



PROGRAM COMPLETERS IMPACT ON STUDENT ACHIEVEMENT

CASE STUDY REPORT

School of Education
Teacher Education Department
MidAmerica Nazarene University
Spring, 2022

TABLE OF CONTENTS

Background of the Project	Page 3
Methodology	Page 3
General Characteristics of Schools/Participants	Page 4
Data Gathered	Page 5
DEPTH Observation Protocol Data	Page 6
Teacher & Principal Interview Comments	Page 7
Areas of Strength	Page 15
Areas for Improvement or Responsive Work	Page 16
Conclusions	Page 18
Observations from 2020 and 2022	Page 19
A General Thought	Page 19

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" (Bloomberg & 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 spring of 2021, Dr. Steve McIlvain, principal investigator, was selected by Dr. Jill Gonzalez-Bravo to conduct the case study project for the Institutional Review Board.

Selection of participants: During the fall of 2021 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. One teacher was in the traditional student teaching program and three were in the accelerated program.

Initial teacher contact: Once the teachers had agreed to participate in the study, they were contacted in early December, 2021 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 memories 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, 2022. There was no teacher/principal investigator conference after each observation. The final student teaching observation ratings for each of the teachers were provided by the MNU Education Department to the principal investigator AFTER 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 either face to face, by phone or Zoom and were assured anonymity. The interviews were tape 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. All four of the principals were interviewed by phone and assured anonymity.

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, 2022.

GENERAL CHARACTERISTICS OF SCHOOLS/PARTICIPANTS

School location: One elementary school (K-5), two middle schools (6-8) and one high school (9-12) participated. 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 schools were two female and one male. The high school teacher was a male.

Teacher Tenure: At one elementary school it was the teacher's first year. One middle school teacher and one high school teacher were both in their second year of teaching. One middle school teacher was in his/her third year of teaching.

Teacher Placement: One teacher was located in an elementary school. This teacher was in a third grade classroom. Two teachers were located in middle schools. One teacher was

teaching science and the other teacher was teaching special education. One teacher was teaching physical education and leadership in a high school.

Principal Gender: Two principals were female and two principals were male.

Principal Tenure: All the principals interviewed (4) had multiple years of experience.

Principal Placement: At the elementary level one principal was a female. At the middle school level one was a male and one was a female. The high school assistant principal was a male.

Disclaimer: When reading the case study, it is important to remember that all of the schools are classified as “suburban” schools. However, two schools had high percentages of students who were economically disadvantaged (25%-41%) and had high percentages of minority enrollment (36% - 46%). It is possible that this lack of location diversity (all suburban schools) and high numbers of students who were identified as economically disadvantaged and of minority status 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 for the tenth category, Effective Reflection, no rating for the teacher (T) portion was listed because the principal investigator did not conference with the teachers 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 A		Teacher B		Teacher C		Teacher D	
Effective Lesson Engagement	ST-4	T-4	ST-3	T-3	ST-4	T-3	ST-3	T-3
Effective Questioning Techniques	ST-4	T-3	ST-4	T-4	ST-3	T-3	ST-3	T-3
Effective Assessment Techniques	ST-4	T-3	ST-3	T-3	ST-3	T-3	ST-3	T-3
Differentiation	ST-4	T-3	ST-4	T-3	ST-3	T-4	ST-3	T-4
Innovation Integration	ST-4	T-4	ST-3	T-3	ST-2	T-4	ST-3	T-3
Effective Classroom Management	ST-3	T-4	ST-4	T-3	ST-3	T-4	ST-3	T-3
Content Competence	ST-4	T-4	ST-4	T-3	ST-3	T-3	ST-3	T-4
Curriculum Connectivity	ST-4	T-3	ST-4	T-4	ST-3	T-3	ST-3	T-3
Teacher Candidate Professionalism	ST-4	T-4	ST-4	T-3	ST-3	T-4	ST-4	T-4
Effective Reflection	ST-4 T-4		ST-4 T-4		ST-3 T-3		ST-3 T-3	
TOTALS	ST-3.9 T-3.6		ST-3.7 T-3.3		ST-3.4 T-3.3		ST-3.2 T-3.3	

Interview Data:

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

Both the teachers and principals were asked the same basic questions. However, the teachers were asked two additional questions. One question dealt with the teachers' "faith, service and calling" and a second question 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 "A" COMMENTS	PRINCIPAL "A" COMMENTS
Q1-What are your greatest strengths and weaknesses In the domain of the learner and learning?	S-Helping students build relationships S-Refreshing student memories S-Differentiation of content for all three levels, 6,7 and 8 grades W-Need to provide more positive reinforcement when there is a classroom management issue W-Need to ask more higher order questions	S-The teacher uses a wide variety of learning styles S-The teacher does a nice job of helping slower students have success W-None
Q2-What are your greatest strengths and weaknesses in the domain of content knowledge and application?	S-Knowing content really, really, really well because I research and share extra facts that are fun and interesting S-I can go to the high school teachers to learn what I can do to help my students be better prepared for high school classes S-The curriculum we utilize is good, I just need to make sure the order of instruction is correct W-Sometimes I get excited and go above the level of student understanding	S-At MNU the teacher was top in the class in chemistry, so he/she is very capable S-Last year he/she taught upper-level science and this year he/she is teaching middle school science. S-Because of this teacher's background, they can answer the harder questions that some middle school students might ask W-None

