MNU
SCHOOL OF EDUCATION

PROGRAM COMPLETERS IMPACT ON STUDENT
ACHIEVEMENT

CASE STUDY REPORT

School of Education
Teacher Education Department
MidAmerica Nazarene University
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Background of the Project

MNU decided to utilize a qualitative case study following the InTASC Model Core Teaching Standards (2017) to better understand the professional development of educators, assess teacher preparation, and determine program completers' impact on K-12 student learning. The instrumental case study approach was chosen for the studies exploratory purpose and will allow the researchers to gather "thick, rich description(s), as well as detailed information" (Bloombergy & Volpe, 2012, p. 127) that will add to the limited body of knowledge about preparation strategies to support identity development.

The case study instrument will apply the InTASC Model Core Teaching Standards to frame research questions and data analysis in the interview process. Questions will specifically target participant perspectives regarding the learner and learning; content knowledge and application; instructional practice and professional responsibility. Additional questions were added to the interview which targeted: emerging issues in education; faith service and calling; evidence of positive student academic achievement and customer satisfaction.

The interview questions were intentionally selected to promote a holistic understanding (Creswell, 2007) and prompt meaning making (Bloomberg & Volpe, 2008). Stake (1995) recognized that "the interview is the main road to multiple realities" (p. 64). Therefore, semi-structured interviews with MNU SOE alumni currently serving as educators and his or her building level principal will drive data acquisition for this proposal.

In addition, classroom observations will be conducted to evaluate attributes encouraged throughout the teacher preparation program. The DEPTH Observation Protocol will be used to gather insights about participant's professional practice.

Methodology

During the winter of 2018, Dr. Steve McIlvain, principal investigator, was selected by Dr. Nancy Damron and Dr. Jill Gonzalez-Bravo to conduct the case study project for the Institutional Review Board.

Selection of participants: During the fall of 2019 purposeful sampling was used to select study participants. Bloomberg and Volpe (2012) recognized that "the logic of purposeful sampling lies in selecting information–rich cases, with the objective of yielding insight and understanding" (p. 104). Four teachers were selected and agreed to be a part of the study. Two teachers were in the traditional student teaching program and two were in the accelerated program.

Initial teacher contact: Once the teachers had agreed to participate in the study they were contacted in early December, 2019 by phone and received basic information about the project (purpose of the study, process to be utilized, process schedule, teacher observation

information and principal and teacher interview information) from Dr. McIlvain. All the teacher participants signed an Informed Consent Form.

Teacher Observation: The teachers were given a copy of the DEPTH Observation Protocol to refresh their memory of the rubric that was used for observations when they were student teachers. All four teachers were observed. These observations were conducted during January/February, 2020. There was no teacher/principal investigator conference after the observation. The final student teaching observation ratings for each of the teachers were provided by the MNU Education Department to the principal investigator after all of the current observations were conducted.

Teacher Interview: Prior to the interview, the teachers were given a copy of the questions they would be asked. They were encouraged to review the questions. The four teachers were interviewed face to face and assured anonymity. The interviews were recorded.

Principal Interview: Prior to the interview, the principals were given a copy of the questions they would be asked during the interview. They were encouraged to review the questions. Three of the four principals were interviewed face to face and assured anonymity. Numerous attempts were made to interview the fourth principal but with no success. The interviews were recorded.

Data Analysis: The principal investigator collected the data from the observations and the teacher and principal interviews and analyzed them for emerging themes and patterns.

Reporting: The written report of the case study project was provided to Dr. Gonzalez-Bravo prior to April 30, 2020.

GENERAL CHARACTICS OF SCHOOLS/PARTICIPANTS

School location: The schools which participated were two elementary schools (K-5), one middle school (6-8) and one high school (9-12). All of the schools were located in the Greater Kansas City area and more specifically in Kansas.

Teacher Gender: The three teachers at the elementary and middle school were female. The high school teacher was a male.

Teacher Tenure: One elementary school teacher and one middle school teacher were both in their second year of teaching. One elementary and one high school teacher were both in their third year of teaching.

