

- TTS
- Observation
- Interviews
- Transcripts

Skills

- SS
- STOT
- Observation
- Interviews
- Supervisor Evals

Disposition

- Disposition
- Interviews

P-12 Impact

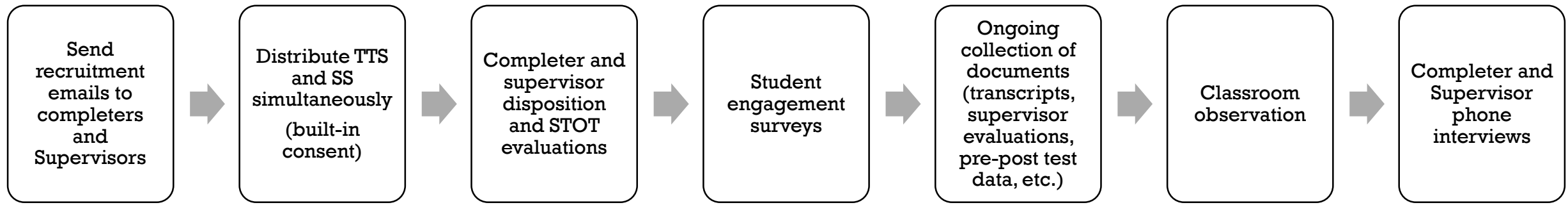
- Interviews
- Pre-Post
- Achievement Data
- Supervisor Evals
- Student Engagement Survey

EPP Impact

- Interviews
- TTS
- SS
- Transcripts



DATA COLLECTION TIMELINE



PARTICIPANTS

Table 1

<i>Participants</i>		
	Terry	Jamie
Program	Major: Elementary Education Minor: Science Endorsement: Middle School	Major: Elementary Education Minor: Special Needs
Licensure	Not submitted	2 year initial; elementary grades 1-6
Experience	2 years-both 4 th grade	2 years-1 st year 3 rd grade; currently 4 th grade
Continuing Education	21 graduate credits STEM Master's program	5 continuing education credits

Note. Information compiled from the TTS survey, document review and completer interview protocol.



TRANSITION TO TEACHING AND SUPERVISOR SURVEY

- Part of the EPP's state-wide common metrics project
- Developed using rigorous process that included multiple psychometric analyses, focus groups, pilot testing, revision, and alignment with accreditation standards by the Network for Excellence in Teaching (NExT Consortium, 2016)
- 46-item TTS and 45-item SS are aligned to the InTASC Standards
- Alterations are not permitted but items can be added to the end
- Domains of teaching
 - Diverse Learners, Learning Environment, Instructional Practice and Professionalism.



TRANSITION TO TEACHING AND SUPERVISOR SURVEY

Preparation for Teaching: Diverse Learners (SLO 1)

Participant 1 Transition to Teaching Results				Supervisor Survey for Participant 1			
Agree-4	Tend to Agree-3	Tend to Disagree-2	Disagree-1	Agree-4	Tend to Agree-3	Tend to Disagree-2	Disagree-1
Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =



TRANSITION TO TEACHING AND SUPERVISOR SURVEY

Preparation for Teaching: Diverse Learners (SLO 1)	
Participant 1 v. Participant 2	
Participant 1 v. Supervisor	
Participant 2 v. Supervisor	
Overall Participants v. Supervisors	
Findings compared to <u>MaSU</u> Aggregate	
Findings compared to ND Aggregate	
AUDIT	



Table 3

Transition to Teaching Survey (TTS) and Supervisor Survey (SS) Results

	Rating	Terry Frequency		Terry's Supervisor Frequency		Jamie Frequency		Jamie's Supervisor Frequency	
		n	%	n	%	n	%	n	%
Instructional Practice 21 Items	A	14	67	7	33	7	33	13	62
	TA	7	33	14	67	11	53	8	14
	TD	0	0	0	0	3	14	0	0
	D	0	0	0	0	0	0	0	0
Diverse Learners 9 Items	A	0	0	0	0	0	0	1	20
	TA	5	56	9	100	4	44	4	80
	TD	4	44	0	0	5	56	0	0
	D	0	0	0	0	0	0	0	0
Learning Environment 9 Items	A	9	100	3	33	3	33	9	100
	TA	0	0	5	56	3	33	0	0
	TD	0	0	1	11	3	33	0	0
	D	0	0	0	0	0	0	0	0
Professionalism 7 Items (TTS) 6 Items (SS)	A	4	57	0	0	0	0	6	100
	TA	2	29	4	67	6	86	0	0
	TD	1	14	2	33	1	14	0	0
	D	0	0	0	0	0	0	0	0
Total 46 Items (TTS) 45 Items (SS)	A	27	59	10	22	10	22	29	71
	TA	14	30	↔ 32	71	24	53	↔ 12	29
	TD	5	11	3	7	12	25	0	0
	D	0	0	0	0	0	0	0	0