Q3-What are your greatest strengths and weaknesses in the domain of instructional practice?	<p>S-I utilize student self-assessments to determine if I need to reteach</p> <p>S-I use multiple modalities: visual, auditory, and kinesthetic</p> <p>W-None</p>	<p>S-The teacher uses multiple forms of assessments at the end of each class to check for learning</p> <p>S-The teacher also gives lab assignments and end of unit tests</p> <p>S-The teacher sees the bigger picture for science education and has made suggestions for creating a stronger physical science curriculum</p> <p>W-None</p>
Q4-What are your greatest strengths and weaknesses in the domain of professional responsibility?	<p>S-I am always wanting to learn and be better</p> <p>S-When observed by my supervisor I seek them out for feedback</p> <p>S-I visit with other teachers about specific students we have in common</p> <p>S-I subscribe to professional magazines and I have been reading articles on classroom management</p> <p>W-I need to find more information about science topics</p> <p>W-I haven't looked for leadership activities yet, but I do need to begin sharing because I have valuable things to share</p>	<p>S-Our school provides exceptional professional development</p> <p>S-The teacher is involved in a professional learning community.</p> <p>S-This teacher is an assistant coach for the scholar bowl team</p> <p>S-In addition, he/she is engaged with other teachers</p> <p>W-Because of inexperience, this teacher does not share her expertise very often with others</p> <p>W-That will change in the future with more experience</p>
Q5-What are the emerging issues in P-12 education that classroom teachers will need to be prepared to implement in the near future?	<ul style="list-style-type: none"> • Need strategies to engage students' attention as they are easily distracted (Covid?). • Last year my high school students could only handle 20 minutes of work and then they would say they were done, and they wanted to go outside or mess around 	<ul style="list-style-type: none"> • Things have changed dramatically • Student resiliency has suffered • We only missed one quarter of the school year in 2020 but the anxiety of students is high • I have never seen so many kids going to the counselor • All the teachers are struggling with how to help the students. • Teachers will need to be technology savvy and be able to use a wide variety of tools that foster student engagement • Teachers in Christian schools will need to be able to integrate the Bible into all the curriculum, especially math
Q6- Did MNU enhance your ability to live out your faith, service and	<ul style="list-style-type: none"> • MNU absolutely has helped me • Since I teach in a Christian school, I can be more open about my faith 	<ul style="list-style-type: none"> • NA

calling as a teacher? Has this area of your life been sustained in your current practice?	<ul style="list-style-type: none"> • I learned at MNU how to incorporate Christian activities into my classroom: devotions, prayer before tests, talk about God's involvement in the content • At MNU I learned that God is in control, and I can lean on Him, and I was taught to go back to my faith 	
Q7-How do you know that you have had a positive impact on your students' academic achievement?	<ul style="list-style-type: none"> • I give tests and all sixth and seventh grade students receive grades between 85% and 95%. Eighth graders all receive 100% because of extra credit 	<ul style="list-style-type: none"> • With Covid we couldn't provide standardized tests for teachers to use but we will this year. • Last year in chemistry we had many positive responses from parents and students about the class • Kids are excited and are having conversations about their science classes • Our students scored higher on national tests, and I think part of that success was because of this chemistry teacher last year
Q8-Is there anything else you would like to share?	NA	<ul style="list-style-type: none"> • This teacher is amazing and is good advertising for MNU
Q9-On a 1-10 scale would you recommend the MNU Initial Teacher Education Program to friends or family? Why or Why not?	<ul style="list-style-type: none"> • 10 • Definitely a 10 • MNU helped me build a basis to become a Christian teacher • Professors helped me develop and learn what I needed to know to become a middle school science teacher • There was no wasted time • Everything I learned at MNU I have applied 	<ul style="list-style-type: none"> • NA

