CAEP Accreditation: CASE STUDY 2020-2021

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Case Study 2020-21:

Purpose:

Evidence for Lindsey Wilson College to address Standard 4 component (4.1) The provider documents, using multiple measures, that program completers contribute to an expected level of student-learning growth and (4.2) The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply professional knowledge, skills and dispositions data the preparation experiences were designed to achieve.

Question:

Do Lindsey Wilson College (LWC) Education graduates contribute to expected levels of student-learning growth?

Do Lindsey Wilson College (LWC) Education completers effectively apply professional knowledge, skills and dispositions?

Methods:

This qualitative study attempted to gain a deeper understanding of completer impact on P-12 student learning and development, as well as indicators of teacher effectiveness. The LWC education division employed the case study as a research method, a form of qualitative research in which the investigator is the primary instrument for data collection and analysis. Qualitative research helps to explain and understand the meaning of social phenomenon within a natural setting. "This type of research builds abstractions, concepts and theories rather than testing an existing theory" (Merriam, 1998, p.7). The characteristics of a case study research method include the investigation of a single individual, group or event (Wiersma & Jurs, 2009).

The LWC Education division asked all graduates hired in the fall of 2020 and principals from a variety of partnering school districts to participate in this study. The pool of graduates for the 2020-21 class was small and completers were hired in many districts across the state, with four completers agreeing to participate. Selecting a single school to complete the case study was undesirable due to the low number of teachers hired at each school. The candidates provide a sample of LWC graduates from the 2019-20 graduating class. These teachers completed their first year of teaching in 2020-21 and were asked to complete multiple measures for this

case study. After research and discussion with the LWC Teacher Education Committee (TEC), the LWC coordinator selected the following measures: Focus group questionnaire, Completer Survey, Principal Survey, college supervisor observations, and pre/post test data from MAP testing, pre/post benchmark assessments and/or STAR testing. Reliability and validity of completer and principal surveys and focus group questionnaire by stakeholders (superintendents, principals, teachers and LWC education faculty) and triangulation of data were used to improve the validity and reliability of research or evaluation of findings (Mathison 1988).Engaging multiple methods, such as, observation, interviews and documents review (Yin, 1994, 2009) will lead to more valid, reliable and diverse construction of realities.

Measures of Academic Progress (MAP), a standardized test created by Northwest Evaluation Association (NWEA) is a computer adaptive test that ensures every student receives a unique set of test questions based on student responses. The questions increase or decrease in difficulty based on student prior response. MAP covers reading, language use and math. Many partners use MAP testing and a predictive measure for monitoring student progress toward K-PREP goals. Partners administer this assessment at the beginning, middle and end of the school year to measure student achievement growth (NWEA, 2015).

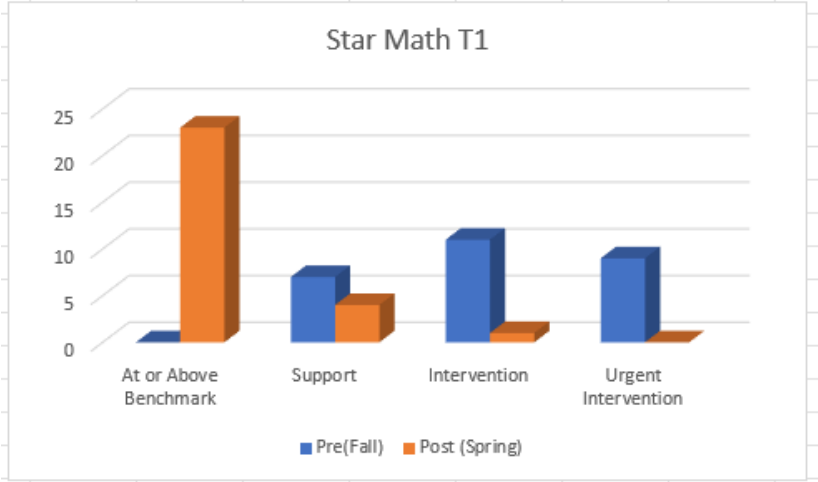
Star tests, created by Renaissance Learning, are used by many partnering districts to measure student growth in the areas of reading and math. These assessments are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take). Your child may take a Star test for early literacy, math, reading, or other subjects of their teacher's choice (Renaissance Learning, 2016).