(CAEP 1.1, 1.2, 4.2, 4.3, 4.4, 5.1, 5.5)



ND TEACHER OBSERVATION TOOL (STOT)

- Teaching skills performance assessment
- 34 items
- Collected in TaskStream
- Common metrics developed by NDACTE



ND TEACHER OBSERVATION TOOL (STOT)

Results & Discussion Points-STOT

Analyzed by:

Date:

Audited by:

Date:

Participant 1 STOT							Supervisor STOT for Participant 1							Fieldwork Research STOT for Participant 1						
Distinguished 4	3.5	Proficient 3	2.5	Emerging 2	1.5	Undeveloped 1	Distinguished 4	3.5	Proficient 3	2.5	Emerging 2	1.5	Undeveloped 1	Distinguished 4	3.5	Proficient 3	2.5	Emerging 2	1.5	Undeveloped 1
Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =	Total % =

*19 total items



Table 4

STOT Results: Teaching Skills

	Terry	Terry's Supervisor	Jamie	Jamie's Supervisor
Learners & Learning	2.50	3.39	2.94	2.72
Content	2.50	3.43	3.07	2.28
Instructional Practice	2.50	3.38	2.92	2.79
Professionalism	2.50	3.00	3.25	3.75
STOT Rating	2.50	3.32	3.01	2.75

Note. Ratings: 4-Distinguished, 3-Proficient, 2-Emerging, 1-Undeveloped



DISPOSITION EVALUATION

- Measures values, commitments and ethics influencing behaviors towards students, families, colleagues, and communities
- 19 items
- Collected in TaskStream
- Construct validity ensured through InTASC standard alignment



Results & Discussion Points-Disposition

Analyzed by:

Date:

Audited by:

Date:

Participant 1 Disposition				Supervisor Disposition for Participant 1				Fieldwork Research Disposition for Participant 1			
Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1



Table 5

Dispositions Results

	Terry	Terry's Supervisor	Jamie	Jamie's Supervisor
<u>Learners & Learning</u>				
Teacher awareness	4	3	4	3
Sensitivity to diversity	3	4	3	3
Rapport	3	2.5	3	4
Attitude toward learners	4	4	4	4
Total	3.50	3.38	3.50	3.50
<u>Instructional Practice</u>				
Organization	2	3	3	3
Flexibility	3	3	4	4
Assessment	3	4	3	3
Total	2.67	3.33	3.33	3.33
<u>Professionalism</u>				
Timeliness	3	1	3	4
Attendance	4	3	4	4
Dress and appearance	3	3	4	3
Attitude and composure	3	2.5	3	3
Initiative	3	3	3	3
Ethics and confidentiality	3	2.5	3	4
Communication	3	3	4	3
Cooperation/collaboration	3	2.5	4	4
Self-reflective	4	3	3	3
Responsiveness to feedback	4	3	4	4
Lifelong learner	4	4	4	3
Ways to contribute	4	4	3	3
Total	3.42	2.88	3.50	3.42
Overall Disposition Rating	3.30	3.05	3.47	3.42



CLASSROOM OBSERVATIONS

- One 90 minute observation
- Classroom observations of participants' knowledge, skills, and dispositions
- Copious, two column field notes
 - One column for contextual factors, the other for interactions amongst participant and students
 - Handwritten and typed soon after observation



Terry

<u>Learner & Learning (n = 28)</u>		<u>Content (n = 3)</u>		<u>Instructional Practice (n = 16)</u>		<u>Professional Responsibility (n = 2)</u>	
Transitions	9	Instructional strategies	1	Instructional strategies	5	Collaboration	1
Positive learning environment	6	Supplementary resources	1	Assessment	4	Professional development	1
Management	5	Content knowledge	1	Instructional choice	4		
Learners' needs	4			Technology	3		
Expectations	2						
Relationships	1						
Engagement	1						

Jamie

<u>Learner & Learning (n = 30)</u>		<u>Content (n = 1)</u>		<u>Instructional Practice (n = 14)</u>		<u>Professional Responsibility (n = 3)</u>	
Positive learning environment	8	Content knowledge	1	Assessment	7	Collaboration	3
Transitions	6			Instructional choice	6		
Learners' needs	5			Technology	1		
Expectations	3						
Instructional strategies	2						
Management	2						
Relationships	2						
Engagement	1						
Motivation	1						



Classroom description: Classroom has no desks, only coffee tables and other work tables spread out. They are currently covered with form cut-outs of various States. The corner has a library section with comfortable pillows. There are Christmas lights strung around the room. There’s a smart board in the front of the room.

