

**Evidence**  
**A.4.2**  
**Satisfaction of Completers**

**Administration and Purpose**

What is it?	Case study and reflective journal from one one-year completer.
At what point or points is the assessment administered during the preparation program?	20% or 1 of 8 Fall 2020 graduates from the Trad A program who have completed one year of teaching will be included in this assessment. Graduates are contacted and supplied with a set of pre-determined questions prior to being interviewed. Notes are taken during the interview and transcribed. Graduates are also asked to complete a reflective journal using pre-determined questions and are observed using the Faulkner Observation instrument.
What is its purpose?	To determine the graduates' perceived satisfaction with their preparation as relevant to the responsibilities they confront on the job and that the preparation was effective.

**Scoring**

How are data collected, analyzed, and reported?	Data is collected via interview and submission of a reflective journal and submission of evidence of student learning.
Is the basis for judging candidate performance well defined?	Strengths and weaknesses reported by the graduate are charted and evaluated.
How is the information used?	Information is shared with stakeholders and members of the Teacher Advisory Committee and is used to plan revisions and improvements in the program.

**Faulkner University College of Education**  
**Case Study Report 2021**

**Background of the Study**

Standard 4 of the CAEP accreditation process requires that Education Preparation Providers (EPPs) to supply evidence of (A.4.2) advanced program completers perceive their preparation as relevant to the responsibilities they confront on the job and that their preparation was effective.

This case study was conducted to gain information from a program completer to determine to what extent Faulkner University's College of Education had been able to prepare her to be effective classroom teacher who impacts the learning of those students in her classroom and believe that her preparation was successful in preparing her after graduation.

**Research Questions**

There were three research questions that guided this case study:

1) After a year of service, to what extent did Faulkner University's College of Education graduates feel prepared to teach and positively affect student learning in their first year of teaching?

2) After a year of service, to what extent did administrator evaluations of first year teachers indicate strengths or weaknesses in their preparation program, especially as related to their impact on student achievement?

3) After a year of service, do you feel that Faulkner University's College of Education prepared you for the field on your own?



## **Methodology:**

The 2020 Traditional A graduate elementary program graduated 8 teachers. All 8 had accepted employment in the field for the 2021-2022 academic school year. Out of this pool of 8, 1 (20%) was randomly selected as a participant in the case study.

Due to Covid restrictions, the participant was contacted by email in the fall of 2021 (instead of spring of 2020) by the Field and Clinical Director and given a description of the expectations for the study.

The expectations for this case study were:

- 1) Participation in a focus group interview
- 2) Submission of a form of evaluation from their administrator following their first year of teaching
- 3) Submission of a form of evidence of student learning

Due to Covid restrictions, the focus group questions were emailed to the graduate and her responses were used verbatim. The graduate allowed the College of Education to keep her forms of evidence and these were also evaluated for themes.

## **Introduction and Background**

Mrs. C teaches grade at , Calhoun

County. Wilson Elementary is a rural PK-4 school with approximately 411 students, 25 full-time classroom teachers, and 2 full-time school counselors. Of the school's population, approximately 60% qualifies for free and reduced lunch. The racial breakdown of the school is approximately 13% African American, 0% Asian, 17% Hispanic, and 67% white. In 2020, 67% of the students

scored at the proficient level for math, and 62% scored at or above that level for reading. At the time of the interview, Mrs.    was one of 4 4<sup>th</sup> grade teachers.

### **Data Analysis**

Mrs.    said she felt prepared to teach despite the fact that many of her students had missed a lot of learning last year due to COVID. When asked about her strengths and weaknesses during her first year of teaching she listed her strengths as working with her peers, planning exciting units, using technology to enhance learning, teaching math, being flexible, and learning from others. The weaknesses she discussed included the fact that she has difficulty separating her school life from her personal life. She stated that she “cared too much”. She backed this statement by saying that they has difficulty turning her “teacher brain off” when she gets home.

### **Evaluation Summary**

*Question 1: After a year of service, to what extent did Faulkner University's College of Education graduate feel prepared to teach and positively affect student learning in her first year of teaching?*

Mrs.    stated that after taking Assessment for Teaching, she felt very prepared to use assessments to guide her instruction. She understands the variety of assessments that can be used at different times in her instruction and how to use them to drive her instruction.

