Evidence for Campbellsville University School of Education 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 the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

**A Case Study of Campbellsville University Graduates**

**2/21/2020**

**Question**

Do Campbellsville University School of Education graduates have a positive impact on student achievement?

Do Campbellsville University School of Education graduates effectively apply professional knowledge, skills and dispositions?

**Context**

**Additional information about all school districts is found at the following website:** [**https://openhouse.education.ky.gov/src**](https://openhouse.education.ky.gov/src)

Campbellsville University School of Education graduates are found in schools throughout the world. However, CU School of Education graduates have high rates of employment in districts such as Taylor County, Hardin County and Jefferson County. Schools in the 2019/2020 Case Study include New Highland Elementary School, Taylor County Primary School, Hebron Middle School Thomas Nelson High School, Westport Middle School, and Moorman K-8. This case study concentrated on these six identified schools as they represent multiple levels and provide a quality sampling of results involving schools with a heavy concentration of Campbellsville graduates.

**Hardin County School District:** Hardin County School District includes our pre-school candidate who is employed at New Highland Elementary School located in Elizabethtown, Kentucky. Hardin County is located in central Kentucky and consists of 28 schools serving pre-school to high school with 14,057 students. Approximately 59.7 percent of students were considered economically disadvantaged. The demographic makeup of the students consists of 66.9 percent white, 4.3 percent African American, 8.5 percent two or more races and 10.3 percent listed as other. A total of 12.6 percent of students is considered gifted and talented. New Highland Elementary School scored above state levels in the areas of Writing and Science. In the areas of Science, Reading, and Math, New Highland scored above the district level.

**Taylor County School District**: Taylor County School District includes our P-5 candidate who is employed at Taylor County Primary located in Campbellsville, Kentucky. Taylor County is located in central Kentucky and consists of 4 schools serving pre-school to high school with a total of 2,629 students. At total of 58.3 percent of students were considered economically disadvantaged. The demographic makeup of the students consists of 88.7 percent white, 4.3 percent two or more races, 3.7 percent Hispanic or Latino and 3.3 percent listed as other. A total of 9.9 percent of students is considered gifted and talented. Taylor County Primary School scored above state levels in the areas of Writing, Science, Math and Reading.

**Bullitt County School District**: Bullitt County School District includes our 5-9 candidate who is employed at Hebron Middle School located in Sheperdsville, Kentucky. Bullitt County is located in northern Kentucky and consists of 25 schools serving pre-school to high school with 12.909 students. At total of 47.5 percent of students was considered economically disadvantaged. The demographic makeup of the students consists of 91.2 percent white, 3.5 percent Hispanic or Latino, 3.1 percent two or more races, and 2.2 percent listed as other. A total of 13.2 percent of students is considered gifted and talented. Hebron Middle School scored above state levels in the areas of Writing, Science, Math and Reading.

**Nelson County School District**: Nelson County School District includes our 8-12 candidate who is employed at Thomas Nelson High School located in Bardstown, Kentucky. Nelson County is located in Northern Kentucky and consists of 11 schools serving pre-school to high school with 4,371 students. At total of 54.4 percent of students was considered economically disadvantaged. The demographic makeup of the students consists of 92.7 percent white, 3.2 percent Hispanic or Latino, 2 percent two or more races and 2.1 percent listed as other. A total of 10.3 percent of students is considered gifted and talented. Thomas Nelson High School scored above state levels in the areas of Math and Reading.

**Jefferson County School District**: Jefferson County School District includes our MASE candidate who is employed at Westport Middle School located in Louisville, Kentucky. Jefferson County is located in northern Kentucky and consists of 168 schools serving pre-school to high school with 94,466 students. At total of 65.1 percent of students was considered economically disadvantaged. The demographic makeup of the students consists of 42.6 percent white, 6.2 percent African American, 11.8 percent Hispanic or Latino and 9.4 percent listed as other. A total of 12.6 percent of students is considered gifted and talented. Westport Middle School is a middle school in Jefferson County, an urban school district in the city of Louisville. It is located in the east end of Louisville in the Lyndon area. In the last six years, Westport has grown by nearly 80% (to nearly 1300 students!), Westport is a middle school Montessori magnet.

**Shelby County School District**: Shelby County School District includes our P-12 candidate who is employed at Marnel C. Moorman K-8 as a music teacher located in Shelbyville, Kentucky. Shelby County is located in Northern Kentucky and consists of 12 schools serving pre-school to high school with 6,991 students. At total of 52.4 percent of students was considered economically disadvantaged. The demographic makeup of the students consists of 66 percent white, 21.5 percent Hispanic or Latino, 6.7 African American, and 5.8 percent listed as other. A total of 17.5 percent of students is considered gifted and talented.