Time	Personal notes	Teacher/ student interactions
10:00am		I arrived and students were lining up for reading groups. Some students went into the neighboring teacher’s classroom and some other students joined ____’s class. Students went outside to the playground for reading groups.
(no time piece, approx. 7-10 minutes)		Students broke into reading groups around the playground. Teacher checked in with groups to monitor them.
	Had discussion with teacher where she informed me of doing a personal interest inventory with students about their likes. She also mentioned showing students the Amazon.com feature showing other suggested books. She also discussed attending the “Book Whisperer” Prof Dev courses.	



INTERVIEWS

- One phone interview for completer and supervisor (separate)
- 30-45 minutes long
- Approximately 25 interview questions developed and revised by research team
 - Codes: Learner and Learning, Content, Instructional Practice, and Professional Responsibility
 - Student learning
 - Program impact
- Notes were typed as interviews were conducted



Table 7

Teacher and Supervisor Interviews: Frequency of Pre-Existing Codes
Terry

<u>Learner & Learning (n = 23)</u>		<u>Content (n = 16)</u>		<u>Instructional Practice (n = 24)</u>		<u>Professional Responsibility (n = 22)</u>	
Learners' needs	5	Application of content	4	Assessment	8	Professional development	6
Responsive to diverse backgrounds	5	Content knowledge	3	Learners' needs	6	Reflection	6
Engagement	4	Modeling	3	Instructional supports	5	Collaboration	5
Instructional supports	3	Instructional strategies	3	Instructional choices	3	Instructional choices	2
Management	3	Instructional supports	2	Instructional strategies	2	Instructional supports	2
Positive Learning Environment	3	Learners' needs	1			Learners' needs	1

Terry's Supervisor

<u>Learner & Learning (n = 23)</u>		<u>Content (n = 11)</u>		<u>Instructional Practice (n = 13)</u>		<u>Professional Responsibility (n = 12)</u>	
Engagement	5	Content knowledge	4	Assessment	4	Lack of collaboration	9
Positive learning environment	5	Engagement	3	Instructional supports	4	Professional development	3
Responsive to diverse backgrounds	5	Instructional strategies	3	Learners' needs	3		
School supports	3	Professional development	1	Instructional strategies	2		
Instructional choice	3						
Management	2						