Teacher Placement: Two teachers were located in elementary schools. One teacher was in a third grade classroom and the other teacher was a special education teacher at the fourth grade level. One teacher was teaching eighth grade mathematics in a middle school. One teacher was teaching English/language arts in a high school.

Principal Gender*:* One principal was a female and two principals were male.

Principal Tenure: All the principals interviewed (3) had multiple years of experience.

Principal Placement: At the elementary level one principal was a female and one was a male. At the middle school the principal was a male. The high school assistant principal that could not be interviewed was a female.

Disclaimer: When reading the case studies it is important to remember that all of the schools are classified as "suburban" schools. However, they all had high percentages of students eligible for free and reduced lunches (56% - 84%); there were also high percentages of minority enrollment in these schools (49% - 88%). It is possible that this lack of location diversity (all suburban schools); high numbers of students who qualified for free and reduced lunches and high minority representation in enrollment might have impacted the data collection.

DATA GATHERED

DEPTH Observation Protocol Data:

The DEPTH Observation Protocol instrument was used to rate each teacher in ten different categories: effective lesson engagement, effective questioning techniques, effective assessment techniques, innovation integration, effective classroom management, content competence, curriculum connectivity, teacher candidate professionalism and effective reflection (this category not rated). The principal investigator rated each category on a one to four scale: 1 novice, 2 apprentice, 3 practitioner and 4 expert.

In the following table the Teacher DEPTH Observation Protocol Data is listed for the ten categories the teachers received when they were student teachers (ST). In the same chart the ratings for each of the ten categories are listed for the classroom teachers (T). Their total scores are listed at the bottom of the chart.

It should be noted that the tenth category, Effective Reflection, no rating for the teacher (T) portion was listed because the principal investigator did not conference with the teacher about the lesson they taught which is how the reflection rating is determined. However, all the teachers were given the same rating they received as student teachers (ST) in this category.

TEACHER DEPTH OBSERVATION PROTOCOL DATA
Student Teacher (ST) Rating, Teacher (T) Rating (Highlighted comments correspond to strengths and improvement areas later)

Category	Teacher 1		Teacher 2		Teacher 3		Teacher 4	
Effective Lesson Engagement	ST-3	T-3	ST-3	T-3	ST-3	T-2	ST-4	T-4
Effective Questioning Techniques	ST-3	T-3	ST-4	T-4	ST-2	T-3	ST-4	T-4
Effective Assessment Techniques	ST-3	T-4	ST-3	T-4	ST-3	T-2	ST-4	T-4
Differentiation	ST-3	T-3	ST-3	T-4	ST-3	T-2	ST-4	T-4
Innovation Integration	ST-2	T-3	ST-4	T-3	ST-2	T-2	ST-4	T-4
Effective Classroom Management	ST-4	T-3	ST-3	T-3	ST-3	T-2	ST-4	T-4
Content Competence	ST-3	T-3	ST-4	T-3	ST-3	T-3	ST-4	T-4
Curriculum Connectivity	ST-3	T-2	ST-3	T-3	ST-3	T-3	ST-3	T-3
Teacher Candidate Professionalism	ST-3	T-3	ST-3	T-3	ST-3	T-3	ST-4	T-4
Effective Reflection	ST-3 T-3		ST-4 T-4		ST-3 T-3		ST-4 T-4	
TOTALS	ST-3.0 T-3.0		ST-3.4 T-3.4		ST-2.8 T-2.6		ST-3.9 T-3.9	

Interview Data:

The InTASC Model Core Teaching Standards were used to frame the research questions utilized in the interview process.

Both the teacher and principals were asked the same basic questions. However, the teachers were asked three additional questions. One question dealt with the teachers "faith, service and calling" a second asked them "how do you know you have had a positive impact on student achievement" and a third asked them for an overall rating of their satisfaction with the MNU Initial Teacher Education Preparation Program using the Net Promoter Score (NPS).

This Net Promoter Score (NPS) determines overall customer satisfaction and is used in many different fields world-wide. In this case the teachers were asked to rate their satisfaction with the MNU teacher education program. The question asked was: On a scale of one to ten with one being "I would not recommend the MNU Initial Teacher Education Preparation *Program* to family or friends" to ten being, "I would highly recommend the MNU Initial Teacher Education Preparation Program to family or friends."