Results:

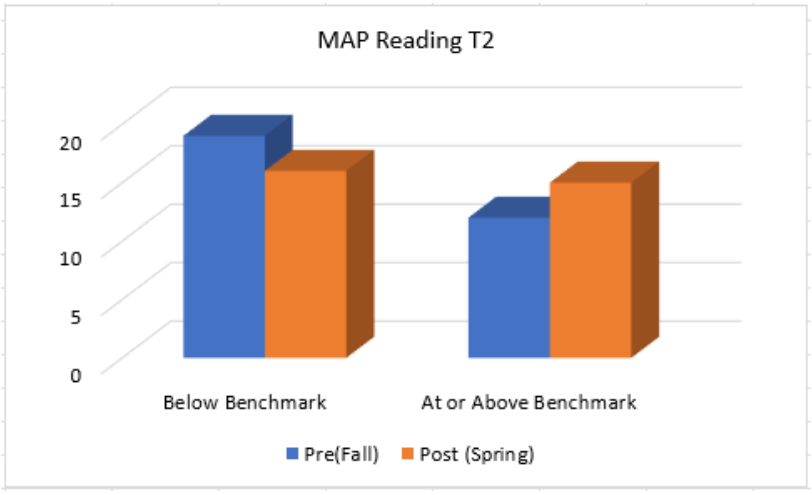
The purpose of this section was to represent the information from the study in a way that creates a clear picture of the data collected through case study measures. Data were collected from pre/post student data and observations of completers as measures for 4.1. Data were collected from focus group questionnaires, principal surveys, and completer surveys as measures for 4.2. The following is a descriptive summary and analysis of these data.

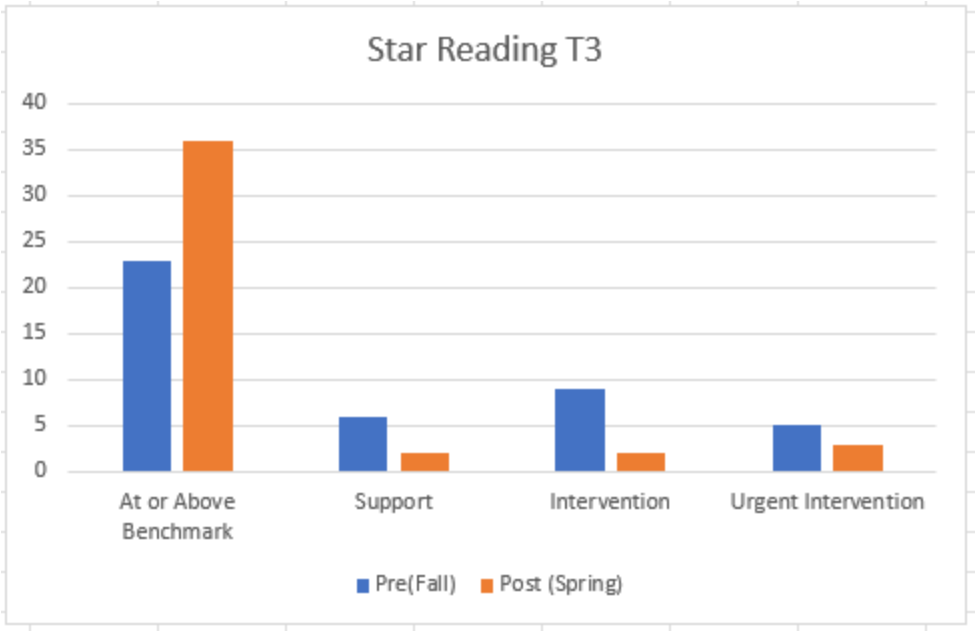
Pre/Post Student Data:

Star Math T1		
	Pre(Fall)	Post (Spring)
At or Above Benchmark	0	23
Support	7	4
Intervention	11	1
Urgent Intervention	9	0
Average Scale Score	368.4	472.6
Average Growth	104.2	



MAP Reading T2		
	Pre(Fall)	Post (Spring)
Below Benchmark	19	16
At or Above Benchmark	12	15
Average Growth	11.3	



