



4.1.2 INITIAL PROGRAMS COMPLETER CASE STUDY ANALYSIS

INITIAL PROGRAMS

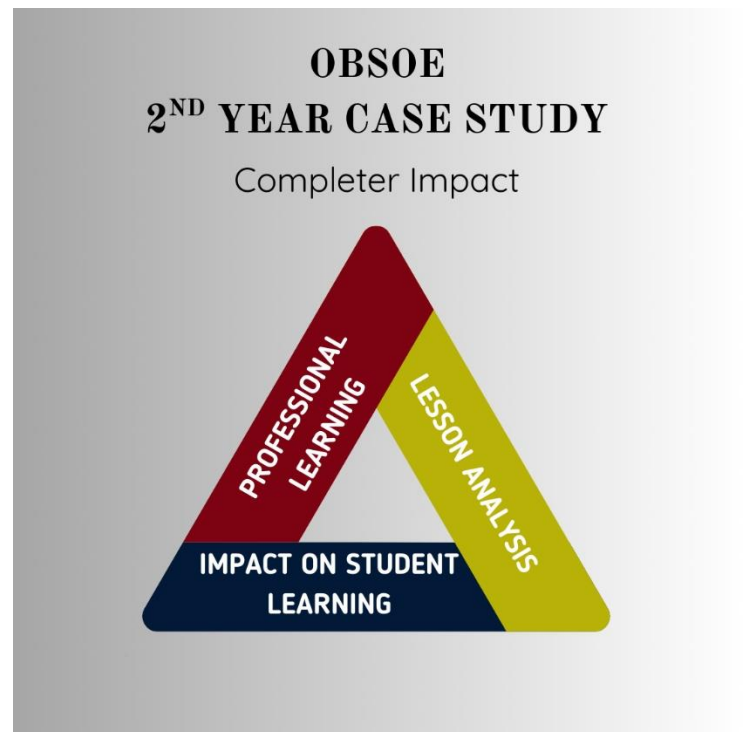


OVERVIEW

This evidence synthesizes a three-part case study of second-year completers examining effectiveness in authentic school settings. The strands include Professional Learning Plans, Lesson Observation and Classroom Management, and Impact on Student Learning through pre- and post-assessment data and reflection. Each strand is analyzed independently and then integrated to provide a coherent, multidimensional view of completer effectiveness.

PURPOSE

The purpose of this evidence is to demonstrate that completers plan and monitor their professional growth, teach effectively, and positively impact P–12 student learning. The case study also provides information that faculty use to review results and make program improvements.



STANDARDS

- CAEP 4.1; 4.3; 5.1; 5.4

RELATIONSHIP TO THE STANDARDS

This evidence demonstrates completer teaching effectiveness and positive impact on P–12 student learning (CAEP 4.1; 4.3) and integrates multiple measures that are reviewed within the EPP’s quality assurance system to examine results and inform continuous improvement (CAEP 5.1; 5.4).

COMPLETER CASE STUDY

Description of the measure	<p>This case study integrates three components designed to examine second-year completer effectiveness in authentic school settings:</p> <ul style="list-style-type: none"> • Part 1: <i>Lesson Observation and Self-Rating Observation</i> • Part 2: <i>Impact on Student Learning (pre- and post-assessment data with reflection)</i> • Part 3: <i>Professional Learning Plan analysis</i> <p>Each component is analyzed independently and then examined together to identify patterns of teaching effectiveness, professional growth, and impact on P–12 student learning.</p>
Purpose	<p>The purpose of this case study is to examine whether second-year completers demonstrate effective instructional practice, measurable impact on student learning, and intentional professional growth. The guiding question for the case study is:</p> <p><i>How do second-year completers demonstrate effectiveness in professional learning, student impact, and classroom practice as measured through authentic, field-embedded evidence?</i></p>
Participants	<p>Participants are second-year completers selected as part of the case study. Completers are purposefully recruited to ensure representation across licensure areas and program pathways. Recruitment follows a structured annual schedule to maintain balanced representation across programs over time.</p>
Administration	<p>The three case study components are administered electronically during the fall semester of the completer’s second year of teaching.</p> <ul style="list-style-type: none"> • Part 1 includes an external mentor observation and a completer self-rating using the same instrument. • Part 2 includes submission of aggregate pre- and post-assessment data and a reflection. • Part 3 includes submission of a Professional Learning Plan and related analysis. <p>Additional surveys (student, parent, administrator, and content-specific forms) are collected during the same window to gather broader contextual information. These instruments support targeted program-level investigations but are not included in the case study analysis.</p> <p>The Google platform is used to manage submissions because it allows secure upload of artifacts and supports a sustainable evaluation process.</p>
Procedure	<p>Completers participate in three structured components during the designated collection window. For Part 1, an external mentor, administrator, or instructional coach completes a lesson observation, and the completer completes a corresponding self-rating using the same instrument. For Part 2, the completer submits aggregate pre- and post-assessment data along with a structured reflection. For Part 3, the completer submits a Professional Learning Plan for review. Faculty evaluators score each component using established rubrics.</p>
Analysis	<p>Each case study component produces a calculated index:</p> <ul style="list-style-type: none"> • Teaching Effectiveness Index (TEI) – Part 1 • Student Impact Index (SII) – Part 2 • Professional Learning Effectiveness Index (PLEI) – Part 3 <p>Indices are calculated independently and analyzed by reporting cycle. Results are then examined together to identify consistent patterns across instructional practice, student learning outcomes, and professional growth.</p>
Triangulation	<p>The case study design integrates evidence across the three components to determine whether teaching effectiveness, student impact, and professional growth converge. Consistency across TEI, SII, and PLEI strengthens confidence that completers demonstrate sustained effectiveness in authentic classroom settings.</p>