Interview and Observation - Data Analysis

Analyzed by: **Brittany Hagen**

Date: **July 17, 2017**

Audited by: **SA**

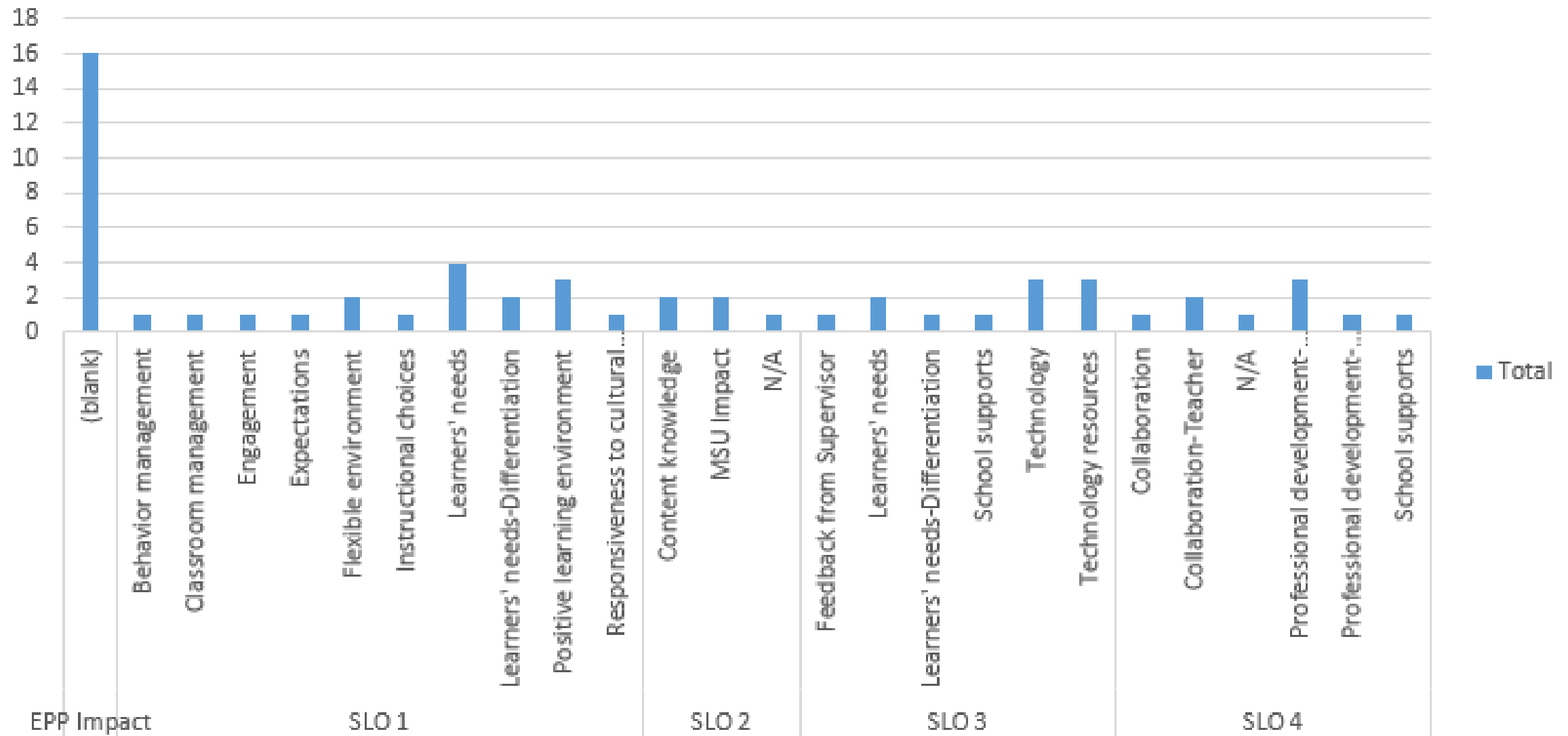
Participant	Transcription	Significant Statement	Code	Category	Skills	Knowledge	Disposition
PartInt1	Explain how your knowledge of learner development (cognitive,	I didn't know about it when I started at Mayville State. Once I got into	Learners' needs	SLO 1	2a	2j	
PartInt1	Explain how your knowledge of learner development (cognitive,	Their home life you have to take into consideration, it all impacts it.	Family Impact	SLO 1		2j	
PartInt1	Explain how your knowledge of learner development (cognitive,	Not treat students differently, but I give them what they need for what	Learners' needs-differentiation	SLO 1	1b	1e	
PartInt1	How do you use your knowledge of students' socioeconomic, cultural,	If I know students don't have support at home, typically I go out of my way	Learners' needs	SLO 1		2j	2m
PartInt1	How do you use your knowledge of students' socioeconomic, cultural,	We have migrant students that come through. They come in fall, then again	Responsiveness to cultural backgrounds	SLO 1		2j	
PartInt1	How do you use your knowledge of students' socioeconomic, cultural,	Not necessarily in school in the winter or it is in Mexico. They hardly speak	Responsiveness to cultural backgrounds	SLO 1			2m
PartInt1	How do you use your knowledge of students' socioeconomic, cultural,	I try to find materials in Spanish and English and they understood.	Responsiveness to cultural backgrounds	SLO 1	1b		
PartInt1	How do you use your knowledge of students' socioeconomic, cultural,	Some of our resources, "Story Works," has Spanish options.	Instructional supports	SLO 1		1d	
PartInt1	How do you use your knowledge of students' socioeconomic, cultural,	Then a para at our school speaks Spanish.	Instructional supports	SLO 1	2f	2j	1k
PartInt1	How do you use your knowledge of students' socioeconomic, cultural,	We schedule reading at different time of the day to help when they are in the	Instructional supports	SLO 1	2b		