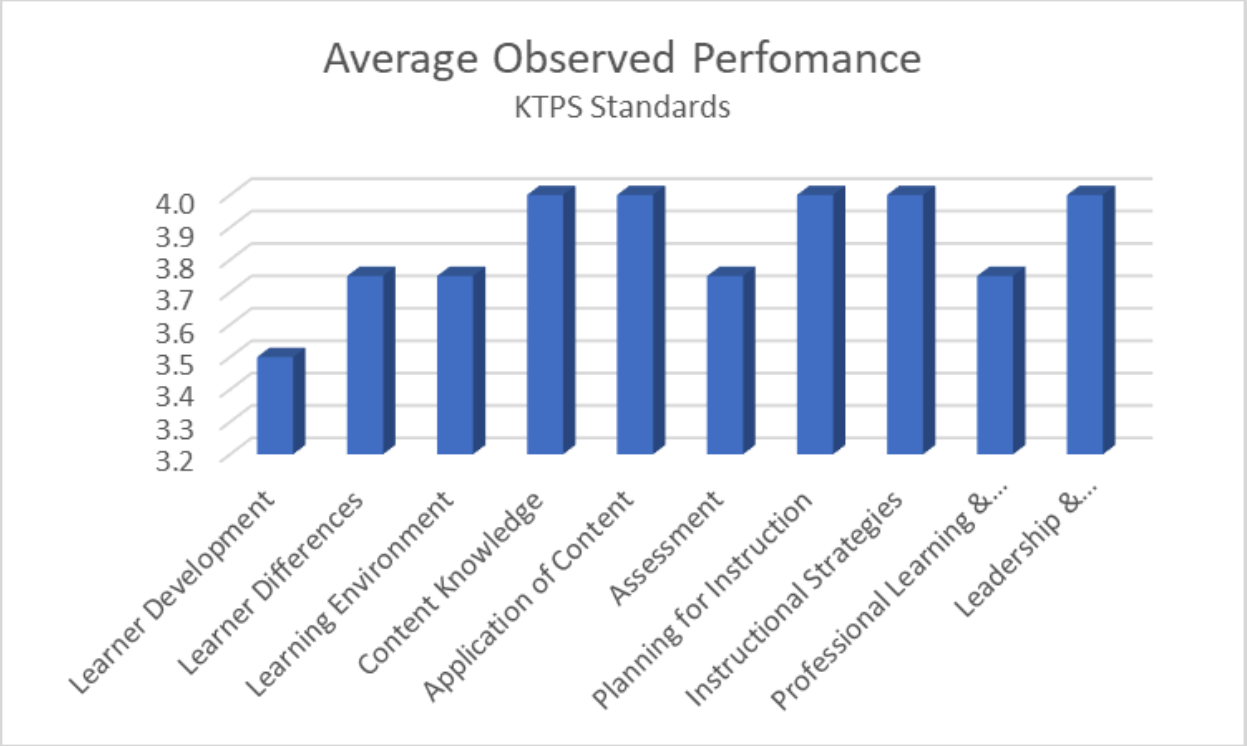


*T4 did not share teacher data.

Observations of Completers

	KTPS Standard	T1	T2	T3	T4	Average
1	Learner Development	4	3	3	4	3.5
2	Learner Differences	4	4	3	4	3.8
3	Learning Environment	4	4	3	4	3.8
4	Content Knowledge	4	4	4	4	4.0
5	Application of Content	4	4	4	4	4.0
6	Assessment	4	4	3	4	3.8
7	Planning for Instruction	4	4	4	4	4.0
8	Instructional Strategies	4	4	4	4	4.0
9	Professional Learning & Ethical Practices	4	4	3	4	3.8
10	Leadership & Collaboration	4	4	4	4	4.0
					Average	3.9

4	Exceeds Target
3	On Target
2	Acceptable
1	Unacceptable



Focus Group Questionnaires:

Q1. Describe your successes as a teacher in the classroom.

T1	Classroom management has been a huge success.
T2	I was able to create lasting relationships with my students this year even though we spent months learning virtually.
T3	In my evaluations, I was told that I am very good at engaging students and using discovery learning techniques. I was also told that I am good at questioning and using higher level thinking questions to teach my students how to think critically. My classroom management skills were also complimented.
T4	Building relationships with my students. Engaging students in a variety of activities. Social emotional learning strategies. Having fun but also learning. Keeping students engaged

Q2. Describe your frustrations as a teacher in the classroom.