TEACHER & PRINCIPAL INTERVIEW COMMENTS

(S-Strengths, W-Weaknesses)(Highlighted comments correspond to strengths and improvement areas later)

INTERVIEW QUESTIONS	TEACHER #1 COMMENTS	PRINCIPAL #1 COMMENTS
Q1-What are your greatest strengths and weaknesses In the domain of the learner and learning?	S-Classroom management S-Building student relationships at the beginning of the year which helps meet individual student needs throughout the year W-Finding time for more practice for students W-Determining which strategies I should use to meet each student's needs when there is a shortage of time available	S-Nice job of building a good class-room environment (calm, precise, deliberate, clear expectations) S-Handles classroom management problems very effectively W-NA
MNU program strengths, weaknesses in this area	MNU-S-Classroom management MNU-W-Teach strategies that are effective when you have a shortage of time for student practice	MNU-NA
Q2-What are your greatest strengths and weaknesses in the domain of content knowledge and application?	S-We were taught how to gather resources S-I am most comfortable with math; we all learned math, therefore, it is easier to teach W-Social studies and science content are more difficult for me to teach because there are so many different things that could be taught	S-Much greater comfort level in the second year of teaching W-Still becoming acclimated to our curriculum-massive task

MNU program strengths, weaknesses in this area	MNU-W-If they could show us all of the grade level content in the different curricular areas, that would be helpful	MNU-NA
Q3-What are your greatest strengths and weaknesses in the domain of instructional practice?	S-I'm getting better at understanding individual students which helps me know which strategy to use W-I still need a larger tool box of strategies to help slower learners (especially reading)	S-The teacher is very good with technology for both the instructor and the students W-The teacher needs to incorporate more kid talk and less teacher talk in the lessons W-The teacher needs to incorporate more small group work in the lessons
MNU program strengths, weaknesses in this area	MNU-W-Provide more suggestions on extra resources for slow learners MNU-W-Discuss how to test students and then differentiate, especially for slower learners in reading	MNU-NA
Q4-What are your greatest strengths and weaknesses in the domain of professional responsibility?	S-I am flexible about changes that occur (change in teams) S-I like helping out other team members W-I need to be more outgoing in team meetings	S-The teacher is now with a strong team and she/he will become one of my strongest teachers S-This teacher holds their own in team meetings W-NA
MNU program strengths, weaknesses in this area	MNU-S-The program did prepare us for large group discussions for interviews MNU-S-In student teaching we were required to attend meetings and collaborate with others which helped me later	MNU-NA
Q5-What are the emerging issues in P-12 education that classroom teachers will need to be prepared to implement in the near future?	• Provide an awareness of how important the state assessments are in the schools/district • How to help students be successful on the state assessments	• Provide help on how to effectively utilize small groups to differentiate to meet individual students needs • Teach how to leverage student data to accomplish state/district standards • Help prospective teachers understand where urban learners are coming from
Q6- Q6-Did MNU enhance your ability to live out your faith, service and calling as a teacher? Has this area of your life been sustained in your current practice?	• MNU helped me to do these things the right way in a public school. You can't preach but you show your faith by how you act and how you treat students • MNU motivated us by always having devotionals or conversations about those situations and our faith	• NA

INTERVIEW QUESTIONS		
Q7-How do you know that you have had a positive impact on your students' academic achievement?	• To prepare for the state testing I created a number chart which is a visual reminder of the standards each student has mastered • I monitor the assessments each student has successfully completed • I use informal exit slips to check for understanding • Data shows my students are achieving at a higher level this year than last year (last year I was learning a new curriculum)	• Last year the scores from the teacher's class were pitiful but this year the practice test scores are much better
Q8-Is there anything else you would like to share?	• I enjoyed the program • I liked the experience of different districts, schools and grade levels • During the practicums it was difficult to keep up with school and the classes	• No
Q9-On a 1-10 scale would you recommend the MNU Initial Teacher Education Program to friends or family? Why or Why not?	• 10 • I would give the program a 10 but the price was too high. I don't think my family could afford the cost • The money had me struggling • The program was great	• NA