**Methodology**

The Council for the Accreditation of Educator Preparation (CAEP) Standard 4 committee asked five local school principals and a pre-school coordinator to participate in the study. The administrators work in schools that represent an assortment of grade levels and have several Campbellsville University graduates teach at each school. A candidate from each of the six programs provide a sample of Campbellsville University graduates. The Campbellsville University student teaching coordinator suggested the teachers and provided the names to us in order for the committee to be able to collect information. Teachers’ last name initials are used in this case study. Student names are not used in the study.

After many discussions with the district administrators, the committee chose the following tests to measure student achievement:

New Highland Elementary School Preschool: Observation and Teaching Strategies Gold data

Taylor County Primary School: Observation and MAP tests

Hebron Middle School: Observation and CASE Language Arts

Thomas Nelson High School: Observation

Westport Middle School: Observation and MAP tests

Marnel C. Moorman K-8: Observation

**Teaching Strategies Gold**

Teaching Strategies Gold is a curriculum-based assessment that utilizes observations that are authentic and ongoing.  This assessment is also reliable and valid with extensive testing by independent researchers.  Teachers must also pass an interrater reliability test to ensure that they are correctly interpreting observations used to assign developmental levels.  Teaching Strategies Gold is inclusive to all children and used for children birth to kindergarten in the classroom setting.  This assessment has the resources needed for English language learners or dual language speaking children. The 38 research-based objectives in this assessment encompass nine developmental areas. The data collected for this case study focuses on Objective 20c. “Connects numerals with their quantities”, which falls into the developmental area of Mathematics.  Teachers use a 10-point scale labeled 0-9.  Children are assessed in this area throughout the school year.  Teachers and administration then analyze the results.

**Measures of Academic Progress (MAP) Test**

Measures of Academic Progress (MAP) is a standardized test created by Northwest Evaluation Association (NWEA). The Northwest Evaluation Association (NWEA) is a national non-profit organization that provides research-based assessments. MAP is a computer adaptive test. This ensures every student receives a unique set of test questions based on responses to previous questions. As the student answers correctly, question difficulty increases. If the student answers incorrectly, the questions decrease in difficulty. Upon completion of the MAP test, most students will have answered about half of the questions correctly. MAP is unique in that it follows the ability and level of the student rather than using their grade level to determine the starting point. MAP covers reading, language usage, and math. Some schools also may use the MAP Science test to measure student achievement and growth (NWEA, 2015).

A MAP test is scored using Rasch Unit (RIT), is a numerical score provided once completed. The RIT scale is a stable, equal-interval scale. Equal-interval means that a change of 10 RIT points indicates the same level regardless of whether a student is at the top, bottom, or middle of the scale. The RIT score has the same meaning regardless of grade level or age of the student. Scores over time can be compared to determine the amount of growth a student has made. The RIT score represents a student's achievement level at the time of administration during the school year. The scores can compute a student's academic growth, throughout the school year (NWEA, 2015).

MAP tests are given to students at the beginning, middle, and end of the school year. Some schools may include a summer testing session. Most students take less than an hour to complete a MAP test. However, MAP is not timed, and students may take as much time as they need to complete. MAP is designed to measure student achievement in the moment, and growth over time, regardless of grade level. MAP provides immediate feedback to teachers, administrators, students, and parents. Teachers receive immediate results with MAP that show student knowledge and what they are ready to learn. The results can be used to help personalize lessons at the appropriate level for the students. The MAP test aligns to the same standards in a given state as the state tests, so both measure similar content (NWEA, 2015).

The MAP assessment scores are calculated by the NWEA that uses the above-mentioned RIT or Rasch UNIT scale. This scale measures the value of a student's score in relation to his or her scores on previous tests. Each RIT score indicates a point on a continuous scale of learning. These NWEA scores are not to be interpreted as target scores, but rather as benchmarks of a student's academic skill level over a given period. Questions on the MAP receive their RIT values after being tested on thousands of students across the United States. Responses to items throughout a student's test are used to produce the final RIT score for that student (NWEA, 2015).

The numerical (RIT) value given to a student predicts that at that specific difficulty level, a student is likely to answer about fifty percent of the questions correctly. Results are scored on an even interval scale. An even interval scale determines the difference between scores and remains consistent regardless of whether a student scores high or low (NWEA, 2015).

