



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

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Introduction to the Study

The Council for the Accreditation of Education Preparation Standard 4 requires evidence to be collected by an educator preparation program each year to ensure positive student impact. Each year the CAEP Standard 4 Committee at Campbellsville University selects from its pool of graduates who are employed in their first year of teaching, to provide data on their impact.

Continual Progress Impact

This 20-21 case study allows the collection of data and reflection to monitor the progress and impact of Campbellsville University School of Education graduates on student learning. In previous years, data collection has been more fluid as observations have taken place and data was collected from each participant in both the spring and fall of each year. However, this year,

observations did not occur due to school closings throughout the COVID-19 pandemic.

Additionally, the EPP was unable to collect some participant data because of the pandemic's impact on assessment and the delivery of instruction.

Determined Impact of Previous 2019-20 Case Study

The 2019-20 study included 2018-19 completers who were serving as first year teachers in the following categories: Preschool, Primary, Middle, and High School. These individuals were observed and they shared data collected in their classrooms. Their student baseline data in the Fall 2019, was to be followed up in the Spring of 2020. However, COVID-19 delayed receiving data from first year teachers in the Spring of 2020 necessary to measure completer impact on student growth. Data was later provided by each participant from the fall, and then in the spring followed up their data through narrative reflection in Spring 2020. Despite the obstacles they had to overcome, Campbellsville University graduates were able to effectively apply professional knowledge, skills, and dispositions which were designed to have positive impact on student achievement.

Description of 2020-21 Case Study

This year's study includes case study participants who graduated in the 2019-2020 school year in the following categories: MAT IECE; IECE, P-5 Primary, & P-5 Intermediate. Due to the pandemic, fewer schools were open to visitors which limited CU EPP access to these classrooms. Also, due to the inconsistency of collected data to determine impact, fewer participants wished to be a part of the 20-21 study. Because of these challenges, data collection was modified.

Conversations took place which allowed for these participants to share their perspectives of their impact on student performance throughout the pandemic.

Case Study Research Question

What is the impact of recent Campbellsville University School of Education completers on student achievement?

Context of Study

Three CU School of Education graduates were identified. These graduates teach in counties which employ a large number of CU graduates in a different grade levels.

Participants

The participants selected for this study included undergraduate students and a graduate student who graduated Campbellsville University in the 2019-20 school year. These participants included individuals who obtained preschool IECE certification at the initial level through the traditional route and the MAT alternative route, as well as a student with P-5 certification. The counties of which these participants were employed during the 2019-20 school year included REDACTED. The demographics described below were taken from the school report cards released by the National Center for Education Statistics.

District Demographics

District 1: REDACTED included our IECE graduate who was employed at a local elementary school located in REDACTED, Kentucky. REDACTED is located in Kentucky and consists of 167 schools serving pre-school to high school with 95,076 students. A total of 66.6 percent of students were considered economically disadvantaged. The demographic makeup of

the students consists of 41.3 percent white, 36.5 percent African American, 12.3 percent Hispanic or Latino and 9.9 percent listed as other. A total of 15.7 percent of students are considered gifted and talented. The elementary school, our graduate teaches is an urban school district in the city of Louisville.

District Two: REDACTED District housed our P-5 graduate who was employed at a local primary school. REDACTED is located in Kentucky and consists of five schools serving preschool to 12th grade with a total of 2,630 students. At total of 57.9 percent of students were considered economically disadvantaged. The demographic makeup of the students consisted of 89 percent white, 4.5 percent two or more races, 3.8 percent Hispanic or Latino and 2.7 percent were listed as other. At the elementary school our graduate works only 8% are identified as gifted and talented so there is a desire to see this population grow.

District Three: REDACTED District includes our MAT candidate who is employed at REDACTED located in Kentucky. REDACTED County is located in Kentucky and consists of 6 schools serving pre-school to high school with 2,087 students. A total of 63.1 percent of students were considered economically disadvantaged. The demographic makeup of the students consists of 77 percent white, 16.3 percent Hispanic or Latino, 3.4 two or more races and 3.3 percent listed as other. A total of 19.1 percent of students are considered gifted and talented.

District Four: Our P-5 candidate involved in this year's study is a REDACTED Schools teacher at the primary level. Of the 442 students who attend this Title 1 school, 10% of the students are of a minority background. It is insightful to note that 63% of the school's population are identified as economically disadvantaged and the grade levels of this school are PK-2nd grade.

Common descriptors among these three school districts allow for the reader to see that around 50% or more of each school's population is identified as economically disadvantaged. Therefore, when looking at the data and taking into account this context, the reader can see how these challenges may be overcome to effectively teach each individual population.