Methodology

Connection to Research

According to Creswell (2014), methodology refers to the overall design that guides a study, while methods are the specific tools used to collect and analyze data. In this case study, the goal is to understand how second-year completers demonstrate teaching effectiveness and impact within their own school contexts. The study focuses on examining real experiences from the perspective of those directly involved.

The sample includes second-year completers who share a common preparation background but apply their skills in different schools and classrooms. This purposeful selection allows the study to identify both consistent patterns and differences shaped by context. By integrating quantitative evidence, such as rubric scores and student growth data, with qualitative evidence from reflection, the design captures a fuller picture of practice.

The case study is structured for annual replication. Each year, participants are selected across initial programs so that findings can be examined over time. As Yin (2009) emphasizes, replication increases the generalizability of case study findings: “once such replication has been made, the results might be accepted for a much larger number of similar individuals, even though further replications have not been performed.” The more consistent the patterns across reporting cycles, the stronger the evidence becomes.

Case study methodology is widely used to examine complex educational settings (Stake, 1995; Yin, 2018; Creswell & Poth, 2018). These designs are bounded by time and participants, rely on multiple sources of data, and situate findings within real-life contexts. In this study, the three components—lesson observation, student learning evidence, and professional learning plans—are first analyzed independently and then examined together. This approach follows Creswell’s guidance to conduct within-case analysis before cross-case synthesis, allowing the study to provide a multidimensional view of completer effectiveness while maintaining methodological rigor.

Case Study Design			
Case Study Element	Description	EPP Case Study Application	Measures
The Case	What is being studied.	The case study examines second-year completers to see how they teach, grow professionally, and impact student learning in their own classrooms.	(1) Lesson observation and self-rating (2) Student learning data and reflection (3) Professional Learning Plan
Bounded System	Limits of the study.	The study is limited to the completer’s second year of teaching, in their current school, during their regular teaching responsibilities.	Evidence collected September–January from their classrooms
Studied in Context	Authentic setting	Evidence comes directly from the completer’s own classroom and school setting. Student needs and school context are part of the analysis.	Classroom assessments, lesson observations, and professional learning documentation
In-Depth Study	Examining the case	Each completer’s evidence is reviewed carefully using structured rubrics. Both scores and reflections are considered.	TEI, SII, and PLEI scores
Selecting the Case	How participants are chosen. (Yin, 2014).	Second-year completers are selected each year across licensure areas to represent different teaching contexts.	4–5 completers per year
Multiple Sources of Evidence	Using more than one type of evidence.	The case study includes three parts that look at teaching practice, student learning, and professional growth.	Observation, student growth data, and PLP review
Case Study Design	Descriptive, exploratory, explanatory (Yin, 2014); (Stake, 1995).	Individual cases are examined first and then combined to look for patterns across years.	Three analyses followed by a combined review

CASE STUDY SYNTHESIS

Indices

Each component of the case study produces an overall index score derived from structured rubric ratings. This design operationalizes CAEP 4.1 through direct observation, student growth evidence and documented student learning gains across reporting cycles.

Professional Learning Effectiveness Index (PLEI)

The PLEI is calculated by averaging the domain scores within the Professional Learning Plan rubric. Domains include goal quality and alignment, data use, implementation planning, collaboration and professional growth, equity and differentiation, and student impact. Each PLP is scored independently by two reviewers on a three-point scale. Domain scores are averaged for each completer, and completer means are then averaged to produce a yearly PLEI.

