



RA 4.2.3 ADVANCED COMPLETER CASE STUDY

ADVANCED PROGRAMS

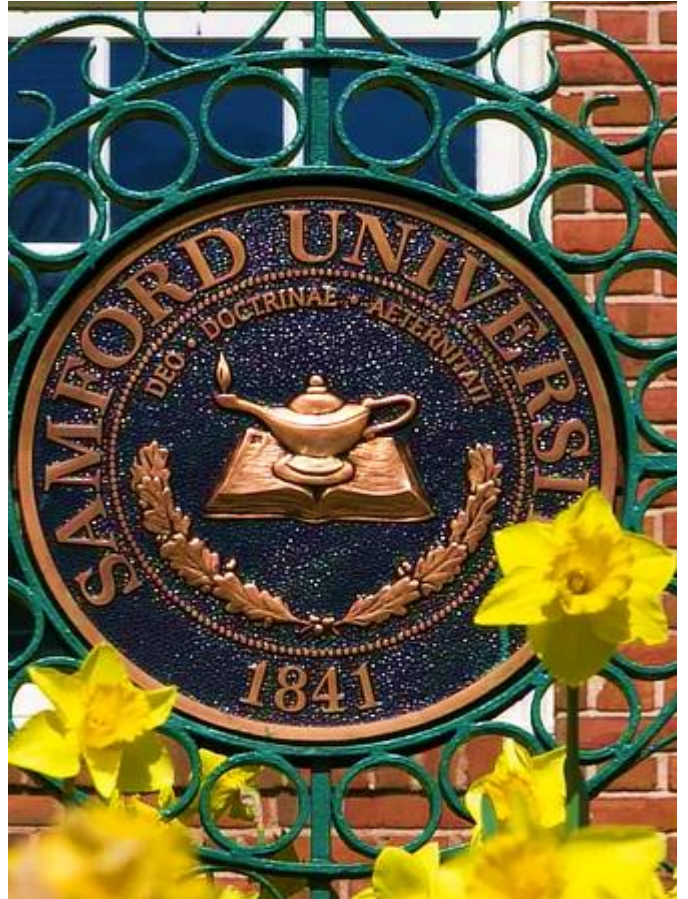


OVERVIEW

This evidence presents a case study, developed in 2024 and piloted beginning in 2025, that examines how Instructional Leadership completers apply advanced leadership competencies in practice and how their preparation aligns with current leadership responsibilities.

PURPOSE

The purpose of this evidence is to document completer and employer satisfaction through advanced program completers' reflections, submitted impact evidence, and supervisor or colleague evaluations.



STANDARDS

- RA 4.1; RA 4.2

RELATIONSHIP TO THE STANDARDS

This evidence aligns to CAEP Standards RA 4.1 and RA 4.2 by providing evidence of completer effectiveness in practice and satisfaction from both completers and their employers.

CASE STUDY OVERVIEW

Overview of the Advanced Completer Case Study

The Advanced Completer Case Study is a case study designed to examine advanced program completers' leadership practice one to three years after program completion. Each completer serves as an individual case and submits contextual information, self-assessment data, narrative evidence, and supporting artifacts. A supervisor or colleague independently evaluates the completer to provide an additional perspective. Findings are synthesized across cases to examine patterns in preparation quality and professional effectiveness.