Methodology

Selection of Candidates

The Council for the Accreditation of Educator Preparation (CAEP) Standard 4 committee contacted three graduates of which provided a sample of Campbellsville University graduates and were suggested by committee members. After discussions with the graduates, the following test results were used to measure graduate impact on student achievement.

School 1: Preschool: Teacher Created Assessment Winter 2020

School 2: Intermediate School: Unit 5 Diagnostic Exam

School 3: Preschool (MAT Graduate) Teaching Strategies Gold Assessment

School 4: Primary School: MAP Diagnostic Assessment

Method of Collection

The majority of the data was collected in the fall 2020 or winter of 2021 from the graduates who served in the field as certified teachers also provided assessment samples from either Fall 2020, Winter 2021, and/or Spring 2021. COVID-19 did continue its impact on school closings and instruction was impacted. The amount of data collected for this study was also affected by this unique school year.

Case Study Results

Graduate 1

The first graduate involved in this study was a preschool teacher. The assessment he provided to demonstrate and measure student impact was a Teacher Created Assessment Winter 2020.

Teacher Created Assessment (Winter 2020)

The Teacher Created Assessment given to his students in the Winter 2020 was used to measure their ability to communicate their name, birthday, address, their letter identification, number identification, shape recognition and ability to draw shapes as well as naming their body parts, and basic addition of objects.

Figure 1: Teacher Created Assessment (Winter 2020)

	Personal Information				Counting to 30			Uppercase Letter Identification			Reproduces Shapes		Naming Body Parts		Adding Sets of Objects	
	First Name	Last Name	Says Birthday	Says Address	0-10	11-20	21-30	0 to 9 (BMGAZPTCF)	10 to 18 (DYEJNVOHS)	19 to 26 (QJWRKULX)	Draws a Circle	Draws a Triangle	Elbow	Knee	6+2=8	2+2=4
Student 1	X	X		X	X			X		X	X		X	X		X
Student 2					X			X	X	X	X				X	X
Student 3			X		X						X		X	X	X	X
Student 4	X										X					X
Student 5											X		X	X	X	X
Student 6	X	X			X			X			X		X	X		X
Student 7	X	X			X	X					X		X	X	X	X
Student 8	X				X			X	X	X	X		X	X	X	X
Student 9											X					
Student 10	X		X		X			X	X	X	X			X	X	X

Figure 2: Teacher Created Assessment (Spring 2021)

	Personal Information				Counting to 30			Uppercase Letter Identification			Reproduces Shapes		Naming Body Parts		Adding Sets of Objects	
	First Name	Last Name	Says Birthday	Says Address	0-10	11-20	21-30	0 to 9 (BMGAZPTCF)	10 to 18 (DYEJNVOHS)	19 to 26 (QJWRKULX)	Draws a Circle	Draws a Triangle	Elbow	Knee	6+2=8	2+2=4
Student 1					x			x	x	x	x				x	x
Student 2	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x
Student 3		x	x	x	x			x			x	x	x	x	x	x
Student 4	x				x			x	x		x				x	x
Student 5	x		x	x	x					x	x	x	x	x	x	x
Student 6	x		x	x	x			x			x				x	x
Student 7	x		x		x						x		x	x		x
Student 8	x	x	x	x	x	x			x	x	x	x	x	x	x	x
Student 9	x			x				x		x	x	x	x	x	x	x
Student 10											x					

Analysis of Teacher Created Assessment

Figure 1 reflects a span of topics which are basic skills students will need as they are being prepared for kindergarten.

Graduate 2

The second graduate involved in this study was an elementary school teacher. This individual provided a Unit 5 Diagnostic Virtual Assessment that was given to her fifth-grade students. In total all 170 5th grade students were assessed with the same virtual assessment.

Unit 5 Virtual Assessment

Graduate 2 assessed their students through a Unit 5 Virtual assessment she had collaborated on with her peers. The topics of the assessment were related to Multiplication and Division, both of which were units taught completely through remote learning throughout the pandemic. The standards the assessment measured was KY.5.OA.1 and KY.5.OA.2. The first standard referencing how students would evaluate expressions and the second standard referenced the writing and interpreting of simple expressions without evaluating them. Their

students needed to demonstrate the use of PEMDAS, an acronym for solving simple equations and they needed to be able to interpret and write numerical expressions without solving them. They did correlate the assessment to the foundational knowledge these students should have gathered in 4th grade on solving multi step problems, however due to school closures that unit was not formally taught in the 19-20 school year. In collaborative conversations with her colleagues, this graduate did note it would be shared with the fourth-grade teachers to make this a goal for the 2021-22 school year. In recognizing that some of the 5th graders did work at higher levels, this assessment also included some correlations to the 6th grade standards KY.6.EE.2 and KY.6.EE.3 which covered advanced topics on reading, writing, and evaluating expressions as well as apply the properties of operations to generate equivalent expressions.