Code	Category	
Appropriate Instruction	SLO 1	2
Appropriate Instruction	SLO 1	
Appropriate learning experience	SLO 3	
Appropriate learning experience	SLO 3	
Appropriate learning experience	SLO 3	
Appropriate learning experience	SLO 3	
Appropriate learning experience	SLO 3	
Appropriate learning experience	SLO 2	
Appropriate learning experience	SLO 3	
Appropriate learning experiences	SLO 3	
Appropriate learning experiences	SLO 3	
Appropriate learning experiences	SLO 3	10
Assessment-Diagnostic	SLO 3	
Assessment-Diagnostic	SLO 3	
Assessment-Diagnostic	SLO 3	
Assessment-Diagnostic	SLO 3	
Assessment-Diagnostic	SLO 3	5
Assessment-feedback	SLO 3	
Assessment-feedback	SLO 3	2
Assessment-Formative	SLO 3	
Assessment-Formative	SLO 3	



Total



Category ▼

Code ▼

DOCUMENT REVIEW

Analyzed by:

Date:

Audited by:

Date:

Participant 1 Document Review				
	Knowledge/Skills	Disposition	K-12 Impact	Program Impact
Transcript(s)				
Teaching License				
Other Professional Development Evidence				
Supervision/Eval Report 1				
Supervision/Eval Report 2				
NWEA Data				
Pre-Post Assessments				
Core Ideas				
Notes:				



Beginning of Graduate Record


2016 Summer

Program: Education
Plan: Education
Subplan: Technology Education

<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
TECH	688	Safety & Mgmt In The Tech Lab	3.000	3.000	A	12.000
			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Term GPA:		4.000	Term Totals:	3.000	3.000	12.000
Cum GPA:		4.000	Cum Totals:	9.000	9.000	36.000

2016 Fall

Program: Education
Plan: Education
Subplan: Technology Education



<u>Course</u>		<u>Description</u>	<u>Attempted</u>	<u>Earned</u>	<u>Grade</u>	<u>Points</u>
EDUC	610	Research in Education	3.000	3.000	A	12.000
STEM ED	655	STEM Curriculum & Methods Elem	3.000	3.000	A	12.000
			<u>Attempted</u>	<u>Earned</u>	<u>GPA Units</u>	<u>Points</u>
Term GPA:		4.000	Term Totals:	6.000	6.000	24.000
Cum GPA:		4.000	Cum Totals:	15.000	15.000	60.000



NWEA DATA

- De-identified Fall and Winter (or Spring if Winter is not available) student NWEA MAP score reports
- Scanned and submitted to data manager through email
- Coded by data manager and sent to analysis team



	Math RIT growth	Math <u>proj</u>	+ or -	At or above 50%ile	Read RIT growth	Read <u>proj</u>	+ or -	At or above 50%ile	Lang RIT growth	Lang <u>proj</u>	+ or -	At or above 50%ile
S1	8	10	-2	0	9	10	-1	0	3	8	-5	0
S2	4	10	-6	0	15	6	+9	X	-1	5	-6	X
S3	1	10	-9	0	1	7	-6	0	9	6	+3	X
S4	-3	10	-13	0	5	7	-2	X	7	7	-	X
S5	4	10	-6	0	8	7	+1	X	11	7	+3	X
S6	21	11	+10	0	2	6	-4	X	6	6	-	0
S7	7	10	-3	0	6	6	-	0	8	6	+2	X
S8	4	10	-6	0	-3	3	-6	X	-3	3	-6	X
S9	N/A	N/A	N/A	0	N/A	N/A	N/A	0	N/A	N/A	N/A	0
S10	N/A	N/A	N/A	0	N/A	N/A	N/A	X	N/A	N/A	N/A	X
S11	11	11	-	0	3	10	-7	0	5	9	-4	0
S12	8	10	-2	X	10	8	+2	X	8	6	+2	X
S13	2	10	-8	X	4	4	-	X	6	4	+2	X
S14	14	11	+3	0	-6	6	-12	0	4	7	-3	0
			2/14 14.3%	2/14 14.3%			3/14 21.4%	8/14 57.1%			5/14 35.7%	9/14 64.3%