INTERVIEW QUESTIONS	TEACHER #2 COMMENTS	PRINCIPAL #2 COMMENTS
Q1-What are your greatest strengths and weaknesses in the domain of the learner and learning? MNU program strengths, weaknesses in this area	S-Classroom management. I prefer smaller groups W-The students all have different levels of assignments MNU-S-I learned about differentiation of students in a large group setting MNU-W-Maybe offering the special education practicum during the school year and not in the summer would help	S-The teacher is good at building relationships S-The teacher "dives" deeper into the needs of students which helps with differentiation S-The teacher checks in early in the day with her students to see how they are doing W-Needs more consistency each day in lesson planning MNU-NA
Q2-What are your greatest strengths and weaknesses in the domain of content knowledge and application?	S-I'm comfortable in my knowledge of content specifically at 4th grade W-How to incorporate K level skills when working with 4th grade standards	S-The teacher is knowledgeable at the fourth grade level S-The teacher sits in on the PLC grade level meetings which allows the teacher to have a deeper understanding of the content W-Needs to learn to apply the instruction to the standard and not to some superficial level

MNU program strengths, weaknesses in this area	MNU-S-The program was ok in this area MNU-W-Maybe you could focus on K to fourth grade skill levels and how to differentiate all day	MNU-NA
Q3-What are your greatest strengths and weaknesses in the domain of instructional practice?	S-I'm good at using visuals and hands on W-I don't have enough time to incorporate technology	S-None mentioned W-Needs to dig deeper with strategies to create more rigor (doing better now than at the beginning)
MNU program strengths, weaknesses in this area	MNU-S-Good job of helping us know where to find resources MNU-S-Provided a lot of information on how to use technology in your presentations MNU-W-None that I can think of	MNU-NA
Q4-What are your greatest strengths and weaknesses in the domain of professional responsibility?	S-I am on the student intervention team S-I attend professional development required sessions S-Possibly I would like to be in a leadership position W-NA	S- Given a task the teacher completes it on time S- Does step up if needed S- Helps with triage students if needed S-I can see this teacher as a leader in the future S-I receive positive feedback from the grade level teachers with the work the teacher is doing W-No roles of leadership right now
MNU program strengths, weaknesses in this area.	MNU-S-Provided different avenues in education to gain endorsements (Learning never stops) MNU-W-You could develop a "fair" where all the endorsements and master's degree programs would be available to be discussed	MNU-NA
Q5-What are the emerging issues in P-12 education that classroom teachers will need to be prepared to implement in the near future?	• Spend more time on behavior supports, especially for general education teachers (disrespectful, talking out, walking out, sleeping, distracted, etc.)	• Classroom management with challenging students • Give new teachers the background knowledge of the mental, social, emotional issues our students are coming to school with • Provide new teachers with the strategies and resources to deal with these issues without becoming overwhelmed

		• ESL will be an increasing issue
Q6-Did MNU enhance your ability to live out your faith, service and calling as a teacher? Has this area of your life been sustained in your current practice?	• They offered the accelerated program. This program gave me the opportunity to reach my dream of teaching • The program helped me to manage my time effectively between work, home, and my schooling so I don't feel like I'm drowning as a teacher	• NA
Q7-How do you know that you have had a positive impact on your students' academic achievement?	• Relationships are the key • I chart growth: for example I have a student who knew 25 sight words at the beginning of the year and he now knows 80+ • Some students have been at the same level for three years and are now going up	• NA
Q8-Is there anything else you would like to share?	• NA	• NA
Q9-On a 1-10 scale would you recommend the MNU Initial Teacher Education Program to friends or family? Why or Why not?	• 10 • "Best thing ever" • I couldn't have done a four-year program • I had support and encouragement from all of the teachers and professors	• NA

