

UPRP EPP Standard 4 Case Study

Purpose

As stated by Lucca and Berrios (2008), in a case study the following elements are essential in a qualitative research: purpose, design steps, researcher competencies and data collection strategies. The purpose of the study was to collect data that will provide evidence of the effectiveness of the EPP in the preparation of their graduates.

The case study will address four principal research questions:

1. What is the impact of UPRP EPP preparation on completers' k-6 students learning and development?
2. What impact are UPRP EPP completer's teachers having on the academic development of their P-12 students?
3. How satisfied are UPRP EPP completers with the relevance and effectiveness of their preparation?
4. How satisfied are the employers with the relevance and effectiveness of UPRP EPP completers and their preparation?

Design steps

1. Purpose of the study
2. Identification of case study team members
3. Preparation of data collecting documents
4. Identification of participants
5. Collection of data (interviews and documents)
6. Triangulation of data
7. Analysis of the results

The Case Study Team 2019 is comprised by the EPP Director, the Assessment Coordinator and one Clinical Practice Supervisor.

Data collection

Data will be collected from key school stakeholders that comprise the UPRP EPP completers in service environment: the completers, the completer student's evaluations or state test, and the completers' supervisors. Strategies for collecting data will be a 1st year teaching impressions survey, a semi-structured completers' interview, completer's survey, employer's survey, and evaluation and analysis of documents related to candidates' students' performance.

Participants

Participants were identified from those completers who attended the 2nd UPRP Elementary Education Graduate Meeting held in May 4, 2019. During this professional development activity, a questionnaire regarding the 1st year teaching impressions was provided to the 2014-2018 graduates attending the meeting (n=11). In early July teachers were reached personally and by phone and asked to participate in the case study. From 11 completers that filled the survey, five (n=5) accepted to participate. A letter of consent was provided, and the case study purpose was explained to the participants. Graduation years of each participant are as follow: 2013-1, 2016-1, 2017- 2, and 2018-1. All of them are currently working in either public (n= 1) or private (n= 4) PK-6 schools. Three schools are in urban settings and two in rural places. One participant is male. All participants are Hispanics. A group interview was held and recorded at the CAEP office on July 8, 2019.

Method

After answering the first year teaching impressions survey and the semi- structured interview, participants were ask to provide evidence that shows candidates and student's performance. Examples may include employers 'surveys, results from students' state test or Pre and post test results based on one teaching unit for one core subject area. Because of privacy laws and school's policies, some of the documents need to be authorized by the school director or parents to be share. At the time of this report, only two participants were able to give the Case Study Team some of the evidence. The team expected to receive other documents during August- December semester by means of personal visits to schools, phone calls and EPP meetings.

Results

At the moment of this report, only two participants were able to share with the Case Study Team some data regarding teachers' evaluation. With this limited information it is not possible to triangulate data and reach conclusions. It is expected to have more support data from the five participants during the first semester 2019-2020.

Suggestions for Case Study Follow Up

The Case Study Team examined the materials submitted as part of the Case Study 2019 and recommended that the EPP continue collecting Case Study data from completers to continue demonstrating achievement of CAEP Standard 4. In an effort to improve data collection and analysis, the team had the following recommendations: Identify more participants to increase overall data pool. Student growth needs measured in a better way, for example, by clearly asking participants to provide whole class pre/post assessment scores for at least one unit. Provide lesson plans that support needed modifications based on student needs and demographics; short written reflection of the unit taught including ideas utilized to improve student learning and student artifacts exhibiting growth. Ask participants to provide employers' evaluations, student surveys and student pre/post assessment scores for the whole class. Follow up interview with case study participants to determine whether the process was appropriate for them to complete.

The EPP endeavors to overcome the challenge to follow completers through several strategies and continues to improve efforts to seek adequate data regarding completers overall and their students' growth. In the future, these efforts will be enhanced as the EPP is planning to track the placement and retention of the EPP completers through an a Alumnus follow up committee, comprise of members of the clinical practice faculty, the Office of Planning and Institutional Research (OPEI in Spanish) the registrar office, and the accreditation and assessment coordinators.