Case Study Components	
Component 1	Completers describe their school setting, leadership position, years in role, and program completed to provide context for interpreting their leadership practice.
Context and Professional Role	
Component 2	Completers rate their ability to perform key leadership functions aligned to CAEP Advanced Competencies and related standards, providing structured self-assessment data across core leadership domains.
Self-Assessment of Advanced Leadership Competencies	
Component 3	Completers identify leadership strengths, areas for growth, and reflect on how well the preparation program supported their development, providing evidence of completer satisfaction.
Leadership Strengths, Growth Areas, and Program Influence	
Component 4	Completers describe examples of their leadership practice and its influence on student learning and school improvement and upload artifacts to support their responses.
Evidence of Impact and Organizational Improvement	
Component 5	A supervisor or colleague independently rates the completer's leadership performance across core competency domains and provides comments on strengths, growth areas, and impact, contributing evidence of employer satisfaction.
Supervisor or Colleague Evaluation	
Analysis	Individual cases are reviewed and then synthesized across reporting cycles. Findings are organized by CAEP Advanced Competencies—Data Literacy, Use of Research, Collaboration, Leadership Skills, Technology, and Professional Responsibility—and examined separately for M.S.E. and Ed.S. completers to identify patterns, strengths, and areas for program improvement.

METHODOLOGY

The Advanced Completer Case Study uses a structured multi-case design to examine how graduates of the M.S.E. and Ed.S. Instructional Leadership programs apply advanced leadership competencies in their professional roles. Each participating completer represents one case. This design is grounded in established qualitative case study methodology, which is commonly used to examine professional practice in authentic settings. Case study approaches are appropriate when the goal is to understand how individuals apply knowledge and skills within real organizational contexts.

Participants

Participants are advanced program completers who have served in leadership roles for one to three years following program completion. This time frame allows sufficient opportunity for leaders to implement initiatives, guide professional learning, and contribute to school improvement.

Data Sources

Three sources of evidence are collected to strengthen credibility through triangulation:

1. Structured completer questionnaire
2. Leadership artifacts that document practice
3. Independent supervisor or colleague evaluation

Using multiple data sources reduces reliance on self-report and supports cross-verification of findings.

Procedures

Participants complete the [reflection questionnaire](#) electronically and upload supporting artifacts. Supervisors or colleagues independently complete the [leadership evaluation questionnaire](#). Rating items within the completer and colleague instruments are measured using a five-point Likert scale (1 = lowest; 5 = highest).

Data are then:

1. Reviewed individually to construct each completer's case profile.
2. Coded thematically, focusing on application of advanced competencies, areas of strength, and areas for growth.
3. Compared across cases to identify patterns by program, leadership role, or context.
4. Synthesized into findings that highlight patterns across cases in preparation quality, leadership practice, and impact on P-12 learning.

Data Analysis

Each case is reviewed individually. Responses and artifacts are examined to identify evidence related to the six CAEP Advanced Competencies. Cases are then compared across participants using cross-case analysis to identify patterns, strengths, and areas for improvement across programs and cycles.

Trustworthiness

Credibility is supported through:

- Multiple data sources
- Standardized prompts
- Independent external evaluations
- Cross-case comparison

RESULTS

Fall 2025		
CAEP Advanced Competency	M.S.E. Completer Findings	Ed.S. Completer Findings
Data Literacy	<p>Evidence: Uses student performance data, strength and conditioning metrics, GPS tracking, and improvement indicators to monitor growth and inform decisions.</p> <p>Summary: The completer demonstrates strong applied data literacy. Data are used not only for monitoring improvement plans but also to guide program restructuring and performance tracking in athletics. Data use appears embedded in operational decision-making rather than treated as compliance reporting.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Bi-weekly planning and data cycles • Common formative assessments • Computer-based benchmark assessments (3x per year) • Offline assessments and triangulation of data • Coordination of interventionists based on data <p>Summary: Data literacy is a clear strength. The completer demonstrates systematic use of formative and benchmark data to guide instruction, monitor progress, and coordinate interventions. Data cycles are embedded into collaborative planning structures, reflecting applied and ongoing improvement practices.</p>
Use of Research	<p>Evidence: References character education structures, structured professional development, and alignment of practices to improvement goals.</p> <p>Summary: Research-informed practice is evident, particularly in professional development design and character-based programming. While explicit citation of research is not described, leadership actions reflect structured and intentional improvement strategies grounded in best practice.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Reads and shares current math education research • Leads district-level professional development (OGAP facilitator) • Aligns PD planning to teacher surveys and research-based practices <p>Summary: Research-informed leadership is strong and explicit. The completer integrates current math education research into professional development and instructional planning and influences practice beyond the school level at the district level.</p>
Collaboration	<p>Evidence: Shared leadership in restructuring the athletic department; staff-led professional development; collaborative planning of PD days; empowering coaches.</p> <p>Summary: Collaboration is a clear strength. The completer distributes leadership, empowers staff to lead professional learning, and builds shared ownership structures. Responses reflect a systems-level approach rather than individual leadership control.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Bi-weekly grade-level planning meetings • Shared facilitation model during team meetings • District-level PD collaboration • Encouraging teacher leadership <p>Summary: Collaboration is highly developed and structured. The completer intentionally shifts from directing to facilitating and is actively working to increase distributed leadership. Growth is self-identified in fully empowering staff and engaging all stakeholders.</p>
Leadership Skills	<p>Evidence: Restructuring the athletic department; master schedule redesign; professional learning leadership; character</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • Leads school and district math PD • Coordinates intervention structures • Aligns Tier 1 instruction to standards