RIT scores are expected to increase over time. Scores of students in lower grades tend to increase more quickly than those of students in higher grades due to the increased level of difficulty of the higher grade-level tests. RIT scores generally range between 140 and 300. In third grade, students usually score anywhere between 140 and 190 and in higher-grade levels they may progress to a score between 240 and 300 (NWEA, 2015).

**Collaborative Assessment Solutions for Educators (CASE)**

Collaborative Assessment Solutions for Educators (CASE) is an assessment from the Teaching and Educating in the 21st Century (TE21) company. These assessments called “benchmark assessments” are aligned to the state standards and college/career ready standards. Veteran educators created the assessments. They are available for grades kindergarten through high school in the areas of English Language Arts and Mathematics. These assessments can be administered at nine weeks, mid-term and end of year assessment. Data can be available within 72 hours.

To maintain the three cycles, each year school administrators will be asked to identify a first year teacher. All Campbellsville University School of Education graduates will be continually surveyed for information about their teaching careers.

**Teacher 1P**

**NEW HIGHLAND ELEMENTARY SCHOOL-Principal Chalis Packer -Nelson County**

**Figure 2: Data Collected TSG Scores Teacher 1P**

|  |  |  |  |
| --- | --- | --- | --- |
| Winter 2019 |  |  |  |
| Objective | At level | Below Level | Above Level |
| Math |  |  |  |
| 20a Counts | 3 | 11 | 0 |
| 20b Quantifies | 5 | 9 | 0 |
| 20c Connects numeral with their quantities | 0 | 14 |  |
| 20d Understands and uses place value and base ten | 14 | 0 | 0 |
| 20e Applies properties of mathematical operations and relationships | 14 | 0 | 0 |
| 20f Applies number combinations and mental number strategies in mathematical operations | 14 | 0 | 0 |
| 21a Understands spatial relationships | 0 | 14 | 0 |
| 21b Understands shapes | 5 | 9 | 0 |
| 22a Measures objects | 0 | 14 |  |
| 22b Measures time and money | 5 | 9 | 0 |
| 22c Represents and analyzes data | 5 | 9 | 0 |
| 23 Demonstrates knowledge of patterns | 0 | 14 | 0 |

**Analysis**

Figure 1 reflects the developmental level of Math concepts in the Teaching Strategies Gold continuous assessment. The Winter 2019 checkpoint is represented in Figure 1 and data will be updated when additional checkpoints are available. It is common for a preschool classroom in the public school setting to have a large majority of children with special needs and developmental delays. According to Figure 1 children are scoring highest in the areas of understands and uses place value and base ten, applies properties of mathematical operations and relationships and applies number combinations and mental number strategies in mathematical operations. The areas scoring lowest are connects numerals with their quantities, understands spatial relationships and demonstrates knowledge of patterns. Data will be updated after Spring 2020 when information becomes available.

**Observation**

This observation was of a first year first grade teacher in a rural Kentucky district during Winter 2019 by a full time School of Education faculty member. This class consists of 3 and 4 years olds with a variety of developmental levels. The teacher has two instructional assistants.

Qualitative Analysis: The preschool teacher observed at New Highland Elementary in Hardin County scored at the Accomplished or Exemplary level on all InTASC Standards including Learner and Learning, Content Knowledge, and Instructional Practice. The teacher’s overall summative rating was E (Exemplary).

Reviewing the ratios of Accomplished to Exemplary ratings in the three InTASC categories, the teacher’s highest level was in the area of Content Knowledge. The Learner and Learning category had the same ratio as Instructional Practice category. Overall, the teacher is demonstrating exceptional competencies in all components, especially for a first-year teacher observed in the first few months of the school year.

**TEACHER 2: P-5**

**TAYLOR COUNTY PRIMARY SCHOOL-Principal Melissa Long -Taylor County**

**Figure 2: Data Collected: Map Test Scores – Class Mean 1st Grade Teacher 2PM**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher** | **Fall** | **Winter** | **Spring** | **Testing Year** |
| **Teacher 2PM** | | | | **2019/2020** |
| **Reading** | **159** | **163.7** |  |
| **Math** | **162** | **169.1** |  |
| **Teacher 2** |  |  |  | **2020/2021** |
| **Teacher 3** |  |  |  | **2021/2022** |

**Analysis**

Figure 2 shows student growth from the fall and winter MAP assessment for Teacher 2 an elementary teacher. In the area of Reading students showed a growth of 4.7 and in the area of Math students showed a growth of 7.1. Data will be updated in Spring 2020 when data becomes available.

