

## **ECEL Case Study CAEP Standard 4: Program Impact through second-year teaching**

This case study will be in support of the Council for the Accreditation of Educator Preparation (CAEP) accreditation of the elementary and early childhood education (ECEL) program in the College of Education, specifically Standard 4: Program Impact. All providers seeking accreditation through the CAEP must complete a program review to examine the content and efficacy of preparation of teachers. The purpose of this project will be to examine the content and efficacy of the ECEL program by collecting and examining observation and disposition data for senior 1 and student teachers. The investigators will collect and examine observation, disposition, and satisfaction data for first- and second-year teachers, and their employers, who graduated from the ECEL program.

### Case Study Questions:

1. Do the graduates of the ECEL program:
  - A. effectively contribute to K-5 student-learning growth (as measured by \*Missouri Educator Evaluation System [MEES])
  - B. apply in K-5 classrooms the professional knowledge, skills, and dispositions the preparation experiences were designed to achieve (as measured by \*MEES and \*Educator Disposition Assessment [EDA])?
2. Are employers of the graduates with elementary and early childhood degrees satisfied with the completers' preparation for their assigned responsibilities in working with diverse K-5 students and their families?
3. Do graduates of the ECEL program perceive their preparation as relevant to the responsibilities they encounter on the job their first and second year teaching, and their preparation was effective?

\*documents observe/record teacher behaviors, not K-5 student data

There will be approximately 15 participants in the case study. Participants are first- and second-year teachers who graduated from the ECEL program and completed their senior 1 and their student teaching semesters in Raytown, MO.

Participants will receive course and on-the-job feedback to improve their practice. The College of Education will collect the following data to review programs and reach CAEP accreditation.

- Existing Data
  - As part of their undergraduate ECEL coursework:
    - senior 1 students are observed using MEES six times a semester and EDA once a semester
    - student teachers are observed using MEES five times a semester, EDA is completed at the end of the semester, and a MO Student Teacher Survey is administered at the end of the semester

The data collected during their senior 1 and student teaching semesters will provide a baseline for completer and employer satisfaction observations and surveys.

- Observations
  - First- and Second-year teacher participants will be observed by investigators using MEES twice a semester and EDA will be completed once a year.
- Questionnaire/Survey

- First- and Second-year teacher participants will complete a MO Teacher online survey once a year.
- Employers of the First- and Second-year teacher participants will complete a MO Admin First Year.
- Interviews
  - First- and Second-year teacher participants will complete a 15-minute interview once a year.
  - Employers of the First- and Second-year teacher participants will complete a 15-minute interview once a year.