	<p>development initiative (“Coaches for Character”).</p> <p>Summary: Strong organizational leadership is demonstrated through structural redesign, cultural initiatives, and instructional support. The completer shows capacity to lead improvement across both instructional and extracurricular domains.</p>	<ul style="list-style-type: none"> Facilitates instructional planning and monitoring cycles <p>Summary: Strong instructional leadership is evident. The completer leads improvement in core instruction, supports intervention systems, and provides sustained professional learning aligned to student outcomes.</p>
Technology	<p>Evidence: Use of film study, GPS tracking, player data systems, Zoom meetings, shared files, and digital monitoring systems.</p> <p>Summary: Technology integration is embedded in both instructional and operational practices. The completer models and advances digital tools to support performance tracking, communication, and professional collaboration.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> Models digital tools during lessons Uses computer-based assessments Integrates digital tools when aligned to standards <p>Summary: Technology use is purposeful but not overemphasized. The completer integrates digital tools where instructionally appropriate. Self-ratings and narrative suggest technology is functional rather than transformational in this role.</p>
Professional Responsibility	<p>Evidence: Ethical decision-making cited as a strength; focus on character development; reflection on communication as an area for growth; request for more preparation in navigating difficult conversations.</p> <p>Summary: Professional responsibility and ethical leadership are clearly valued. The completer demonstrates reflective practice by identifying communication and difficult conversations as areas for continued growth. Satisfaction with ethical preparation is evident, though additional structured practice in high-stakes conversations is recommended.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> Focus on school culture and safe workplace Ethical decision-making identified as preparation strength Reflective identification of growth in stakeholder engagement Ongoing effort to empower others <p>Summary: Professional responsibility and reflective leadership are evident. The completer demonstrates ethical grounding and strong professional culture-building. Growth areas center on broader stakeholder engagement and deepening empowerment structures.</p>

Spring 2026

CAEP Advanced Competency	M.S.E. Completer Findings	Ed.S. Completer Findings
Data Literacy	<p><i>As of the date of the CAEP Self-Study submission, the 2026 M.S.E. completers have not yet submitted their Case Study components. Therefore, 2025–2026 case study data are not included in this report. Results will be analyzed and incorporated into the next annual reporting cycle once submissions are complete and scored.</i></p>	<p>Evidence: Describes systematic use of student performance dashboards, subgroup disaggregation, intervention tracking logs, and quarterly data review meetings. References leading grade-level data conversations and adjusting instructional pacing based on trend analysis.</p> <p>Summary: Data literacy is clearly embedded in practice. The completer demonstrates consistent use of disaggregated student performance data to guide instructional decisions and intervention planning. Data use is collaborative and a regular part of practice rather than episodic, reflecting sustained application of preparation competencies.</p>