INTERVIEW QUESTIONS	TEACHER #3 COMMENTS	PRINCIPAL #3 COMMENTS
Q1-What are your greatest strengths and weaknesses in the domain of the learner and learning? MNU program strengths, weaknesses in this area.	S-None W-Having to learn about reading and how difficult it is to teach W-Being culturally relevant: many kids have trauma, lack of trust, lack of focus W-Classroom management is a challenge MNU-S-Teaching literature is strong MNU-S-Teaching theory is strong MNU-W-Lacked practical ways to teach reading and writing	The assistant principal who supervised this teacher could not be scheduled for an interview even after numerous attempts
Q2-What are your greatest strengths and weaknesses in the domain of content knowledge and application? MNU program strengths, weaknesses in this area.	S-None W-Weak in the area of reading and writing W-Help teachers to deal better with culturally and diverse learner needs (resources, strategies) MNU-None	
Q3-What are your greatest strengths and weaknesses	S- I have five or six strategies that work with all kids	

in the domain of instructional practice? MNU program strengths, weaknesses in this area.	W-I'm not very efficient in assessing students W-I need better practices in differentiation MNU-S-Provided a good foundation and philosophy MNU-W-Need to provide more strategies on assessment of reading	
Q4-What are your greatest strengths and weaknesses in the domain of professional responsibility? MNU program strengths, weaknesses in this area.	W-I'm attending an Effective Discipline Group to improve my classroom management W-I need training in restorative Justice in Education (meeting the needs of our learners) MNU-None	
Q5-What are the emerging issues in P-12 education that classroom teachers will need to be prepared to implement in the near future?	• Dealing with technology addiction in students • How to deal with cultural diversity (these kids are migrating to the suburbs) • How to deal with kids linguistically (need more relevant materials for the kids that do not have English as their first language) • How to deal with student's trauma (mental health, poverty, homelessness, shootings, death) • Support for training of ELL kids	
Q6-Did MNU enhance your ability to live out your faith, service and calling as a teacher? Has this area of your life been sustained in your current practice?	• I'm making a difference in students because of my background • I can be a role model • I can affect the future for some kids • I believe in the ripple effect where I help one student and they can help another • MNU helped me to clarify my atheism	
Q7-How do you know that you have had a positive impact on your student's academic achievement?	• My student's journal entries provide positive evidence they can do certain tasks. • I don't care about standardized tests because I know my students can work through difficult texts	
Q8-Is there anything else you would like to share?	• No	
Q9-On a 1-10 scale would you recommend the MNU Initial Teacher Education Program to friends or family? Why or Why not?	• 8 • I tell people who ask that MNU is small, competent, provides one on one support from professors especially for older students and was good to me	

INTERVIEW QUESTIONS	TEACHER #4 COMMENTS	PRINCIPAL #4 COMMENTS
Q1-What are your greatest strengths and weaknesses in the domain of the learner and learning? MNU program strengths, weaknesses in this area.	S-Knowing where each student is through formative and informal assessments daily S-I have a positive respect for others S-This is a safe space for kids S-I'm standards based and we are meeting the standards W-There are things I don't know yet (resources available) MNU-S-I speak highly of the MNU program MNU-S-I was at another college for a semester working on a similar degree and I learned so much more from the MNU program. MNU-W-None	S-The teacher is very data driven S-This teacher took on a pilot program called Mastery Connect Input S-The teacher relates well to kids S-This teacher has high expectations with high support for students S-I'm looking at the data and this teacher is producing positive results S-This teacher is taking on block scheduling with flexible instruction within the block S-This teacher works well with reluctant learners W-No red flags MNU-NA
Q2-What are your greatest strengths and weaknesses in the domain of content knowledge and application? MNU program strengths, weaknesses in this area.	S-I'm pretty knowledgeable of the standards for my subject and grade level S-I provide meaning and connections to my students lives S-I can also connect what I teach to grade levels below me since I have taught that before W-I have had to learn a new curriculum each of my first two years MNU-S-I did understand the need for making cross-curricular connection, math with reading, etc. MNU-S-I did get college ready skills MNU-W-Honestly, we didn't focus much on the content standards	S-This teacher is further ahead than most first or second year teachers S-I moved the teacher to an upper grade this year so the teacher could work with kids having problems with math S-The teacher is on a new team this year and now there is more passion and enthusiasm W-This teacher lacks experience but that is not her fault MNU-NA
Q3-What are your greatest strengths and weaknesses in the domain of instructional practice? MNU program strengths, weaknesses in this area.	S-I refuse to assess the same way all the time so I assess in a variety of different ways (looking for how does this connect with my students) S-Periodically, I give a survey to my students to get feedback on my teaching (the last survey I gave I found out that I needed to provide two or three more examples for guided practice)	S-This teacher uses flexible seating in the classroom S-The teacher demonstrates to the class where they are at as a whole on the Power Standards S-You may find students from his/her class on the floor, in the commons, doing cooperative learning, etc.