**Observation**

This observation was of a first year first grade teacher in a rural Kentucky district during Fall 2019 by a full time School of Education faculty member.

The observer made observations related to Learner and Learning, including the fact that the teacher has bi-lingual labels in her classroom. It was noted that the teacher adjusted the pace and strategies to meet the needs of her learners. Also, she encouraged students while still holding them accountable. The teacher allowed students to move to meet their needs, selecting where and how to sit in an attempt to keep their interest.

Related to content knowledge, it was noted that the teacher used a variety of appropriate materials and embedded technology in the lesson. However, she was encouraged to utilize more tools.

Regarding instructional practice, she provided feedback and/or models of quality work to her students at the teacher-led center. The teacher was encouraged to add a review to the whole group part of the lesson before moving students to center work.

For learner and learning, she scored accomplished in all indicators except one. Content knowledge scores were also mostly accomplished, except one. Instruction practice scores were the lowest, accomplished overall, except for the two indicators, engaging opening and reviews, and the pacing of the lesson.

The overall rating of the observation and each category was rated as accomplished.

**MIDDLE GRADES TEACHER**

**HEBRONG MIDDLE SCHOOL-Principal Keland Garland -Bullitt County**

**Figure 3: Data Collected: CASE Language Arts 6th grade Reading Teacher 3M**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Teacher** | **Fall** | **Winter** | **Spring** | **Testing Year** |
| **Teacher 3M** | | | | **2019/2020** |
| **Language Arts** | **45% met benchmarks** | **47% met benchmarks** |  |
| **Teacher 2** |  |  |  | **2020/2021** |
| **Teacher 3** |  |  |  | **2021/2022** |

**Analysis**

According to the Language Arts data taken from the CASE benchmark assessments student showed a growth of 2% from the fall to winter assessment points Data will be updated in Spring 2020 when data becomes available.

**Observation**

This observation was of a first year first grade teacher in a rural Kentucky district during Winter 2019 by a full time School of Education faculty member.

This observation was of a first year sixth grade Language Arts teacher in a larger Kentucky school district. The class included 22 students of which the majority were white. Several were identified with special needs and a collaborating teacher co-taught with the first year teacher. It was noted that the teacher adjusted the pace and strategies to meet the needs of her learners. She encouraged students in a quiet soothing voice while still holding them accountable. Students were grouped in pairs or tables of four. However a few students were seated alone. The teacher indicated this seating arrangement was determined by the student choice.

The teacher used a variety of appropriate materials and embedded technology in the lesson. Some students wore headsets using a text-reading software. All students used Chromebooks. Content vocabulary and content strategies was neatly arranged around on the walls of room.

During instruction and student work both the content teacher and the collaborating teacher circulated and provided feedback and/or models of quality work as well as counter-examples. Students worked independently and with partners. At key points partners or small groups took two minutes to share interpretations of “Parts and Plots” from the readings. There was little to no off-task behaviors and those were addressed immediately with students being re-directed to the tasks on hand.

The university classroom observation instrument based on InTASC standards and indicators was used to evaluate the teacher. All indicators observed were marked either accomplished or exemplary. The teacher demonstrated a strong understanding and application of instructional practice, content knowledge, the learner and learning, and professional responsibility. In the post-conference the teacher indicated she still felt a little stress over pacing, but was referencing to the curriculum as a whole rather than the lesson itself. She indicated she felt her pre-service training had served her well and she was confident in her work.

**HIGH SCHOOL TEACHER**

**THOMAS NELSON HIGH SCHOOL-Principal Donna Jones Hocker - Nelson County**

**Analysis**

The data for this teacher is currently pending.

**Observation**

The high school math teacher was a female teaching in a rural school. The observation occurred toward the end of her first full semester teaching algebra to a ninth grade regular education class. There was not a lot of ethnic diversity in the classroom. Although diversity can take many forms, to an outside observer, ethnicity is one easy trait to observe.

Related to the InTASC standards one through three, the candidate scored a mean of 2.5. The observer noted strengths in fostering respect and meeting the needs of individual students. The observer noted that the teacher had a good rapport with her students and that most students in the class participated in the lesson. No severe classroom management/behavior issued occurred during the observation. The observer also noted that were no specific examples of differentiation in the lesson.