Use of Research	—	<p>Evidence: Describes integrating current literacy and mathematics research into professional development planning; references use of evidence-based instructional frameworks when coaching teachers; aligns school improvement strategies with research-supported intervention models; facilitates professional learning sessions grounded in current scholarship and district-level research initiatives.</p> <p>Summary: Use of research is explicit and intentional in this case. The completer demonstrates the ability to interpret current educational research and translate it into structured professional development, instructional coaching, and school improvement initiatives. Research is not referenced superficially but applied to guide decision-making, instructional alignment, and staff learning. Colleague evaluation affirms that research-informed practices are embedded in leadership routines rather than treated as isolated initiatives, indicating strong transfer of preparation into practice.</p>
Collaboration	—	<p>Evidence: Leads PLCs, facilitates instructional coaching cycles, supports shared decision-making in improvement planning, and mentors emerging teacher leaders.</p> <p>Summary: Collaboration is a strong domain. The completer demonstrates distributed leadership and structured facilitation of professional learning communities. Leadership practice reflects intentional development of shared ownership and professional growth among staff.</p>
Leadership Skills	—	<p>Evidence: Coordinates school improvement plan implementation, oversees instructional alignment efforts, supports intervention systems, and leads staff professional development sessions.</p> <p>Summary: Strong instructional and organizational leadership is evident. The completer demonstrates systems-level leadership through alignment of instruction, assessment, and professional learning. Leadership actions extend beyond classroom-level concerns to whole-school improvement efforts.</p>
Technology	—	<p>Evidence: Uses digital assessment platforms, shared planning tools, student data dashboards, and virtual collaboration tools to support instructional monitoring and communication.</p>

		Summary: Technology integration is purposeful and functional. The completer models effective use of digital tools to enhance instructional decision-making and professional collaboration. Technology supports efficiency and data transparency rather than serving as an isolated initiative.
Professional Responsibility	—	<p>Evidence: Identifies ethical leadership, student-centered decision-making, and transparent communication as core strengths. Reflects on growth in navigating complex stakeholder conversations and balancing competing priorities.</p> <p>Summary: Professional responsibility and ethical grounding are evident. The completer demonstrates reflective leadership and a strong commitment to equitable practices. Continued growth is identified in stakeholder communication during high-stakes decision contexts.</p>

ANALYSIS

Fall 2025					
CAEP Advanced Competency	M.S.E. Completer Self	M.S.E. Colleague	Ed.S. Completer Self	Ed.S. Colleague	Cross-Case Interpretation
Data Literacy	5	5	5	5	Both leaders are described as using data systematically to drive decisions and instruction. No discrepancy between self and colleague ratings.
Use of Research	4-5	5	5	5	Ed.S. case demonstrates explicit research integration in math PD. M.S.E. colleague confirms strong instructional grounding.
Collaboration	5	4	5	4	Strong but slightly moderated by colleagues. Self-ratings are high; colleagues affirm collaboration but suggest room for continued growth in shared culture-building.
Leadership Skills	4-5	4-5	5	5	Both cases demonstrate systems-level leadership. Colleague feedback confirms leadership impact beyond perception.
Technology	5	5	4	4	M.S.E. shows strong operational technology integration. Ed.S. demonstrates appropriate but less emphasized tech integration in instructional coaching role.
Professional Responsibility	5	5	4-5	5	Ethical leadership and professionalism are explicitly affirmed by colleagues in both cases.
Spring 2026					
CAEP Advanced Competency	M.S.E. Completer Self	M.S.E. Colleague	Ed.S. Completer Self	Ed.S. Colleague	Cross-Case Interpretation

Data Literacy	—	—	5	5	Strong alignment between self and colleague ratings. Data-driven decision-making is systematic and embedded in leadership routines.
Use of Research	—	—	5	5	Research integration is explicit and affirmed by colleague evaluation. Preparation appears highly relevant to research-based leadership practice.
Collaboration	—	—	5	4-5	Collaboration is rated highly, with slight moderation by colleague suggesting ongoing development in collaborative leadership practice
Leadership Skills	—	—	5	5	Leadership effectiveness is strongly affirmed. Colleague evaluation confirms systems-level leadership impact.
Technology	—	—	4-5	4-5	Technology is applied appropriately and purposefully. No discrepancy between self and colleague perception.
Professional Responsibility	—	—	4-5	4-5	Ethical leadership and professionalism are explicitly confirmed by both ratings.