T1	Teaching strategies virtually through this pandemic was somewhat of a struggle or frustration.
T2	Trying to ensure that my students were learning what they needed to while we were virtual.
T3	Teaching was not difficult for me. My frustrations came mostly from communicating with parents and the extra things that come with teaching, like paperwork and things like that.
T4	Handling students with constant behavior problems Understanding what skills certain grade levels can and can not do

Q3. Think about the KTPS and your education courses. Which courses most prepared you for your teaching career and why?

T1	ALL of them! I felt very prepared when I got to school. Didn't have many questions at all. I was able to be very successful in all observations.
T2	The "Methods" classes- specifically Science and Math.
T3	Classroom management was a really helpful course. I refer back to things I learned in there often. I also think back to my children's literature course, and how I can use literature to teach ELA, especially since I am going to be teaching 4th grade reading next year.
T4	Classroom management Adaptive phys Ed

Q4. How do you measure student learning growth? Describe formative and summative approaches. Do you give benchmark assessments? MAP tests? etc.

T1	I give a benchmark assessment for reading to guide the students based on ability. I also give them the STAR test 3 times throughout the school year to track their progress in both reading and math. Along with other formative assessments.
T2	I give formative assessments almost daily. As a district we have CMA's that are given every nine weeks and the MAP test is given 3 times a year.
T3	In science, there were no common assessments, like STAR that I could give. I used test scores to track student learning, as well as formative assessments along the way. Next year, I will teach ELA, and I will be using iReady, which is a new program in our school, to track student growth.
T4	Fitness testing

Q5. What successes have you had outside of the classroom? (promotion, leadership positions, service, advanced degrees, etc?)

T1	I am currently working on my masters in school counseling. I will retrieve the degree in may of 2022.
T2	I was chosen to be the RTA +1 teacher for the upcoming school year.
T3	This year, my principal asked me to stay in 4th grade and teach ELA. She moved the other two 4th grade teachers to different grades for various reasons, and she asked me to stay in 4th grade and be the team lead with 2 new teachers. I am also on a leadership team called Next Gen. We had many trainings together throughout the year, and we are leading the school in PBL and other initiatives. I am in the process of obtaining a master's degree from NKU in curriculum and instruction.
T4	Baseball assistant coach

Q6. Is there anything we have not discussed that you would like to share about your teacher preparation here at Lindsey Wilson College?

T1	It was amazing.
T2	
T3	In my evaluations by my principal, my mentor teacher, and the Chief Academic Officer in Logan County, they were all very complimentary and repeatedly told me I performed like a seasoned teacher and they only had positive things to say. I don't say that to brag on myself, but to brag on the teacher preparation program at LWC. My principal even said and wrote on my end of the year evaluation that "my performance as a first year teacher is unmatched." In my opinion, that speaks volumes about the professors and teacher preparedness courses at Lindsey Wilson College.
T4	It really does prepare you for the classroom.

Principal Surveys

5 - Strongly Agree; 4 - Agree; 3 - Unsure; 2 - Disagree; 1 - Strongly Disagree

		P1	P2	P3	Average
Planning and Preparation	[Content: Knowledge of content]	4	4	4	4.0
	[Pedegogy: Knowledge of pedagogy]	4	4	4	4.0
	[Students: Knowledge of students]	4	4	4	4.0
	[Ability to write learner outcomes that are appropriate to diverse learners]	5	4	3	4.0
	[Strategies: Knowledge of strategies for teaching all students]	4	4	4	4.0
	[Resources: Knowledge of resources for teaching all students]	4	4	4	4.0
	[Lesson Design: Skill in the design of coherent instruction]	4	4	4	4.0
	[Assessment practices linked to instructions that are based upon standards, instructional outcomes and instructional adaptations to improve student learning]	4	4	4	4.0
				Category Average	**4.0**

		P1	P2	P3	Average
Classroom Environment	[Create a classroom environment based upon respect and rapport]	5	4	4	4.3
	[Establish a culture for learning]	5	4	4	4.3
	[Effectively manage classroom procedures and students time on task]	4	4	4	4.0
	[Manage student behavior]	5	4	4	4.3
	[Organize classroom physical space]	5	4	4	4.3
	[Appropriately use technology]	5	4	4	4.3
				Category Average	**4.3**