The mean score for standards four and five was 2.86. The observer noted several strengths related to content knowledge. Weaknesses in the lesson included a lack of real-life application and problem-solving activities. The observer noted that the teacher provided several examples that were modeled before students worked individually. Content knowledge was the highest mean score.

The mean score for standards six through eight, related to instructional practices was 2.75. The observer noted that the teacher did not ask many higher order questions. It was noted that as students worked individually toward the end of the lesson, the teacher walked around the room monitoring students and providing support and encouragement as needed. A lesson plan was not provided, therefore the observer could not assess the quality of the plan or lesson objectives.

The overall mean for the standards was Accomplished on the observations instrument.

**SPECIAL EDUCATION TEACHER**

**WESTPORT MIDDLE SCHOOL-Vice Principal Gary Motley - Jefferson County**

**Figure 5: Data Collected: MAP READING AND MATH Teacher MA**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Student | Fall 2019 MAP  Reading | Fall 2019 MAP  Math | Winter 2019 MAP  Reading | Winter 2019 MAP  Math | Spring MAP  Reading | Spring MAP  Math | Growth |
| 1 | 174 | 186 | 173\*\*\* | 191 |  |  |  |
| 2 | 173 | 171 | 170\*\*\* | 196 |  |  |  |
| 3 | 190 | 197 | 187\*\*\* | 196\*\*\* |  |  |  |
| 4 | 176 | 175 | 182 | 185 |  |  |  |
| 5 | 197 | 188 | 169\*\*\* | 191 |  |  |  |
| 6 | 216 | 187 | 184\*\*\* | 199 |  |  |  |
| 7 | 185 | 178 | 194 | 184 |  |  |  |
| 8 | 195 | 171 | 183\*\*\* | 195 |  |  |  |
| 9 | 212 | 223 | 227 | 221\*\*\* |  |  |  |
| 10 |  |  |  |  |  |  |  |

\*\*\*Decline in RIT score

**Analysis**

The MAP data reveals that scores in mathematics from Fall 2019 to Winter 2020 showed improvement.  During the same time period, reading scores either flatlined or fell slightly. Data will be updated in Spring 2020. MAP scores for this class reflect efforts of other teachers as well as the special education teacher observed.

**Observation**

This observation, in a Jefferson County middle school, was of a first year special education teacher and was conducted during a seventh grade science lesson in the Fall of 2019.

Based on the observation instrument, evidence indicates that the teacher is both accomplished and exemplary in performance.  If there was an area in need of improvement, it would be pacing. The evaluator’s comments included “Great lesson, students very engaged, flexible, knows students, and sets high expectations.”

**MUSIC TEACHER P-12**

**MARNEL C. MORMAN K-8-Principal Donna Jones Hocker Shelby County**

**\*To preserve confidentiality, this teacher is referred to in third person, he/she.**

**Data Collected: Teacher 5M**

**Analysis** ; the data for this teacher are currently pending. The school is in the process of a transition into a new building.

**Observation**

Teacher 5M, has had some unique challenges that he/she had to face in this, their first year of teaching. They are the Kindergarten through Grade 8 Music Teacher for Shelby County Public Schools. He/she has a permanent placement, Marnel C. Moorman (MCM) Elementary School has been in the process of a huge renovation project which is due to be completed by the end of this year. In the meantime, MCM’s students have been divided and dispersed throughout the other schools within Shelby’s County district. Teacher 5M has needed to travel throughout the district to teach their various grade levels and students. That being said, Teacher 5M’s organizational skills have been flexed and honed to meet this need.

Teacher 5M has additionally met challenges by establishing positive and warm relationships with not only the classes as a whole but with individual students as well. Teacher M”s depth and understanding of the content area, music, is one of he/she’s greatest assets. This seems evident, as he/she are required to adjust the curriculum to meet the developmental needs, across the grade level, hour by hour.

Admittedly, still finding his/her footing as a first year teacher, Teacher 5M has high hopes of stabilizing the routines, content and relationships with their students and peers once he/she are relocated back to he/she own newly renovated music classroom. In spite of the challenges, Teacher 5M’s competency and likability has served him/her well this first year. I feel confident that they will create their own room and learning environment. Their ability to teach music to their students at MCM will be enhanced and enriched- a benefit truly, for everyone.

**Conclusions**

From the analysis provided by test scores from the school principals as described above, Campbellsville University graduates have demonstrated a positive impact on student achievement in their classrooms (CAEP 4.1). The observations of the first year teachers, added to this edition of the case study during the fall of 2019 have demonstrated that the teachers are able to effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve (CAEP 4.2)