

**CAEP Case Study  
Teacher Handbook  
Spring 2021**

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## **I. What is CAEP?**

CAEP is the Council for the Accreditation of Educator Programs and seeks to accredit teacher preparation programs based on evidence. In order to demonstrate the impact of our teacher preparation, we are looking to answer two questions: (1) *Are Our Completers/Graduates Having a Positive Impact on Student Learning Growth?* And (2) *To what extent do completers demonstrate teaching effectiveness that UCM preparation was designed to achieve?* To answer these questions, the College of Education at the University of Central Missouri (UCM) is utilizing Program Impact Case Studies to determine the impact of its completers on the learning of students in K-12 settings. The pilot assessment will begin in Spring 2021. It will include randomly selected first and second-year teachers, from each of the following certification areas: Early Childhood, Elementary Education, Middle School and Secondary Education. The completers will be selected from a large suburban school district with whom the University has a strong partnership.

During the pilot, each completer will be observed and assessed by staff from the UCM's College of Education (CoE) using the Missouri Educator Evaluation System (MEES). In addition, the completers will provide data on an instructional unit and participate in a post-observation interview.

The case study model will be expanded and revised during future semesters. Future case studies will include completers with certification in special education in addition to the certification areas targeted in the pilot. In addition, the number of districts will be increased and a student survey will be included.

## **II. Commitments as a Case Study Participant**

In committing to participate in the Program Impact case study, participants will be observed once during the semester using the MEES observation document. The observer is trained and reliable on the instrument, and for the Spring 2021, the observer will complete the MEES virtually. Participants will also teach an instructional unit of their choice, providing pre and post assessment data for the class, learning objectives, and an assessment overview of the unit ties to unit objectives. Following completion of the unit, participants will record a reflection of the teaching and learning during the unit. Lastly, participants will participate in an interview to help inform and strengthen the College of Education teacher preparation program at UCM. All documents are contained in this handbook.

## **III. Organization and Submission of Materials**

Case study participants will submit (1) an overview of their instructional unit, including pre and post assessment scores, (2) reflection of how the instructional unit went, and (3) any needed support materials for numbers 1 and 2. These materials will be uploaded to a shared folder found [here](#).

In addition to uploading specific documents, all resource materials and case study documents will also be located in the shared folder. This includes, but is not limited to, MEES Observation, Interview Questions, Teacher Handbook, etc.

#### **IV. MEES Observation**

The MEES Observation tool will be completed once during the semester. Not all indicators will be observed due to the nature and complexity of single virtual observations. The MEES indicators that will be observed include:

Standard 1, Quality Indicator 2 Student engagement in subject matter.

Standard 4, Quality Indicator 1 Instructional strategies leading to student engagement in problem-solving and critical thinking.

Standard 4, Quality Indicator 2 Appropriate use of instructional resources to enhance student learning.

Standard 5, Quality Indicator 1 Classroom management techniques.

Standard 6, Quality Indicator 1 Verbal and non-verbal communication.

Standard 7, Quality Indicator 2 Assessment data to improve learning.

The MEES tool is located in Appendix A for reference.

#### **V. Unit of Study**

Participants will select a unit in order to analyze assessment evidence/data and to explain progress and achievement toward learning objectives demonstrated by your whole class and individual students.

Participants will teach the unit and have time to do all related tasks (pre-assessment, teaching, post-assessment, etc.)

If available, participants will submit any Unit instructional artifacts are items selected to demonstrate evidence of the planning, preparation, teaching, and learning that occur in the classroom during the unit of study/lesson plans

Examples of artifacts include, but are not limited to: graphs, documents, student work samples, graphic organizers, assessments, rubrics, photographs of group work, anchor charts, class projects, etc. Instructional artifacts are anything that helps paint a picture of the teaching and learning that occurred.

Choose one objective for the unit to gather assessment data on.

## Unit Plan Template

Unit Title: _____ Grade Level: _____						
Missouri Learning Standards <i>(Write the standards that are aligned to this unit)</i>						
Unit Objective - List the one objective that will be used to gather data on (need to be measurable)						
1.						
Overview of Assessment Plan Chart (Be sure to place all documents related to your assessments in the Appendix)						
<b>Learning Goals:</b> <i>(list numerically)</i> 1. 2. <i>(if appropriate)</i> 3. <i>(if appropriate)</i>						
Learning Objectives <i>(list numerically - for example, 1.2 indicates learning goal 1, objective 2)</i>	DOK Level	Alignment w/ Curriculum Standards	Pre-Assessment <i>(Indicate Format)</i>	Formative Assessment List <i>strategy(s)</i>	Summative <i>(Indicate Format)</i>	Minimum level of performance on summative assess.

**For Assessment results, please provide a chart or table of the class assessment scores for the pre and post assessment.**

<b>Assessments Results</b>	
	In this section, describe and summarize the learning of the class as a whole on <b>ONE objective</b> .
<b>Pre</b>	
<b>Formative</b>	
<b>Summative</b>	

**Appendix- Include copies of the assessments and scoring criteria used (scoring rubrics, observation checklist, rating scales, item weights, answer key, etc..) Be sure to label each assessment with the goals/objectives the assessment is measuring.**

**VI. Reflection**

Upon completion of the unit, participants will answer the following reflection questions about the teaching and learning. Participants may answer the reflections questions through (1) text response added to the shared folder or through video reflection. If video reflection is chosen, it will also be uploaded to the shared folder.

*Questions for Reflection:*

1. Name 1-2 examples or strategies that facilitated the learning during the unit.
2. Whis is something that you would like to change about the unit in regards to teaching and learning?
3. What did you notice about how the assessment measured what you intended it to measure?

4. What is a goal you may have for yourself based on the teaching and learning in this Unit?

## VII. Interview Questions

The following are the interview questions that case study participants will answer following the MEES observation.

- Question 1 - Think about your education classes you have taken, which have been the most beneficial in your teaching career and why?
- Question 2- Of the education classes you have taken, which have been the least beneficial at the time? *What did you not learn in your course work that would have been beneficial as a teacher?*
- Question 3- Tell us about your success & highlights so far during your teaching career.
- Question 4 - Tell us frustrations you've dealt with during your teaching.
- Question 5 - So you think about your classes that you took during the program impacted your ability to manage classroom experiences.
- Question 6- How do you measure student achievement summative and formative?
- Question 7 - If there is anything we haven't covered, and you'd like to share about your preparation here at UCM's teacher education program?

## VIII. Incentives

Please complete the following [Form](#) for wishlist items for your classroom. This is a thank-you for volunteering to be part of this important work to make the UCM College of Education an even stronger teacher preparation system.

## Appendix