		P1	P2	P3	Average
Instruction	[Communicate orally in a clear and accurate manner]	5	4	4	4.3
	[Have written communication that is clear and accurate]	4	4	4	4.0
	[Use effective questioning and discussion techniques]	4	4	4	4.0
	[Engage all students in active learning]	4	4	4	4.0
	[Provide effective feedback to students]	4	4	4	4.0
	[Accomodate students with special needs]	4	4	4	4.0
				Category Average	**4.1**

		P1	P2	P3	Average
Professionalism	[Reflect on teaching]	5	4	4	4.3
	[Maintain accurate records]	5	4	4	4.3
	[Collaborate with colleagues to improve teacher practices]	5	4	4	4.3
	[Contribute professionally to the school and district]	5	4	4	4.3
	[Demonstrate commitment to continuous lifelong learning]	5	4	4	4.3
	[Demonstrate honesty, enthusiasm, sensitivity, and dedication]	5	4	4	4.3
	[Demonstrate leadership abilities]	5	4	4	4.3
	[Demonstrate thoughtful and responsive listening]	5	4	4	4.3
	[Demonstrate cultural sensitivity]	5	4	4	4.3
	[Hold high expectations for all students]	5	4	4	4.3
	[Interact with students in developmentally appropriate ways]	5	4	4	4.3
	[Demonstrate flexibility and responsiveness]	5	4	4	4.3
				Category Average	**4.3**

	Average Rating
Planning and Preparation	4
Classroom Environment	4.3
Instruction	4.1
Professionalism	4.3

Open Response Question: How can LWC better prepare graduates for work in your district?

Focus on Kentucky standards and teacher candidates creating assessments with focus on DOK levels

Additional Comments: None

Completer Surveys

5 - Strongly Agree; 4 - Agree; 3 - Unsure; 2 - Disagree; 1 - Strongly Disagree

Teacher	T1	T2	T3	T4	Average
[Content Knowledge]	5	4	5	5	4.75
[Pedagogy Knowledge]	5	4	5	4	4.5
[Knowledge of Students]	5	4	4	5	4.5
[Ability to write learner outcomes that are appropriate to diverse learners]	5	5	4	4	4.5
[Knowledge of strategies for teaching all students]	5	5	5	5	5
[Knowledge of resources for teaching all students]	5	5	5	5	5
[Skill in the design of coherent instruction]	5	5	5	5	5
[Assessment practices]	5	4	5	4	4.5

Teacher	T1	T2	T3	T4	Average
[Create a classroom environment based upon respect and rapport]	5	4	5	5	4.8
[Establish a culture for learning]	5	5	5	5	5.0
[Effectively manage classroom procedures and students time on task]	5	4	5	5	4.8
[Manage student behavior]	5	4	5	5	4.8
[Organize classroom physical space]	4	5	5	5	4.8
[Appropriately use technology]	5	5	5	4	4.8

Teacher	T1	T2	T3	T4	Average
[Communicate orally in a clear and accurate manner]	5	5	4	5	4.8
[Written communication that is clear and accurate]	5	4	5	5	4.8
[Use effective questioning and discussion techniques]	4	4	5	5	4.5
[Engage all students in active learning]	5	4	5	5	4.8
[Provide effective feedback to students]	5	4	5	5	4.8
[Accommodate students with special needs]	4	5	5	4	4.5

Teacher	T1	T2	T3	T4	Average
[Reflect on teaching]	5	5	5	5	5.0
[Maintain accurate records]	5	4	5	4	4.5
[Collaborate with colleagues to improve teacher practices]	5	5	5	5	5.0
[Contribute professionally to the school and district]	5	5	5	5	5.0
[Demonstrate commitment to continuous lifelong learning]	5	5	5	5	5.0
[Demonstrate honesty, enthusiasm, sensitivity, and dedication]	5	5	5	5	5.0

[Demonstrate leadership abilities]	5	4	5	5	4.8
[Demonstrate thoughtful and responsive listening]	5	4	5	5	4.8
[Demonstrate cultural sensitivity]	5	4	5	4	4.5
[Hold high expectations for all students]	5	5	5	5	5.0
[Interact with students in developmentally appropriate ways]	5	4	5	5	4.8
[Demonstrate flexibility and responsiveness]	5	5	5	5	5.0

	Average Rating
Planning and Preparation	4.7
Classroom Environment	4.8
Instruction	4.7
Professionalism	4.9

Open Ended Q: How can LWC better prepare graduates for work in your district?