Student Impact Index (SII)

The SII is calculated as the mean of six rubric domains: evidence of student learning gains, analysis of student learning, interpretation of findings, instructional adjustments, reflection, and next steps. Each domain is scored independently by two faculty reviewers. Scores are averaged within domains for each completer and then aggregated to produce a yearly SII.

Teaching Effectiveness Index (TEI)

The TEI is derived from structured lesson observation domains. Both self-evaluation and external mentor observation ratings are included. For each domain, a weighted score is calculated using 70 percent external observation and 30 percent self-evaluation. Domain-level TEI scores are then averaged to produce an overall TEI for each completer, and completer means are averaged to produce the yearly TEI. All TEI scores remain on the original 1–5 scale.

All yearly index values reflect the mean performance of completers participating in the case study during that reporting cycle.

Summary of Indices by Academic Year

Academic Year	Professional Learning Effectiveness Index (PLEI)	Student Impact Index (SII)	Teaching Effectiveness Index (TEI)
2023–2024	2.30	1.82	3.65
2024–2025	2.78	2.32	3.43
2025–2026	2.76	2.65	4.54

Interpretation of Index Trends

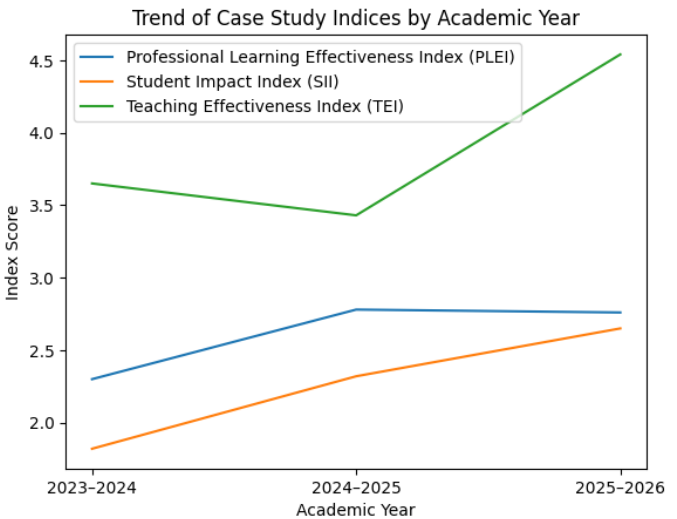
Over the three reporting cycles, the data show steady improvement in how completers plan, teach, and demonstrate impact on student learning.

The Student Impact Index (SII) shows the clearest and most consistent growth. Scores increased each year, moving from 1.82 to 2.32 and then to 2.65. This steady upward pattern suggests that completers are becoming stronger in analyzing student learning data, explaining what it means, and making instructional adjustments based on evidence. In short, they are more clearly connecting their teaching to student outcomes.

The Professional Learning Effectiveness Index (PLEI) increased noticeably between the first and second years and then held steady at that higher level. This pattern suggests that expectations for professional learning plans have become more embedded. Completers are demonstrating stronger goal alignment, clearer use of data, and more thoughtful planning, and that level of performance appears to be sustained.

The Teaching Effectiveness Index (TEI) shows a slight dip in the middle year, followed by a substantial increase in 2025–2026. Because TEI incorporates both external mentor observations (70%) and self-evaluations (30%), the rise in the most recent cycle reflects stronger observed instructional practice overall. The size of that increase is notable and will continue to be monitored to ensure it represents sustained growth rather than a one-year fluctuation.

Overall, the pattern across the three indices suggests increasing alignment between planning, instructional practice, and demonstrated student learning impact. The most meaningful growth is in student impact, indicating that completers are not only implementing instruction effectively but also showing clearer evidence that their teaching leads to measurable learning gains.



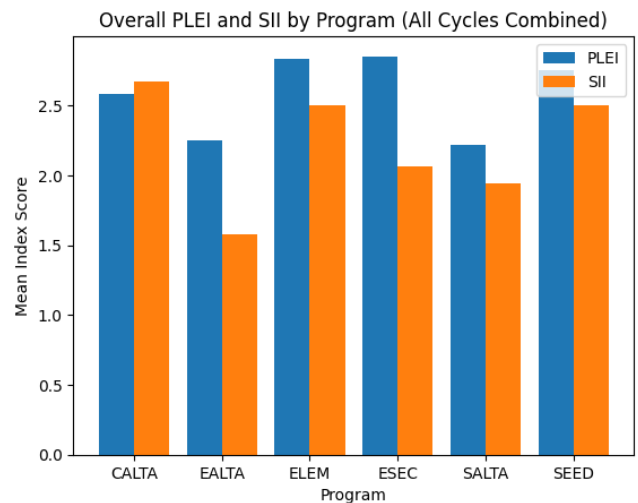
Interpretation of Overall PLEI and SII by Program

When combined across cycles, the results show clear differences by program.

