Unit Measure Case Study SUNY Cortland Teacher Education Unit

Case Study Measures and Implementation Schedule

Case Studies are carried out by faculty research teams every two years to examine program completers' proficiencies when teaching in P-12th grades. Case studies' faculty-researchers use semi-structured interviews and structured observations to evaluate completers' teaching and their impact on their students' outcomes. Faculty-researchers conduct one initial interview with completers and complete one structured classroom observation. Data are collected using a research template and includes information collected during the interview, the observation and researcher notes about classroom artifacts including student work samples and assessments. Data analysis is initially carried out using narrative analysis and additionally analyzed within and across cases employing a cross-case analysis.

The case study approach was selected because it offers an in-depth understanding of completers' authentic teaching while (a) measuring their impact on P-12 students' learning and (b) evaluating their professional knowledge, skills and dispositions during their early years of teaching.

Completers' effectiveness is measured using rubric criteria related to each of the four Domains on the Structured Observation Rubric, aligned to Danielson's (2011) framework, including planning and preparation, classroom environment, instruction, and professional responsibility. Each area is scored on a 4-point scale using unsatisfactory, basic, proficient, and exemplary.

Case Studies provide program faculty and completers' perspectives of completers' proficiencies after graduation while employed as in their early years of teaching.

Case Study Measures Survey and Rubric Information

Demographics Survey (Completed by the teacher participant on a Microsoft form and stored on a secure SUNY Cortland server)

1. What subject do you teach?
2. What is the grade level?
3. How many students do you teach in this class and overall?
4. In numbers, could you please describe the diversity among your students?
5. How many students are receiving special education services?
6. How many have 504 plans?
7. How many students receive Academic Intervention Services?
8. How many students English Language Learners?
9. How many students are Heritage Language Learners?
10. How else are students in the class identified?
11. How many receive free or reduced lunch? (We can look up later if unknown.)
12. What other adults work in your classroom with you? What roles do they have? How often are they in your classroom with you?

Semi-Structured First Interview Questions with Program Completers (prior to observation)

Part 1: Completer Growth

1. When did you graduate from a program that led to an initial teaching certification?
2. In addition to your initial teaching certification, what other credentials do you have and where did you obtain them?
3. Are you currently in a master's program? If so, what program are you completing? Where?
4. Now that you're a full-time teacher, what goals have you established for your own personal growth? How do you engage in such activities as goal-setting, self-assessment, and reflection?
5. What opportunities do you have to collaborate with colleagues to support your professional learning?
6. Have you participated in a new faculty mentoring program? If so, could you describe it?
7. Have you been asked to teach out of your certification area? If so, what was your experience?
8. Are you or have you been partaking in professional development? If so, please provide some examples?

Part 2: Pre-Observation Interview

1. What are the learning objectives/outcomes of this lesson?
2. What influenced the way you designed this lesson (e.g., district curriculum goals, state standards, knowledge of content, knowledge of students' backgrounds/identities/abilities, particular pedagogical strategies)?
3. What materials are being used to present the curriculum (instructional resources including classroom, community, and supplemental student resources)?
4. What activities are you planning for this lesson?
5. How will these activities create a productive learning environment?
6. How will students demonstrate their learning in this lesson?
7. How will you assess student learning? What forms of assessment will you be using?
8. Did you use assessment data to plan your upcoming lessons? Example?
9. How does your lesson situate within the larger curriculum?
10. What methods are you using to monitor on-going student learning?
11. How do you know your teaching efforts impact student learning over the long term – such as in making progress toward grade level standards or learning targets or other benchmarks?
12. What types of assessment measures, samples of student work and/or other data would you use to show an interested parent or colleague how you document and monitor student's learning?
13. What else would you like to share about this lesson before you begin?