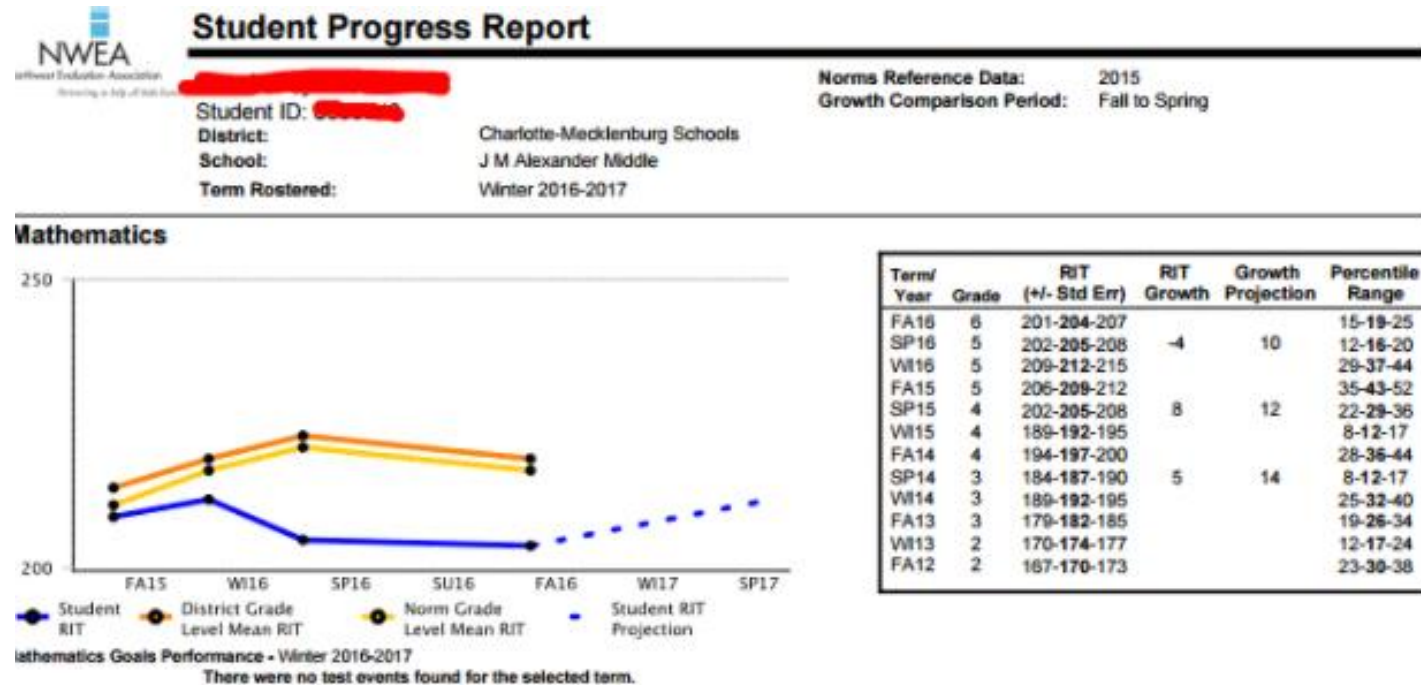
P-12 STUDENT ACHIEVEMENT

- **At or above norm grade level mean:**

- Math: 2/14 (14.3%)
- **Reading: 8/14 (57.1%)**
- Language Arts: 9/14 (64.3%)

- **Met projected growth:**

- Math: 2/14 (14.3%)
- **Reading: 3/14 (21.4%)**
- Language Arts: 5/14 (35.7%)



Target	Oral Reading Fluency				Instructional Reading Level		
	84-107	101-125	112-139	+WRC	P-Q	Q-R	S
	Fall	Winter	Spring		Fall	Winter	Spring
S1	73	93	130	57	O	-	O
S2	94	102	140	46	R+	-	T
S3	138	135	178	40	R	-	U
S4	90	98	129	39	Q	-	R
S5	74	90	153	79	R	-	V+
S6	104	108	125	21	R	-	S
S7	133	138	185	52	U	-	W+
S8	118	90	160	42	P	-	R
S9	131	139	185	54	S	-	U
S10	92	117	161	69	S	-	U
S11	147	128	186	39	V	-	W+
S12	76	86	155	79	R	-	S
S13	88	63	114	26	Q	-	S
S14	190	180	217	27	U	-	W+
S15	145	148	153	8	R	-	T
Fall		At Risk n = 0 (0%) Below Target n = 3 (20%) On Target n = 4 (26.7%) Above Target n = 8 (53.35%)				Fall	Below Target n = 1 (6.7%) On Target n = 3 (20%) Above Target n = 11 (73.3%)
Spring		At Risk n = 0 (0%) Below Target n = 0 (0%) On Target n = 5 (33.3%) Above Target n = 10 (66.7%)				Spring	Below Target n = 2 (13.3%) On Target n = 4 (26.7%) Above Target n = 9 (60%)