ELEM and ESEC demonstrate the strongest performance on the Professional Learning Effectiveness Index (PLEI), with SEED close behind. This indicates consistent strength in goal alignment, implementation, and professional collaboration within planning.

For the Student Impact Index (SII), CALTA, SEED, and ELEM show the highest averages, reflecting stronger documentation of learning gains, analysis, and instructional adjustments. ESEC’s PLEI performance is stronger than its SII performance, suggesting that while planning structures are solid, the documented evidence of student impact is comparatively lower. SALTA and EALTA show lower averages on one or both measures, though results should be interpreted cautiously given smaller sample sizes.

Overall, planning scores tend to be higher than impact scores across programs, indicating continued opportunity to strengthen how instructional plans translate into clearly documented student learning gains.



DOMAIN ANALYSIS

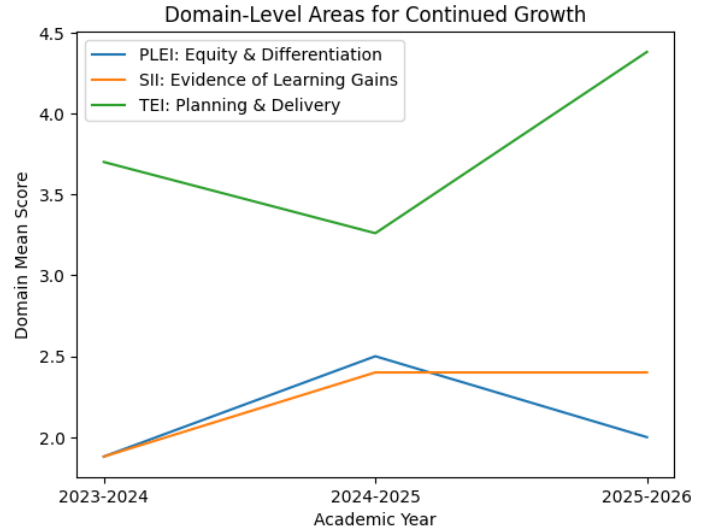
Domain-Level Analysis

A review of domain-level results across the three case study components provides a more detailed picture of program strengths and areas for continued development.

Areas of Growth

At the domain level, differentiation and equity-focused planning remain the least stable areas. Within the Professional Learning Effectiveness Index, Equity & Differentiation does not demonstrate consistent upward movement across cycles. While completers show improvement in implementation and collaboration, the specificity of differentiated strategies and explicit equity considerations varies by year.

In the Student Impact Index, domains related to analysis and interpretation show steady growth; however, Evidence of Student Learning Gains plateaus in the final cycle. This indicates that while completers are increasingly able to explain and interpret data, the documentation of measurable gains requires continued attention to ensure that impact claims are consistently supported by clear and robust evidence.

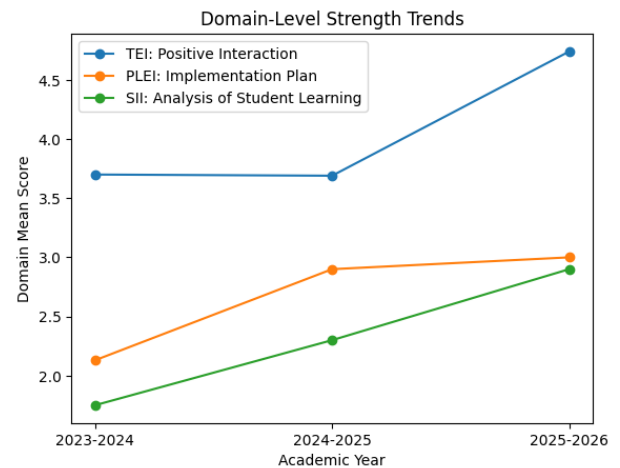


Within the Teaching Effectiveness Index, the 2024–2025 cycle reflects a dip across multiple instructional domains, including Planning & Delivery, Assessment, and Impact on Student Learning. Because the decline appears across domains rather than in a single area, it suggests potential cohort variation issues rather than a discrete instructional weakness. Performance in 2025–2026 rebounds across domains, but the mid-cycle pattern warrants continued monitoring for consistency.

Areas of Strength

First, completers demonstrate strong classroom presence and professionalism. Observation data show high performance in areas such as positive interaction, and professional responsibility particularly in the most recent cycle. Classrooms appear well-managed, instruction is grounded in solid content understanding, and relationships with students are consistently strong.