Graduate 2 shared that prior to giving the fifth grade students this assessment there had been 10 instruction days which did include some interruptions of quarantine and a winter storm. The first week had been focusing on remote lessons for Order of Operations and the second week focused on remote lessons on Expressions.

Figure 2: Data Collected from Unit 5 Virtual Assessment

5th Grade Level	
Novice	17%
Apprentice	29%
Proficient	14%
Distinguished	40%

Analysis of Results

Figure 2 shows the results of their virtual assessment according to the four levels of proficiency. Graduate 2 also shared that the average of the fifth-grade assessment scores was 76%. In her analysis of the scores along with her colleagues she shared that many of the students had a strong understanding of the order of operations and knew how to use a partial quotient with a one-digit divisor. On the other hand, some of their incorrect answers were due to their lack of vocabulary knowledge on words related to this unit. The data revealed that her students needed more exposure to interpreting subtraction expressions using the word From and parenthesis. Their collaborative reflection also revealed the need for more real-world connections to “per.” Graduate 2 not only shared their reflections on the data collected, but also their next steps.

Next Steps

Graduate 2 has a strong understanding of the positive impact of data driven lesson planning. She and her colleagues brainstormed that based on their data their next steps will be to embed more application problems in with their OA.2 standard so students can see how writing expressions from word problems connects to interpreting numerical expressions. They also discussed the continual emphasis on students reflecting on the question “Does my answer make sense?” This level of reflection will help students to see the standards in context and in that type of reflection students will be able to draw logical conclusions based on the correct perception of the context. This graduate has indeed learned through the value assessment reflection and the value of collaborative conversations among colleagues. These collaborative conversations will continue to support her as she plans to have a positive impact on her students' success in mathematics.

Graduate 3

Graduate 3 was also a preschool teacher who had completed her MAT in IECE in the 19-20 school year. This teacher provided Winter & Spring 2021 data due to the fall schedule. Therefore, there is only one set of data that was analyzed for her students. She assessed her students through observations on a 10-point scale using the Teaching Strategies Gold Assessment as shown below in Figure 3. It is a curriculum-based, reliable and valid assessment tool used to assess students birth to kindergarten within the classroom setting.

Figure 3: Data Collected from the Teaching Strategies Gold Assessment in Winter & Spring 2021

Objective	At level		Below Level		Above Level	
	W 20	S 21	W 20	S 21	W 20	S 21
Math						
20a Counts	15	16	5	2	1	2
20b Quantifies	15		4		2	
20c Connects numeral with their quantities	17		2		2	

20d Understands and uses place value and base ten	21	21				
20e Applies properties of mathematical operations and relationships	21	21				
20f Applies number combinations and mental number strategies in mathematical operations	21	21				
21a Understands spatial relationships	20	20	1	1		

21b Understands shapes	21	21				
22a Measures objects	20		1			
22b Measures time and money	20	17	1	1		3
22c Represents and analyzes data	19	20	2	1		
23 Demonstrates knowledge of patterns	17	17	2	1	2	3

Analysis of Teaching Strategies Gold Assessment Results

According to the results, there were few students who scored below grade level on the assessment. The majority of her students were proficient on grade level with additional students surpassing grade level expectations across multiple indicators.

Graduate 4

Graduate 4 was a first-grade teacher who had completed her P-5 Elementary program in the 19-20 school year. She assessed her students through the non-profit NWEA (Northwest

Evaluation Association) computerized MAP (Measures of Academic Progress) Assessment. Although this assessment can be expanded to assess students within additional content areas, this particular assessment sample included diagnostic data collected on student performance in the areas of Reading and Math. The numerical score performance for the assessment generates scores according to RIT (Rausch Unit) which are determined through an equal-interval score. An assessment score change within 10 points, communicates to the interpreter that regardless of the grade level or age, a change within 10 points has the same meaning. A comparison of scores from the fall, spring, and summer allow for the interpreter to determine student growth. MAP scores can be generated immediately after its completion. Based on how students score on MAP, their ability levels can then be determined as on grade level, below grade level, or above grade level.