At the time of SSR submission, three total cases (Fall 2025–Spring 2026) have been collected across the M.S.E. and Ed.S. programs. While participation is limited in this pilot cycle, findings consistently indicate high levels of completer satisfaction and employer affirmation across competency domains. An additional cycle of data collection is scheduled for Fall 2026 to increase representation so that faculty can continue to review patterns across cases and expand comparison

Pilot Summary (Fall 2025-Spring 2026)

Across the three pilot cases collected to date, completers rated preparation between 4 and 5 across all six CAEP Advanced Competency domains. Colleague evaluations independently affirmed professional effectiveness, with no domain rated below 4. Ratings were fully aligned in Data Literacy, Leadership Skills, and Professional Responsibility, with slight moderation by colleagues in Collaboration and Technology in select cases. No discrepancies emerged between self and colleague evaluations that would indicate areas of concern. Overall, findings reflect strong professional readiness and consistent application of advanced leadership competencies within this initial pilot sample.

ALIGNMENT BETWEEN PREPARATION AND PRACTICE

Advanced Completer Survey results (2023–2025) indicate consistently high ratings across leadership preparation domains, with most items ranging between 4.00 and 4.50 across programs and cycles. Employer Survey results (2024–2026) similarly reflect strong satisfaction, with mean ratings between 4.50 and 5.00 across competencies.

Findings from the Advanced Completer Case Study align with these broader trends. In all pilot cases, completers rated preparation between 4 and 5 across competency domains, and colleague evaluations affirmed professional effectiveness, with no area rated below 4.

Themes identified in completer and employer focus groups that included ethical leadership, practical preparation, collaboration, and data-informed decision-making are consistent with case-level strengths. Growth areas noted in communication confidence and complex leadership contexts also align across measures. Across surveys, focus groups, and case evidence, findings consistently reflect alignment between program design and the practical demands of instructional leadership.

CASE STUDY INSTRUMENT ALIGNMENT

CAEP Advanced Competency	Completer Rating Question(s)	Colleague Rating Question(s)
Data Literacy	Q8, Q24, Q21, Q36	“Please rate this leader’s ability to use data to monitor the outcomes of school improvement plans...”
Use of Research	Q8, Q9, Q12, Q13	Embedded within items on instructional practice, innovation, and rigorous research-based practices
Collaboration	Q11, Q14, Q16, Q25, Q28, Q30	Items on developing staff, empowering staff, leading PD, building strong communities
Leadership Skills	Q7, Q9, Q12, Q13, Q21–Q32	Items on PLC leadership, instructional rigor, innovation, PD leadership
Technology	Q10, Q15, Q26, Q27	Items on modeling and advancing digital tools
Professional Responsibility	Q17–Q20, Q33–Q35	“Model ethical decision making” + strongest/growth areas

Advanced Completer Case Study Summary

Advanced Completer Case Study Summary (Fall 2025–Spring 2026)

Cycle	Program Pathway	Leadership Context	Self Rating Range	Colleague Rating Range	Primary Strength Domains	Growth Themes Identified
Fall 2025	M.S.E.	School-based leadership role	4–5	4–5	Data Literacy; Leadership Skills; Collaboration	Communication in complex situations
Fall 2025	Ed.S.	Instructional leadership role	4–5	4–5	Data Literacy; Use of Research; Professional Responsibility	Distributed leadership development (collaboration)
Spring 2026	Ed.S.	School-level administrative role	4–5	4–5	Data Literacy; Leadership Skills; Ethical Leadership	Stakeholder communication in high-stakes contexts