*Question 2: After a year of service, to what extent did administrator evaluations of first year teachers indicate strengths and weaknesses in their preparation program, especially as related to their impact on student achievement?*

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Student evaluation using a variety of assessment techniques</li> <li>• Using evaluation data to differentiate instruction</li> <li>• Utilizes remediation stations</li> <li>• Completed Tier II</li> <li>• Scaffolds instruction beautifully</li> <li>• Challenges higher-level students</li> <li>• Uses CORE and SNAP instructions</li> <li>• Provides varied ways for students to show learning</li> <li>• Asks higher-order thinking questions</li> </ul>	None were reported by her principal.

*Question 3: After a year of service do you feel that Faulkner University's College of Education prepared you for the field on your own?*

Mrs. reported that the Faulkner University's College of Education program prepared her for the teaching field not just on her own, but in every aspect. She said, "The College of Education prepares you emotionally, mentally, intellectually, etc. for everything the teaching field will throw at you. Without this program, I could not have been as successful as I have been in the classroom."

### **Impact on P-12 Student Learning and Development**

Mrs.

The data sample that I am providing is a sample from my math intervention group. If a student was placed into my math intervention group, that means they had to make a certain score on their pre-test to receive the Do The Math program I teach. The Do The Math program I teach is the module Addition and Subtraction C. Below, in the first column, are the test scores they made on



their pre-test to get placed in this Do The Math module. The second column is of their mid-module assessment scores that they take in the middle of the Do The Math module to see how they are progressing. I believe the scores speak for themselves.

**Measure: DTM Module, Addition/Subtraction Module C-4<sup>th</sup> (AM group)**

The Pre-module scores of 4 students from one intervention group were compared to the Mid-module scores. All four students' scores increased from 25% to 45%. Students in this group were placed in intervention on their Pre-module scores.

#### A.4.2 Satisfaction of Completers

##### First Year Trad A Program Completer Reflective Journal

Areas Where Completer Felt Preparation was Effective	Areas Where Completer Felt Preparation was Limited
<ul style="list-style-type: none"><li>• Planning instruction</li><li>• Teaching math</li><li>• Flexibility</li><li>• Collaborating with colleagues and parents</li><li>• Use of technology</li></ul>	<ul style="list-style-type: none"><li>• None.</li></ul> <p>Mrs C stated: I had such a great experience in the Traditional Master's Program at Faulkner University. The program was well designed and helped me to become an even better teacher and learn even more than I already had in my undergraduate program. The professors were more than willing to help whenever I had a question and I am so thankful for this program and the knowledge it gave me. At this time, I do not have any suggestions for improving the Traditional Master's Program at Faulkner University. I had a fantastic experience and I hope they can get an Ed.S program soon!!</p>

## First Year Trad A Graduate/Teacher

### Completer Reflective Journal

Your Name: \_\_\_\_\_

1. How do you feel the Faulkner University's College of Education Master's program prepared you to teach?

I believe I came out of the graduate classroom to become the most successful teacher I can be. The professors at Faulkner University go above and beyond to make sure every question is answered and you feel confident going into your field of study more equipped with newfound knowledge and a desire to teach. Each course is specifically designed to "dive deeper" into content knowledge and prepare you for teaching these rigorous courses of study.

2. What are some specific areas you feel are strengths for you?

Some specific areas I feel that are strengths for me are working with my coworkers, planning exciting units, using technology to enhance learning in the classroom, teaching math, being flexible when need be, and learning from others around me. In the teaching field, if you are just now starting or have been teaching for 20 years, it is best to always want to be a sponge, therefore, absorb as much information from others as possible. There is always room for more learning.

3. What are some specific areas you feel are weaknesses for you?

Some specific areas I feel are weaknesses for me are that I care too much. That might sound weird to say, but I never shut my "teacher brain" off. I am always taking work home with me and worrying about the well-being of my students. Another weakness of mine is wanting my students to master everything I teach. I know students have different needs and areas where they thrive more than others. I always want my students to master everything right then and there, even though I know that is not always possible. I just want the very best for all of my students. One last area of weakness is I am too hard on myself. Again, this is coming from what I said previously, but I always believe I could be doing more or I should be doing more, even though I know I am doing everything I can at the moment for my students.

4. After a year of service post master's, did you feel prepared to positively affect student learning?

I absolutely felt prepared; however, after Covid, many of my students have missed a lot of content. But I am seeing my students make progress.