Learning how to develop a pacing guide on your own.
Focus more on real life situations with classroom management. What to do with troubled kids/ kids with mental health issues.
More focus on RTI and how to differentiate for lower level students and special needs students would be helpful!
More resources for esl students and working with a co-teacher, more information about students who are unusually demanding, and infinite campus walkthroughs
I think LWC does an excellent job! I feel so much more prepared than some of my other first year colleagues that went to other colleges.
I think a practice that could be included in the Education program in almost all classes would be writing emails. I know this is crazy and many students write a million emails a day but just to know how to appropriately address another

person or even practice not being hateful in an email... making it professional. Not that I am not doing this in my career I just feel like it would have been nice to have more practice. I am constantly receiving and sending emails. I just think it would be helpful.
One the main aspects of teacher preparation I am missing was purposeful reflection. A good example of this would be requiring teacher candidates to video various lessons and require them to watch themselves teach multiple times. It must be multiple times so that the awkwardness subsides and they can become aware of off task students, various mannerisms, and flaws in their teaching methods. Being in graduate school, I wish that I would've gotten more of that "coaching/mentoring" aspect of education in undergrad. Part of that could come from watching myself teach with my advisor or course professor to identify flaws in my teaching and an action plan to correct that. (This could be too advanced for undergrad, but doing an action plan during student teaching or, better yet, practicum, would've been widely beneficial for me to learn from and grow from.) Example: Having students record one of their first lessons of teaching during practicum and forming an action plan from that video. Say I notice 10 kids off task throughout my lesson, my action plan would be to reduce that to less than 5 students. Then my cooperating teacher (or student teaching advisor) and I come up with an action plan to improve this skill on a given timeline. Over the course of my placement, I work on improving my skill and at the designated time in my action plan, I rerecord my lesson and reflect on if my action plan was met or not.
During classroom management, address skills and strategies for dealing with students that offer extreme disrespect and disruptive behavior.

Additional Comments:

I was very well prepared. Love the LWC education program!
I loved my time at LWC. I feel that I was very well prepared to be a good teacher! I don't usually share this, because I don't like to brag, but it is a testimony to how good the education program at LWC is. In my end of year evaluation, my principal told me and wrote that "my performance as a first year

teacher is unmatched." She was very complimentary of my work, and a lot of the credit for that goes to my professors at Lindsey Wilson.
I hold LWCED close to my heart and I am forever thankful that I had the opportunity to be a part of such a great program! Although, the steps it took to where I am at now has not been easy I have had a great support system provided to me. I will forever be grateful to have the LWCED family.

Conclusions:

Do Lindsey Wilson College (LWC) Education graduates contribute to expected levels of student-learning growth?

Due to Covid restrictions, 2020-21 school year was a hybrid experience for our partnering school districts. With these constraints in mind, the EPP did learn from completer data provided, focus group data and completer/principal survey data collected show that first-year graduates of LWC do meet expectations for expected levels of student learning growth through MAP and STAR testing. While teachers discussed their struggles with getting students at or above benchmark after being out of school or online after Covid/pandemic learning, they did provide data that showed student growth in reading and math and provided evidence of student growth. T1 provided evidence of 100% student growth on 2nd grade Star Math assessment from below benchmark to at or above pre/post assessment. T2 provided MAP pre/post data showing a decrease in the number of students below benchmark and a slight increase in the number of students at or above benchmark with an average growth of 11.3 raw RIT score. Discussion with graduate points to hybrid learning, pandemic conditions and learning gaps as potential causes of limited growth. T3 provided evidence of student growth by 71.5% raw score on Star Reading pre/post assessment data, with 23 students scoring at or above benchmark at pretest and 36 students scoring at or above benchmark on post test. Despite pandemic conditions, the graduate demonstrated successful contribution to expected levels of student growth. T4 did not provide pre/post test data, citing pandemic school level expectations of PE classroom.

Do Lindsey Wilson College (LWC) Education students effectively apply professional knowledge, skills and dispositions?