At Risk	
Below Target	
On Target	
Above Target	

• At or above norm grade level mean:

• Math: 2/14 (14.3%)

• **Reading: 8/14 (57.1%)**

• Language Arts: 9/14 (64.3%)

• Met projected growth:

• Math: 2/14 (14.3%)

• **Reading: 3/14 (21.4%)**

• Language Arts: 5/14 (35.7%)



P2 Pre-Post (AIMSweb) Oral Reading Fluency and Instructional Reading Level

Target	Oral Reading Fluency				Instructional Reading Level		
	84-107	101-125	112-139	+WRC	P-Q	Q-R	S
	Fall	Winter	Spring		Fall	Winter	Spring
S1	73	93	130	57	O	-	O
S2	94	102	140	46	R+	-	T
S3	138	135	178	40	R	-	U
S4	90	98	129	39	Q	-	R
S5	74	90	153	79	R	-	V+
S6	104	108	125	21	R	-	S
S7	133	138	185	52	U	-	W+
S8	118	90	160	42	P	-	R
S9	131	139	185	54	S	-	U
S10	92	117	161	69	S	-	U
S11	147	128	186	39	V	-	W+
S12	76	86	155	79	R	-	S
S13	88	63	114	26	Q	-	S
S14	190	180	217	27	U	-	W+
S15	145	148	153	8	R	-	T
Fall		At Risk n = 0 (0%) Below Target n = 3 (20%) On Target n = 4 (26.7%) Above Target n = 8 (53.35%)				Fall	Below Target n = 1 (6.7%) On Target n = 3 (20%) Above Target n = 11 (73.3%)
Spring		At Risk n = 0 (0%) Below Target n = 0 (0%) On Target n = 5 (33.3%) Above Target n = 10 (66.7%)				Spring	Below Target n = 2 (13.3%) On Target n = 4 (26.7%) Above Target n = 9 (60%)

• At or above norm grade level mean:

- Math: 2/14 (14.3%)
- **Reading: 8/14 (57.1%)**
- Language Arts: 9/14 (64.3%)

• Met projected growth:

- Math: 2/14 (14.3%)
- **Reading: 3/14 (21.4%)**
- Language Arts: 5/14 (35.7%)



SUPERVISOR EVALUATIONS

- Digital copies of two most recent district-level supervisor evaluations

Levels for Defining Teacher Performance

The *Teacher Guidelines* require that teacher evaluation systems use at least four levels to differentiate teacher performance. The *Teacher Template* uses the four performance levels described in the *Teacher Guidelines*.

Level 1, Non-Proficient

Individual teacher performance that does not meet the level of performance specified within a standard or general category is marked by underperformance or a lack of core competency, has minimally contributed to student growth or closing achievement gaps, and/or requires intensive support to ensure professional growth.

Level 2, Developing Proficiency

Individual teacher performance that evidences an emerging level of performance specified within a standard or general category, is marked by irregular yet promising demonstration of core competency, and/or has demonstrated limited contributions to student growth or closing achievement gaps.

Level 3, Proficient

Individual teacher performance demonstrates consistent competence or proficiency within a standard or general category and/or has contributed to measurable student growth or closing achievement gaps.

Level 4, Exemplary

Individual teacher performance that exemplifies commendable or superlative effort, is marked by creativity and unique contributions to the profession, and/or has contributed to significant student growth or closing achievement gaps.

In Practice

Districts must explain how they will meaningfully incorporate student achievement and growth in evaluating teacher performance. They should gather evidence about teacher performance in terms of the following indicators: data literacy, instructional improvement, and student growth. Districts may develop additional indicators to show their commitment to student achievement gains.

North Dakota Teacher Evaluation

Guidelines

September 5, 2012

Dr. Wayne G. Sanstead, State Superintendent
North Dakota Department of Public Instruction
600 East Boulevard Avenue, Department 201
Bismarck, North Dakota 58505-0440
www.dpi.state.nd.us



**Mayville
State
University**



ENGAGEMENT SURVEY

- Elementary adaptation of student engagement survey based on Schlechty's (2002) Levels of Engagement
- Completers' colleague (not supervisor) distributed and collected the student engagement surveys
- Fieldwork researcher collected surveys in sealed envelope at the observation visit
- Data manager compiled descriptive statistic results