		S-The teacher recently attended a Kegan seminar S-This teacher will get better with time W-None MNU-NA
	W-None MNU-S-The best thing was when I was placed with my practicum teacher (she gave me a variety of strategies to use) MNU-W-None	
Q4-What are your greatest strengths and weaknesses in the domain of professional responsibility? MNU program strengths, weaknesses in this area.	S-I joined the Building Leader Team (BLT) S-I am on the Behavioral Intervention Team (BIT) I am on the BI Team S-I am a huge leader on my grade level team S-I'm joining the Administrative Leadership Team to become a building administrator W-None MNU-S-They encouraged standing up and being a presence in your school MNU-S-If you are teaching through Christ you need to be a part of the school community you work in MNU-W-None	S-Good supervisor out in front of the building who is reliable S-Very professional in communications S-When a substitute did not show up she taught the two classes at the same time S-Is on the building level team but has recently moved to the behavior Intervention Team S-This teacher will move into administration soon W-None MNU-NA
Q5-What are the emerging issues in P-12 education that classroom teachers will need to be prepared to implement in the near future?	• Ungraded classrooms (standards based grading represents what students know) • Because class sizes are getting bigger teachers need coaching on how to handle big groups	• Social/emotional learning (for the first time we have developed a suicide ideation list) • We have students with trauma, poverty, etc. • Require student teachers to visit neighborhoods and schools where these students come from • Have student teachers visit the local Salvation Army, migrant students, resources to help these types of students • Provide training in how to be a mandated reporter • Teach the student teachers how to take care of themselves when they are confronting these difficult situations
Q6-Did MNU enhance your ability to live out your faith, service and	• Helped me centralize my faith again between my personal life and my career	NA

calling as a teacher? Has this area of your life been sustained in your current practice?	• I believe in God so if students ask me questions about spiritual things I will share my opinion • My faith has been sustained in my teaching and life • One of my professors in particular lived their faith without saying a word	
Q7-How do you know that you have had a positive impact on your students' academic achievement?	• I'm a numbers person and my students grew in MAP scores last year 15.5 on average when 7.0 is a normal year of growth • In a new grade level so far my students half grown 5.5 at this point with almost have a school year to go • 40 of my students in the winter MAPs scored their highest score ever	• Students in this teacher's class are better off both academically and socially this year. • The teacher's scores show the kids are starting to improve now while in the past their scores were going in the wrong direction
Q8-Is there anything else you would like to share?	• I'm willing to help MNU in any way possible. • I would be a cooperating teacher for a student teacher for sure	• This teacher has a bright future. They are further ahead than any first year teacher I have ever seen in my career
Q9-On a 1-10 scale would you recommend the MNU Initial Teacher Education Program to friends or family? Why or Why not?	• 10 • The best thing that ever happened to me professionally • It is hard to put into words how much I learned from MNU • Taught me to put kids first and how you can help them grow • Really prepared me for the classroom • I wasn't sure what I wanted to do but from day one at MNU I was told, "we're going to show you how to teach" and I thought, I can do this!	NA

Areas of Strength: (Specific Strength areas are color coded. Corresponding color-coded support data and information can be found in the previous Teacher Depth Observation Protocol chart and the Teacher and Principal Interview charts.)

DEPTH Observation Protocol Results:

- Teachers 1, 2, and 4 all received 4 (Expert) ratings in the area of **assessment**. I would like to point out that those three teachers were all using programs selected by the school/district to monitor student growth in math and/or reading. The teachers were also using numerous informal assessments in their lessons.

