

### **Case Study Brief for Completer Impact on K-12 Student Learning and Development (CAEP 4.1, 5.4)**

The Arkansas Department of Education (ADE) has just recently provided a VAS measure of K-12 learning from our completers to date that we can share publicly. We are hopeful that in the near future, we will have trend information that will support the current case study results. Harding University is a private institution that pulls candidates from all fifty states and less than half of the completers stay within Arkansas to teach (as noted in the information on placements). The EPP has chosen to use data from a case study representing completers to gather a sample of information on K-12 student learning from those teaching within Arkansas schools.

Narrative from the Case Study:

Completers chosen for the case study will be asked to provide the EPP with a work sample including pre-test/post-test data points for a unit or course of study that was taught by the completer during the current academic year. The unit or course of study must be aligned to AR state standards within the grade level and content area for which the completer was prepared to teach by the EPP. Alternatively, completers may, when available, use formative assessment data points and analyze them against summative assessment data points provided by state standardized assessments. In addition, notes about the integration of technology into the lesson to enhance learning will be requested.

An examination of the pre-test/post-test data or the formative/summative data will show the completers' impact on student learning by the completer analyzing the growth of student knowledge for significant difference after the completion of the unit and the guided reflection questions. (NOTE: Pre-test and post-test data were chosen over external test instruments deemed more valid and reliable (such as Arkansas benchmark exams) due to the limits on subjects tested and other considerations such as current changes in current tests option that are being used in the schools.)

In the case study conducted on our completers, all teachers participating provided unit or lesson plans aligned to specific state content standards. The paired data charts were reviewed to ensure that there were indeed matched pairs and any student that did not have both pre- and post-test results were removed before running a T-test. Seven sets of paired data, ranging from 14 students to 28 students in a class, were analyzed from the two sets of completers (2015-16, 2016-17). T-tests were run on pre- and post-test data collection results and six out of seven teachers in the 2017-18 case study data showed significant learning with a p-value of less than .05 for all pairs of supplied data. In addition, case study participants provided a reflection on the learning experience used for the study. Qualitative responses included the increase in post-test scores from the pre-test base knowledge, and various descriptions of student application of new concepts learned through use in additional classroom activities and discussions. Additional comments included that the change in pre-test and post-test scores were not as indicative of student learning as much as the student ability to apply learning from previous lessons, more participation and more in-depth discussions in the classroom, using the vocabulary from previous lessons in the classroom in subsequent lessons, and student identification of outcome.