Participant 1 Student Engagement Results

1. I do the work the teacher asks me to do because I really like to learn.	2. I pay attention and do what the teacher asks me to do because I want to do well in school. I would not do the work if I did not feel I had to.	3. I don't always do my best work. I do my work just so I don't get into trouble.	4. I am bored at school and do very little of my work. I try not to get into trouble.	5. I get into trouble because I don't do the work the teacher asks me to do. I will probably keep getting into trouble.
Total 39% = (7/18)	Total 44.5% = (8/18)	Total 5.5% = (1/18)	Total 11% = (2/18)	Total 0% = (0/18)
Authentic Engagement	Ritual Engagement	Passive Compliance	Retreatism	Rebellion



DISCUSSION

- Diverse learners (CAEP 1.1)
 - Lowest ranked survey items; consistent with aggregate data from the state
 - Specific topics included: differentiating instruction, mental health needs, teaching English Learners (EL), and accessing resources for differentiation
 - However, observation and supervisor interviews indicated participants exhibited the skills necessary to responsive to diverse backgrounds



COMPARISON ACROSS COMMON METRICS:

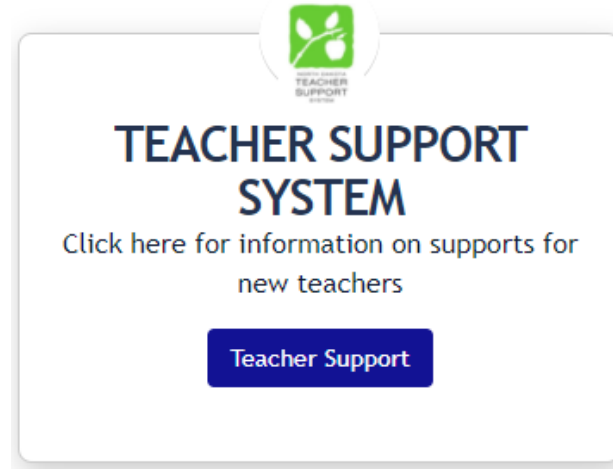
“DIFFERENTIATE INSTRUCTION FOR A VARIETY OF LEARNING NEEDS”

	Total N=	Disagree	Tend to Disagree	Tend to Agree	Agree	Mean
Participant 1 TTS	1	-	-	X	-	-
Participant 2 TTS	1	-	-	X	-	-
MaSU Results TTS	21	4.8	19.1	33.3	42.9	3.14
ND Aggregate	175	2.3	12.5	31.3	54.0	3.37
NExT & Affiliate Aggregate	899	1.78	9.13	37.31	51.78	3.39



DISCUSSION

- Shared responsibility (CAEP 2.1)
 - Gaps between responsibility of EPP and administrators/schools
 - Establish mutually agreed upon expectations of in-service teachers at different stages in their careers
 - Work together to evaluate effectiveness of new teachers
 - Help inform best practices for continuous improvement
 - Potential to improve the new teacher workforce and ultimately, P-12 student achievement



DISCUSSION

- Mechanisms (CAEP 5.1)
 - Determining teacher effectiveness requires a multitude of valid measures
 - Reports from teachers, reports from principals/administrators, student outcome measures, observation data, performance assessment, graduate surveys, supervisor surveys, grades, standardized test scores, social/emotional outcomes, and classroom observation rubrics.
 - Practicality of research using these measures
 - Embedded as part of longitudinal tracking of candidate growth from program admission to graduation
 - Measures met professional standards of research and technical quality



CONTINUOUS IMPROVEMENT (CAEP 5.3, 5.4, 5.5)

- Increase EL class from 1 to 2 credits
- Tutoring New Americans
- Partnerships for clinical participation
- Added four Special Education classes to Elementary major
- Crosswalk Praxis to ensure alignment
- Follow up with other candidates
- Setting of acceptable and ideal targets



NEXT STEPS

- Remove classroom observations (Spring 2018)
- Remove field-work research STOT & Disposition (Spring 2018)
- Add EPP impact interview questions to the end of the TTS and SS surveys (Spring 2018)
- On TTS, request for candidates willing to send the following:
 - Supervisor evaluations
 - Pre-post assessment data
 - Student achievement data (NWEA)
- Scale up with NDSU (Spring 2018)
- Protocol Deviation/Amendment-supervisor withdraws (Spring 2018)
- Request access to SLDS data (Spring 2018)
- More manuscripts



QUESTION AND ANSWER



TELL US HOW TO IMPROVE FOR
YOUR NEXT CAEPCON

**COMPLETE YOUR
SESSION FEEDBACK**



THANK YOU!

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