Teacher and Principal Interview Results:

- The **domain of the learner and learning**: Does the teacher create an environment that supports individual and collaborative learning as well as self-motivation (relationship building, good classroom management)? All four teachers and all three principals indicated this was a strength of the teachers and/or the MNU program.
- The **domain of the learner and learning**: Does the teacher recognize individual differences so the student can meet high standards?   Three of the four teachers saw this as a strength and two of the three principals saw this as a strength of his/her teacher.
- The **domain of professional responsibility**: Does the teacher engage in on-going professional development to meet the needs of individual students? Does the teacher seek leadership roles to ensure learner growth? Three of the four teachers saw this as a strength and all three principals saw this as a strength or potential strength of her/his teacher.
- Did the MNU program help you live out your faith, service and calling as a teacher? Were you able to sustain it? All four teachers agreed that the MNU program helped them live out their faith, service and calling as a teacher.
- Can you provide evidence that indicates a positive impact on your students' academic achievement?   All four teachers shared specific examples of how they know their students are having academic success.
- Overall **customer satisfaction** rating (NPS): 10, 10, 10, 8 = 9.5

AREAS FOR IMROVEMENT OR RESPONSIVE WORK: (Specific Improvement or Responsive Work areas are color coded. Corresponding color-coded support data and information can be found in the previous Teacher Depth Observation Protocol chart and the Teacher and Principal Interview charts.)

DEPTH Observation Protocol Results:

- The **overall ratings** for three of the teachers who were observed had the same rating as when they were student teachers. One teacher had a slightly lower score than his/her student teaching score. After teaching for a year and a half to two and a half years there has been no growth overall as observed through the use of the DEPTH Observation Protocol. Why? What, if anything, could the MNU Initial Teacher Education Preparation program do to help teachers continue to grow?

Teacher & Principal Interview Comments:

- The **domain of the learner and learning**: Does the teacher recognize individual differences so the student can meet high standards? Although differentiation was identified as a strength, three of the four teachers and two of the three principals saw this as an area where even more support was needed.

- **Emerging Issues In P-12 Education:** Three out of four teachers and all three principals mentioned the need for training in handling the <mark>mental,</mark> <mark>social and emotional issues</mark> their students come to school with (trauma, poverty, family dysfunction, shootings, death, etc.). Specific comments were:

  - Social/emotional learning (for the first time we have formed a suicide ideation list)
  - We have students with trauma, poverty, etc.
  - Require student teachers to visit neighborhoods and schools where these students come from
  - Have student teachers visit the local Salvation Army, migrant student areas, how to find resources to help these types of students
  - Provide training in how to be a mandated reporter
  - Teach the student teachers how to take care of themselves when they are confronting these difficult situations
  - Help prospective teachers understand where urban learners are coming from
  - Spend more time on behavior supports, especially for general education teachers (disrespectful, talking out, walking out, sleeping, distracted, etc.)
  - Classroom management with challenging students
  - Give new teachers the background knowledge of the mental, social, emotional issues our students are coming to school with
  - Provide new teachers with the strategies and resources to deal with these issues without becoming overwhelmed
  - How to deal with cultural diversity (these kids are migrating to the suburbs)
  - How to deal with students' trauma (mental health, poverty, homelessness, shootings, death, etc.)
  - I am on the Behavioral Intervention Team (BIT)

- *Other issues* mentioned by either teachers or principals:

  - The importance of State tests
  - How to help students be successful on State tests
  - How to utilize small groups to meet the individual needs of students
  - How to leverage student data to accomplish State/district standards
  - ESL
  - ELL
  - How to handle student technology addiction
  - Need for more relevant materials for ESL students
  - How to develop ungraded classrooms based on standards
  - How to effectively manage large classrooms of students

CONCLUSIONS:

Based upon an analysis of the data and information received from the DEPTH Observation Protocol ratings and the teacher and principal interview responses, it is apparent that the MidAmerica Initial Teacher Education Preparation Program is effective. Teachers who have

graduated from the program and are currently teaching exhibit competency resulting in high levels of academic achievement in their students.

It appears from the data and interviews that the Initial Teacher Education Development Program should determine how to better prepare student teachers for the diverse and critical needs of students which are not only academic but also social and emotional. Other areas to consider would be how to enhance the student teacher's ability to differentiate for individual students beyond the current level of preparation. Also, the program should consider offering on-going staff development training in curriculum, instruction and assessment for the teachers in the field.