

Summary of Completer Case Studies

During the 2016-17 academic year, a set of site coordinators in the Educational Leadership program interviewed Virginia P-12 public school administrators who employ teachers who are graduates of JMU programs. The following questions framed these interviews:

- Describe this teacher's areas of strength related to Impact on Student Learning.
- Describe any areas that need further professional development related to Impact on Student Learning.
- Has this teacher achieved any type of promotion or advancement since starting employment at this school?
- Can you describe any interactions this teacher has with high-needs students?
- Is this person on a trajectory to remain in the position for which s/he was initially hired?

Five teacher alums were the foci in this case study. Four were graduates of the Elementary Education program and one was a graduate of the Secondary Education program (Math). Five different administrators were interviewed (from the respective schools that hired each JMU graduate).

None of the administrators responded with any concrete evidence of the impact of these teachers on student learning. For example, one interview stated that the teacher had a "positive impact on student learning through her effective teaching," but further evidence was not provided. Each administrator (except one) described the teachers as well-prepared, teaching effectively, able to manage students with challenging behavior, and having solid content knowledge and pedagogical knowledge. One of the administrators noted that the ELED teacher *sometimes* employed relevant learning experiences and *sometimes* used data to guide her planning for instruction, implying that she had less than satisfactory performance in these areas. All of the teacher alums had integrated into the school nicely and had taken on some leadership roles (as evidenced by starting afterschool clubs, and being chosen to attend conferences, in two cases). There were mixed responses regarding the ability to integrate technology into their teaching.

There was little concrete evidence to assess the JMU completers' impact on student learning. This is likely due to the interview questions/ prompts that we had provided to the Educational Leadership site coordinators prior to their identification of focal graduates and interviews with the corresponding building administrators. In the next round of data collection, we will need to refine our questions to ask about teacher evaluation data that can better describe the completers' impact on student learning. Also, interviewers should avoid irrelevant information

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Aligns with CAEP Standard 4: 4.1, 4.3

that does not provide Impact on Student Learning data, and could perhaps compromise the anonymity of the subject (such as mentioning previous employers, identifying which school building he/she is employed in).

For example, suggested revisions are:

- What have you observed in _____(teacher's) classroom that is evidence of his/her impact on students' learning?
- How did/would you rate _____ (teacher) on standard 7 on the state teacher performance evaluations?
- What are specific areas of strength for this teacher?
- What are specific areas that need improvement?
- How does this teacher perform when working with students that are high needs?
- Is this teacher someone who will progress in your school?

If resources allow, we will do a second round of interviews during the 2017-18 academic year, again using Educational Leadership site coordinators as interviewers.