Analysis

Figure 4: Data Collected from NWEA MAP According to the Analysis of Graduate 5

Map Test Scores			
Above/Met Benchmark			
Within 5 away			
Math			
Student	Fall (175)	Winter (184)	Spring (189)
	174	184 +10	
	181	176 -5	
	162	178 +16	
	176	182 +6	
	174	186 +12	
	162	171 +9	
	188	195 +7	
	159	163 +4	

	154	163	+9	
	191	204	+13	
	185	188	+3	
	Didn't take	155		
	171	173	+2	
	167	180	+13	
	179	190	+11	
	170	181	+11	
	166	179	+12	
	155	169	+14	
	158	185	+27	
	190	186	-4	
	187	199	+12	
	182	182	+0	
	173	187	+14	

Reading

Name	Fall (172)	Winter (181)	Spring (185)
	193	210	+17
	181	182	+1
	181	193	+12
	168	162	-6
	166	174	+8
	155	162	+7
	205	209	+4
	160	168	+8
	164	173	+9
	185	197	+8
	180	182	+2

	Didn't take	151	
	150	154	+4
	152	158	+6
	169	189	+20
	167	186	+19
	166	177	+11
	150	164	+14
	165	180	+15
	194	202	+8
	182	201	+19
	193	203	+10
	168	187	+19

Language

Name	Fall (173)	Winter (184)	Spring (188)
	Didn't take	200	
	188	173	-15
	Didn't take	185	
	160	168	+8
	168	177	+9
	161	158	-3
	193	213	+20
	168	176	+8
	Didn't take	167	
	183	193	+10
	173	186	+13
	Didn't take	158	
	156	166	+10
	157	160	+3

	167	176	+9	
	169	183	+14	
	165	173	+8	
	158	155	-3	
	167	176	+9	
	189	200	+11	
	187	203	+16	
	183	192	+9	
	163	182	+19	

Graduate 4 was able to determine levels of success in her student scores as they navigated through the school year. She highlighted her virtual students in hot pink so that we could not only differentiate the scores but differentiate between virtual and face to face students. Based on the data, virtual instruction has not been nearly as effective. She noticed that two of her five are students that are usually at the top of their class in academics and their scores decreased in the spring due to virtual education. Having this data of both virtual and in-person students, shared with us that it is inevitable, the most important factor determining positive impact on student success is the teacher.

Conclusions of the Case Study

In reflection of their provided 2020-21 data, these candidates reflected on the impact of COVID-19 and their growth as a teaching professional throughout this past year. Graduate 4 shared this perspective on ways to prepare future educators for teaching, assessment, and data collection during unprecedented times such as the current pandemic.

“As a teacher, HAVE GRACE! In the beginning, I had a wide variety of levels in my classroom. I have seen tremendous progress in my class, but still have a few that I want to stay back to repeat. Going in and out of the classroom, from virtual to in person, is hard for everyone, but especially for kids. You have to reteach procedures and expectations each time you go to and from. If you have great classroom management and expectations, which I feel is my strong suit, then this shouldn't be a hassle. However, if you do not have the policies and procedures in place, you will have a harder time. Students WANT to be at school, and that has really shown this year. Being empathetic can be hard, and I find it harder since I do not have kids of my own. However, I have really tried to understand what students have gone through during this time, and that is where grace comes in.

Assessment: I think the most important thing to remember in times like this is that even though you are trying your very best to educate the students, especially virtually, your data can be extremely altered. MANY parents were completing work for their students when we were virtual, and we realized that. It can be very frustrating.

Assessment, as always, allows you to see what your students know and can do, so it is vital to perform assessments in the classroom. Altering assessments, as needed, is important as well. You may not be able to give all students the same assessment, and that is okay. However, you still have to push them!

Data collection: This time has really proved how important data is, in my opinion. In the beginning of the school year, I was able to take my data (informal and formal) to determine student's readiness for second grade material. For some, I had to alter the material. This happens always, but it happened to larger extremes this school year. I have used data collection for a variety of reasons including assessments they would receive, additional services to refer them to

(ESS), grouping, reteaching material, etc. Data collection was really important when we came back from virtual learning to find the gaps in students.”

The insight Graduate 4 shared really presented the components that made this year such a challenging year for first-year teachers. However, from the analysis provided by the assessment scores of these Campbellsville University graduates, in spite of COVID-19 challenges, they continued to demonstrate a positive impact on student achievement (CAEP 4.1). In spite of the school closings, challenges with remote learning, and outside factors that influenced student growth throughout the pandemic, these graduates demonstrated their flexibility and determination to advocate for their students and to hold themselves at high levels of accountability. In this sample size of contributors to this case study, these graduates were able to effectively apply professional knowledge, skills, and dispositions and their preparation experiences did design them to achieve high levels of success in their future roles as teachers (CAEP 4.2).