Structured Observation Rubric (REVISED)

The Case Study Evaluation Rubric is based on Danielson's (2011) Framework and APPR observation tools used in New York State (2013) to evaluate teachers. Research team members at SUNY Cortland will identify critical attributes used within each domain to discuss and calibrate their use of this tool. They will then use this rubric when conducting observations of program completers from EPPs to determine their impact on their P-12 students' learning and development, classroom instruction, and schools. Research team members will use the rubric when conferencing with teachers and observing classroom instruction. The rubric is also aligned with the unit-wide Student Teaching Evaluation (SUNY Cortland TEC, 2017).

Name of Teacher: Name of Evaluator: Date	Alignment with S.T.E.	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	N/A
DOMAIN 1: Planning and Preparation						
1a. Demonstrating knowledge of content and pedagogy	D1-Q1, D1-Q2, D2-Q6					
1b. Demonstrating knowledge of students	D1-Q3, D4-Q15					
1c. Setting instructional outcomes	D3-Q12					
1d. Demonstrating knowledge of resources	D3-Q14					
1e. Designing coherent instruction	D2-Q7, D3-Q11					
1f. Designing student assessments	D3-Q9, D3-Q10					
	Overall rating for DOMAIN 1					
NOTES:						

Name of Teacher: Name of Evaluator: Date:	Alignment with S.T.E.	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	N/A
DOMAIN 2: Classroom Environment						
2a. Creating an environment of respect and rapport	D1-Q3, D1-Q4					
2b. Establishing a culture for learning	D1-Q5, D4-Q17					
2c. Managing classroom procedures	D1-Q5					
2d. Managing student behavior	D1-Q4, D1-Q5					
2e. Organizing physical space	D1-Q4, D1-Q5					
	Overall rating for DOMAIN 2					
NOTES:						

Name of Teacher: Name of Evaluator:		Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	N/A

Date:	Alignment with S.T.E.					
DOMAIN 3: Instruction						
3a. Communicating with students	D2-Q8					
3b. Using questioning and discussion techniques	D2-Q8					
3c. Engaging students in learning	D2-Q8, D3-Q13, D4-Q17					
3d. Using assessment in instruction	D3-Q9, D3-Q10					
3e. Demonstrating flexibility and responsiveness	D3-Q13, D4-Q16, D4-Q17					
	Overall rating for DOMAIN 3					
NOTES:						

DOMAIN 4: Professional Responsibilities

Name of Teacher: Name of Evaluator: Date:	Alignment with S.T.E.	Exemplary (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	N/A
DOMAIN 4 Professional Responsibilities						
4a. Reflecting on teaching	D4-Q15					
4b. Maintaining accurate records						
4c. Communicating with families	D4-Q18					
4d. Participating in a professional community	D4-Q18					
4e. Growing and developing professionally	D4-Q15, D4-Q16					
4f. Showing professionalism	D4-Q16					
	Overall rating for DOMAIN 4					
NOTES:						

Follow-up Interview After Observation of Program Completers

1. Tell me how you think the lesson went.
2. Did the students learn what you intended for them to learn? How do you know?
3. Did you depart from your plan? If so, how and why? What impact do you think it had?
4. What artifacts for demonstrating learning would you like to discuss with me today?
5. How do these artifacts relate to the learning environment you've created in your classroom?
6. How do these artifacts show your influence on student learning?
7. How do these artifacts relate to your assessment of student learning? What other assessments are relevant to this lesson?
8. How did your lesson address the needs of diverse learners, where diversity is understood in academic, cultural, and socioeconomic terms?
9. Thinking more broadly, how did this lesson engage local school and cultural communities? Did it help to foster relationships with families, guardians, or caregivers? If so, how?
10. Would you describe your lesson as culturally responsive? If so, how?
11. Would you say your lesson supported students' growth in international or global perspectives? If so, how?
12. What else would you like to highlight about your instructional delivery, your impact on student learning, or some other feature of the lesson that hasn't been mentioned?
13. Based on your students' performance today, where in the curriculum will you head next?