

## SUNY Cortland Teacher Education Unit

### SUNY Cortland Case Studies of Graduates: Evaluation Rubric and Case Studies Results

In 2019, SUNY Cortland teacher education faculty undertook a second round of case study research to better understand the impact that our graduates have on P-12 students. Five researchers studied ten teachers who had graduated from our teacher education programs in the areas of special education, secondary English, physical education, and childhood/early childhood education. The study was qualitative and included in its methods: a review of artifacts provided by the teachers that exemplified their impact on student learning; interviews with the teachers; and one structured observation of a classroom lesson.

The Case Studies Evaluation Rubric below displays the results of a structured assessment rubric that was used to evaluate each of the 10 teachers. It is disaggregated by the 10 teachers who participated in the study (indicated by numbers 4201- 4212) and gives an average score for each of the four domains in the assessment rubric. 4205 and 4206 are missing because we lacked two participants; our intention was to include two math teachers, but the researcher was not able to find willing participants, and in one case the participant decided to not participate after initially agreeing to do so.

The data show that graduates are rather strong ("Proficient") in all areas, with little variance between each of the areas. The difference in averages ranges only from 3.0/4 in Domain 3: Instruction to 3.3/4 in Domain 2: Classroom Environment.

This Overview of Case Studies Results also includes two bulleted lists focused on the case studies as they pertain specifically to impact on student learning and the effective application of professional knowledge, skills, and dispositions. They are examples, derived from the case studies, that demonstrate in concrete ways the manners in which our graduates demonstrate their student learning impact and their ability to use what they have learned in their programs.

The case studies are not generalizable to all graduates and programs, but they indicate how well our teacher education programs are preparing our graduates, and when combined with data from the edTPA, the Student Teaching Evaluations, Employer Surveys, and other data sources on this website, they provide results that are consistent across data sources, demonstrating that our graduates have a very positive impact on P-12 students.

#### Case Studies Evaluation Rubric

Participant Code	Grade Level(s)	Subject Area(s)	Domain 1: Planning & Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibility
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4201	2nd	primarily math	2.6	3.0	2.6	2.9
4202	1st	all subjects	3.0	3.0	3.0	3.0
4203	6th	English	3.9	4.0	3.9	3.7
4204	9th	English	3.2	3.8	3.8	3.2
4207	K-6	Physical Education	2.3	2.7	2.1	2.5
4208	9-12	Physical Education	1.8	2.2	1.8	2.0
4209	Kindergarten	All subjects	3.8	3.8	3.0	3.0
4210	Kindergarten	All subjects	3.3	3.7	3.7	N/A
4211	9th & 12th	English	3.5	3.8	3.3	4.0
4212	9th & 11th	English	3.8	3.3	3.7	3.8
Average for All Evaluations			3.1	3.3	3.0	3.1

### Overview of Case Studies Results

Below are some of the results of the case studies as they pertain specifically to impact on student learning and the effective application of professional knowledge, skills, and dispositions. They are examples of how our graduates demonstrated their impact on P-12 students and their ability to use what they have learned in their programs to be effective teachers.

#### Case studies overview of impact on student learning:

- There was evidence in English classes that students who were unable to use literary terms early in the semester were later able to apply these terms later in the semester.
- In an English class, a teacher used formative assessments, and the use of an app (Zip Grade), to evaluate student progress and found evidence that student growth took place over time, facilitated by a range of teacher-designed activities and classroom management strategies.
- A PE teacher used pre- and post-tests and an app called Socrative to collect data and to measure student growth, and the teacher was able to demonstrate improvements in the skills he was teaching.
- Another PE teacher used multiple forms of assessments to demonstrate student improvement in cognitive tasks.
- There were writing samples supplied by a kindergarten teacher that showed student improvement in writing. The writing samples showed how students had: strengthened fine motor skills; learned to add descriptive words to pre-existing text in their writing; to use erasers to correct their writing; and to write stories using a beginning, middle and end.

- A 1st grade teacher showed how students' writing lacked detail and lacked the application of some basic skills, but by the end of the year, students' application of punctuation and the drawing of pictures to match the words in their story significantly increased in their levels of detail.
- Students in the same 1st grade classroom showed, over the course of several months, enhanced ability to classify the sounds and "letter chunks" of words, and showed enhanced knowledge of word spelling.
- In an English class, the teacher used an "augmentative essay outline" to help students to better write augmentative essays. This teacher found that students' success on their essays was greatly enhanced by the use of the outline.
- Another English teacher created "writing workshops" for students, which helped students to improve their writing.
- English teachers obviously had skills related to scaffolding of assignments, and used scaffolding. As a result, students show incremental improvements in their writing.
- A Physical Education teacher was able to provide pre-test and post-test assessments to show how students improved in various exercises.

#### **Case studies overview of demonstration of knowledge, skills and dispositions:**

- Two English teachers had APPR evaluations that found that they were "effective" or "highly effective" in their ability to "purposefully plan instruction that allows students to be cognitively engaged in the use and comprehension of key disciplinary language," which is a key component of the English education program.
- Teachers demonstrated their knowledge of EngageNY modules, which are taught in their programs.
- Teachers showed their ability to adapt curriculum, even EngageNY modules, to meet the needs of all learning, a skill taught in all of our education programs.
- Teachers were also familiar with their content standards, Common Core Standards, as some with CAEP standards, which are taught in their education programs.
- A hallmark of the Physical Education program is the writing and implementation of objectives and a Physical Education teacher had clear objectives and a very logical sequence of activities to meet those objectives.
- A math teacher was credited with applying techniques such as math centers, and also the ability to adapt modules to diverse students, which is a hallmark of math/childhood education pedagogy teaching at SUNY Cortland.
- Many teachers recognized the importance of differentiation, scaffolding lessons, and meeting the needs of all learners, which is central to all education programs.
- Culturally relevant teaching, which is taught in our education programs, was also demonstrated by teachers.
- Creating a safe and caring learning environment was also demonstrated by teachers. This too is taught in our education programs.
- Students used informal, formative assessments that were learned in their teacher education programs.

- An English teacher used students' responses, informal writing, and assessments to monitor student progress, which are competencies taught in their English education program.
- Some teachers showed the ability to reflectively critically on their own practice, which again is a key component of our teacher education programs.