The EPP did learn from focus groups and surveys that completers and their principals agreed or strongly agreed that completers were prepared in the ten Kentucky Teacher Performance standards, including planning, preparation, and instruction, classroom environment and professionalism. One participant shared, “I was able to create lasting relationships with my students this year even though we spent months learning virtually .” Another participant stated, “In my evaluations, I was told that I am very good at engaging students and using discovery learning techniques. I was also told that I am good at questioning and using higher level thinking

questions to teach my students how to think critically. My classroom management skills were also complimented." Our first year graduates are often offered leadership opportunities, "This year, my principal asked me to stay in 4th grade and teach ELA. She moved the other two 4th grade teachers to different grades for various reasons, and she asked me to stay in 4th grade and be the team lead with 2 new teachers. I am also on a leadership team called Next Gen. We had many trainings together throughout the year, and we are leading the school in PBL and other initiatives. I am in the process of obtaining a master's degree from NKU in curriculum and instruction." One final comment speaks to our programs year after year, "In my evaluations by my principal, my mentor teacher, and the Chief Academic Officer in Logan County, they were all very complimentary and repeatedly told me I performed like a seasoned teacher and they only had positive things to say. I don't say that to brag on myself, but to brag on the teacher preparation program at LWC. My principal even said and wrote on my end of the year evaluation that "my performance as a first year teacher is unmatched." In my opinion, that speaks volumes about the professors and teacher preparedness courses at Lindsey Wilson College."

Areas for Improvement:

While completers rated themselves strongly agree or agree for all areas, they provided rich feedback for program improvements including, "One the main aspects of teacher preparation I am missing was purposeful reflection. A good example of this would be requiring teacher candidates to video various lessons and require them to watch themselves teach multiple times. It must be multiple times so that the awkwardness subsides and they can become aware of off task students, various mannerisms, and flaws in their teaching methods. Being in graduate school, I wish that I would've gotten more of that "coaching/mentoring" aspect of education in undergrad. Part of that could come from watching myself teach with my advisor or course professor to identify flaws in my teaching and an action plan to correct that.(This could be too advanced for undergrad, but doing an action plan during student teaching or, better yet, practicum, would've been widely beneficial for me to learn from and grow from.)Example: Having students record one of their first lessons of teaching during practicum and forming an action plan from that video. Say I notice 10 kids off task throughout my lesson, my action plan would be to reduce that to less than 5 students. Then my cooperating teacher (or student teaching advisor) and I come up with an action plan to improve this skill on a given timeline. Over the course of my placement, I work on improving my skill and at the designated time in my action plan, I rerecord my lesson and reflect on if my action plan was met or not." Video reflection has been a part of several courses, but needs to be reviewed by faculty and addressed fully in the QAS and explicitly and purposefully developed throughout the programs and stages to develop and demonstrate student growth. This will be addressed in the 2021 Student Learning Outcomes Assessment data analysis plan across programs. One complete stated, "I think a practice that could be included in the Education program in almost all classes would be writing emails. I know this is crazy and many students write a million emails a day but just to know how to appropriately address another person or even practice not being hateful in an email... making it professional. Not that I am not doing this in my career I just feel like it would have been nice to have more practice. I am constantly receiving and sending emails. I just think it would be helpful. I think a practice that could be included in the Education program in almost all classes would be writing emails. I know this is crazy and many students write a million emails a day but just to know how to

appropriately address another person or even practice not being hateful in an email... making it professional. Not that I am not doing this in my career I just feel like it would have been nice to have more practice. I am constantly receiving and sending emails. I just think it would be helpful." The EPP noted this issue with undergraduate students this year and provided a professional development training opportunity to help mitigate this issue for current Classroom management and student teachers and have met with course instructors, to explicitly teach this material in EDUC 2713 Educational Technology and to reinforce this information throughout the professional preparation course, as identified on program curriculum contracts. Completers also discuss their frustrations with differentiation, diversity, accommodations, modifications and classroom management issues ``Focus more on real life situations with classroom management. What to do with troubled kids/ kids with mental health issues." "More focus on RTI and how to differentiate for lower level students and special needs students would be helpful!" "More resources for esl students and working with a co-teacher, more information about students who are unusually demanding." The EPP director heard this feedback from the undergraduate students as well and hired a new adjunct instructor to teach EDUC 3143 Exceptional Learner, the superintendent of one of our partnering schools, who is a former director of Special Education. The feedback the EPP has received so far from students and Praxis scores has been positive. The EPP will ask for specific feedback from the 2021-22 focus group. The EPP has also worked this year to identify specific diversity instruction each course provides students across programs. This is the first step in updating course alignment in this area.

Data from this case study was used in May of 2021 to complete Student Learning Outcome Assessment Program Improvement plans for the 2020-21 school year.

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