Second, completers are able to turn professional learning into action. The domains tied to implementation and collaboration show sustained improvement and strong final performance. Professional learning plans include clear steps, collaboration with others, and follow-through.



Third, completers show growing confidence in working with student data. Domains related to analyzing learning, interpreting results, and identifying next steps reflect steady growth over time. Completers are increasingly able to explain what happened in their classrooms and what they will adjust moving forward.

CASE STUDY SYNTHESIS

The case study results are organized across three components: teaching effectiveness based on observed lessons and self-reflection, documented impact on student learning, and the Professional Learning Plan. When these components are reviewed together, they tell a consistent story. Strengths in classroom environment, positive interaction, and content knowledge appear in observation data and are supported by strong implementation and goal alignment in the Professional Learning Plan. At the same time, areas identified for improvement, particularly assessment practices, differentiation, and the documentation of measurable student learning gains, surface across more than one component. Looking at all three parts together provides a clear picture of completer performance and helps focus improvement efforts in specific and meaningful ways.

Case Study Component	Strength Areas	Areas for Continued Improvement	Planned Actions
Part 1: Teaching Effectiveness <i>(Observed Lesson and Self-Reflection)</i>	Classroom environment is consistently strong across cycles.	Assessment practices show more variation than other domains.	Assessment & Differentiation remains an area to address across measures. Some proactive steps faculty have taken are creating “if then charts” for differentiation, changes in textbook across all assessment courses, adjustments in assignments in assessment courses.
	Positive interactions and student relationships are a clear strength.	Differentiation within planning and delivery remains uneven.	
	Content knowledge is solid, particularly in recent cycles.	Stronger alignment between instructional decisions and student data is needed.	
Part 2: Impact on Student Learning (SII)	Growth in analysis of student learning over time.	Evidence of student learning gains remains the lowest domain.	Monitor this section. Additional tutoring placements have been added to ESEC/ELEM and SEED during pre-internship semester. Data meetings have also been included. (fall 2025) Monitor to determine if this adjustment leads to improvement.
	Improved explanation of instructional adjustments in the most recent cycle.	Interpretation of findings needs deeper explanation, not just description.	
	Clearer articulation of next instructional steps.	Reflection quality varies across completers.	
Part 3: Professional Learning Plan (PLEI)	Goals are generally clear and aligned.	Equity and differentiation remain the lowest rated PLP domain.	Adjust the PLP assignment in internship to include equity and diversity in the reflective question prompts and clearly tie to student learning.
	Implementation planning has improved over time.	Stronger connection between plan and measurable student outcomes is needed.	
	Collaboration is evident in most plans.		

REPRESENTATIVE SAMPLE

Each year, the EPP invites eligible Year-2 completers across licensure areas (ESEC, ELEM/CEM, SEED, SALTA, and others) to participate in the case study. ESEC and ELEM are the largest programs by enrollment and are therefore included annually. Because ESEC completers earn four certifications, participants from this program are selected based on their current teaching assignment within their licensure areas. This allows the EPP to examine how the integrated certifications function in practice and how completers apply their preparation across different instructional settings. Participation in the case study is voluntary. Completers receive a \$250 honorarium upon full submission of required surveys and artifacts. The resulting cohort reflects Year-2 completers across multiple licensure areas and grade bands, providing evidence across programs during the second year in the field.

Case Study Participation Tracker						
Program	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028
SEED ELA			(1) 7-8 th grades		(1)	
SEED MATH		(1) 10-11 th grades		(1)		
SEED GSS			(1) 7-8 th grades		(1)	
SEED WL						
ESEC	(1) SPED Self contained	(2) ELEM 3 rd & 4 th grades	(1) SPED Resource	1(ECE or ECE SPED)	1(ECE or ECE SPED)	
ELEM (CEM)		(1) K-5	(1) 4 th grades	(1) 1-3 ^d		
EALTA	(1) 6 th grade		(1) K-5	(1) 2-3 rd		
CALTA			(1) Resource		(1)	
SALTA ELA	(1) 10-11 th grades			(1)		
SALTA MATH			<i>*(1) 7-8th completer did not finish submission</i>		<i>(1) Monitoring- Current SALTA math candidate is currently off track and is delaying graduation</i>	
SALTA GSS	(1) 11 th grade	(1) 7-8 th		(1)		(1)
SALTA Gen Science/BIO	No completers	No completers	2 Projected completers		(1)	
SALTA SPAN	No completers	No completers		1 Projected completer		(1)
SALTA PE	No completers	No completers		1 Projected completer		(1)

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