5. What evidence do you have of your impact on student learning?

The data sample that I am providing is a sample from my math intervention group. If a student was placed into my math intervention group, that means they had to make a certain



[illegible]

*1. Showing respect and empathy for students.*

Now, I am biased to my Bachelor's program because I also went to Faulkner University and my professors there were incredible, but the Master's program at Faulkner University



instilled in me and showed me that showing empathy and respect for my students was a priority and needed to be in my classroom. One course that prepared me for this was the class called Ethics. I learned a lot in this course, specifically how to handle things with care and the correct way to go about emotions and feelings towards students.

## ***2. Meeting the needs of all students.***

The course that most prepared me and I felt like better equipped me in order to meet the needs of all my students that I took was Curriculum Design. This course opened up my eyes to the possibilities of designing lessons and assessments to meet the needs of the diverse students that would come into my classroom. It equipped me to not just pass out a lesson and say "Go for it!", but really sit down and plan for the differentiated instruction that needed to and does take place in my room today.

## ***3. Effectively managing a classroom.***

The course that I believe helped me manage a classroom the most effectively would be the Action Research course that we had to take. The reason I say this course helped me so much is because of the extensive research behind this course. The research was about a classroom management digital tool that could help you and your students excel in the classroom. Mine was on the digital tool, Class Dojo, which is exactly the tool I use in my classroom today. Therefore, that speaks volumes about the impact this class had on managing my classroom.

## ***4. Demonstrating effective and accurate content knowledge and application of the content knowledge while teaching.***

The course that affected my teaching the most in demonstrating an effective and accurate knowledge and application of the content knowledge while I am teaching was the course Curriculum Design. This course was a rigorous course, but it was a course I felt like would carry on through my teaching years. Curriculum Design was a course you cannot forget. The way the course was designed helped me understand different strategies that would be the most effective for my students and making sure all of their needs were met.

## ***5. Using assessment to guide instruction.***

The course that helped me use assessments to guide instruction was Assessment for Teaching. This course was designed to implement a variety of ways in which different assessments could be used at different times in my instruction. They introduced a multitude of assessments to my instruction; such as formative, summative, observational, etc. This course gave me the ability to use assessments to drive my instruction for the greater need of my students.

## ***6. Planning effective instruction.***

The course that helped me the most in planning effective instruction was again, Assessment for Teaching. The reason I am saying the course, Assessment for Teaching, helps and helped me plan for effective instruction is because I let assessments and the data I get from



assessments, drive my instruction with my students. Without the multiple assessments given, there would be no data to drive my core instruction. Therefore, there would be nothing to plan for effective instruction without the data the assessments have given me, and this goes for various types of assessments, not just one.

#### ***7. Engaging students in problem solving and high order thinking.***

The course that helped me to engage students in problem solving and higher order thinking is the course Teaching Elementary Mathematics. The reason I say that this course gave me the ability to engage students in problem solving and higher order thinking is because I can relate to this personally. I teach math to 4th grade students. I am always relating back to the skills, games, and strategies I learned in Teaching Elementary Mathematics to help my students to stay engaged and to make our curriculum more rigorous to get the best out of my students and to have them engage in intellectual discourse and mathematical thinking.

#### ***8. Collaborating with colleagues and parents.***

The course that helped the most with collaborating with colleagues and parents is the course Multicultural Education. This course opened my eyes to a lot of things that can go on in the workspace. If I have learned anything it is that collaborating with colleagues and parents is a crucial part of the education field. The course, Multicultural Education, helped me achieve this goal by teaching me the value of listening and understanding everyone's backgrounds and beliefs. Just because you might not agree or see eye-to-eye you still need to be professional and respect the other's viewpoints in education and discussing matters with a parent.

#### ***9. Professionalism and ethical behavior.***

The course that helped me with professionalism and ethical behavior is the course Ethics for Educators. The reason this course is and was so crucial to take is because it shows you how ethical behavior looks in the professional environment. It speaks volumes of how to properly handle difficult situations in and out of the classroom. It gave prime examples of what to do and what not to do. This course is designed to help educate and make aware the significance of having ethics and the boundaries that need to be set in the classroom. This course was very helpful in understanding and grasping the concept of professionalism and ethical behavior.

#### ***10. Use of technology.***

I believe every course that I took while completing Faulkner University's Masters of Education program enhanced my use of technology. The reason I say this is because the whole program was online. Therefore, you had to use technology to complete the variety of different courses in the program itself. Throughout this program you had to use different technology tools as well. Some of the other tools used throughout this program was LiveBinder. LiveBinder is a technology program that helps organize students' data and place it into a system such as a "normal" binder would. This, plus the whole program, helped enhance my use of technology in everyday life and in the teaching profession.