INTERVIEW QUESTIONS	TEACHER "B" COMMENTS	PRINCIPAL "B" COMMENTS
Q1-What are your greatest strengths and weaknesses in the domain of the learner and learning?	<p>S-I have an inclusive classroom with students who are low-low and high-high</p> <p>S-Good at differentiation while maintaining high standards for all</p> <p>W-Need to learn how to allocate the amount of time I will spend on various lessons better</p>	<p>S-This teacher has great empathy</p> <p>S-The teacher accepts students as individuals</p> <p>S-Does a good job of differentiation and reteaches if necessary</p> <p>S-Has high expectations for students to meet standards</p> <p>W-Has a flexible classroom</p> <p>It will be interesting to see how students handle more structured classes in the next year or two</p>
Q2-What are your greatest strengths and weaknesses in the domain of content knowledge and application?	<p>S-My enthusiasm for teaching</p> <p>W-I am not as knowledgeable in some content areas as I would like to be</p> <p>W-Needed more training in the reading program I was expected to use this year</p>	<p>S-The teacher is a reflective learner</p> <p>S-During the first year of teaching he/she has a learning coach</p> <p>W-The teacher is learning the curriculum and the standards</p>
Q3-What are your greatest strengths and weaknesses in the domain of instructional practice?	<p>S-I do a lot of informal assessments: exit tickets, thumbs up/down, and three buckets self-assessments</p> <p>S-By using small groups in math and ELA I can quickly tell which students understand and which ones don't</p> <p>W-None</p>	<p>S-He/she uses a lot of different assessments-exit slips, pre/post assessments</p> <p>W-None</p>
Q4-What are your greatest strengths and weaknesses in the domain of professional responsibility?	<p>S-I receive a lot of professional development from the district</p> <p>S-Currently taking a hearing class because I have a hearing impaired student</p> <p>S-I am on the school team that helps teachers with student behavior issues</p> <p>W-Time management is an issue for me while I try to balance home and work life</p>	<p>S-This teacher meets daily with the grade level team and this team goes beyond just planning but also discusses teaching and reteaching strategies</p> <p>W-Could engage in the professional learning community more</p>

Q5-What are the emerging issues in P-12 education that classroom teachers will need to be prepared to implement in the near future?	<ul style="list-style-type: none"> Need more focus on how to handle student mental health and wellness issues Many kids do not have a wholesome or supportive home environment 	<ul style="list-style-type: none"> Will need help with social emotional work, true mental health concerns and behavior management Students don't talk to each other Needs more training in the process for special education
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?	<ul style="list-style-type: none"> MNU was very supportive: prayed for us, shared the gospel, and did Bible devotionals I'm not super religious but I pray a lot and I still have one professor pray for me 	NA
Q7-How do you know that you have had a positive impact on your students' academic achievement?	<ul style="list-style-type: none"> I have two students who would not do any writing at the beginning of the year I have built a relationship with each of them, and they are now writing three sentences and doing their math lessons I have a gifted student who initially was not happy at school, and he is now happy and learning at his own pace At the beginning of the year my entire class would get their numbers and letters backwards and that is not the case now 	<ul style="list-style-type: none"> She has had a huge impact on several kids in her classroom These are kids that are now in school and learning while last year they were being sent home twice a week for behavior issues
Q8-Is there anything else you would like to share?	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> NA
Q9-On a 1-10 scale would you recommend the MNU Initial Teacher Education Program to friends or family? Why or Why not?	<ul style="list-style-type: none"> 9 or 10 I learned the standards at MNU I have used a lot of what I have learned in class: skills, videos to reflect on my teaching MNU really did prepare me for teaching I enjoyed the accelerated program, but I was not overwhelmed 	<ul style="list-style-type: none"> NA

INTERVIEW QUESTIONS	TEACHER "C" COMMENTS	PRINCIPAL "C" COMMENTS
Q1-What are your greatest strengths and weaknesses in the domain of the learner and learning?	<p>S-I can read students and that allows me to provide the best environment for them</p> <p>S-If needed I can change methodology quickly</p> <p>S-I can individualize</p> <p>S-I communicate and collaborate with my team and colleagues weekly and daily in some cases</p>	<p>S-The teacher knows kids really well</p> <p>S-The teacher plans activities that build on one another and help individual students reach their learning goals</p>

	W-Sometimes I move through the content too quickly and then I need to hit the brakes and reteach	W-The teacher gets an idea and runs with it even when the idea needs to change
Q2-What are your greatest strengths and weaknesses in the domain of content knowledge and application?	<p>S-I have a pretty good understanding of the content because of my elementary teaching background during student teaching</p> <p>W-Learning new curriculums is difficult especially when we are piloting a new curriculum in science and a new math curriculum</p>	<p>S-The teacher is good at instructional design. Provides assistance for kids who have fallen behind in math</p> <p>S-Math is this teachers strongest area and the teacher integrates math into other subject areas</p> <p>W-Needs to be more interested in language arts</p>
Q3-What are your greatest strengths and weaknesses in the domain of instructional practice?	<p>S- Because of the IEP, sometimes I need concrete data</p> <p>S-I also use a lot of formative assessments and formal book assessments</p> <p>S-What I like best is to receive student feedback</p> <p>W-I struggle with how classroom teachers are assessing my special needs students, especially in math which is higher level thinking and is too difficult for my special education students to grasp while what they need is black and white concrete instruction</p>	<p>S-Uses many assessment tools</p> <p>S-Modifies classroom teacher tests</p> <p>S-The teacher possesses a large range of teaching strategies</p> <p>W-When something isn't working, he continues to work on it until the end of the period</p>
Q4-What are your greatest strengths and weaknesses in the domain of professional responsibility?	<ul style="list-style-type: none"> S-I have completed a master's degree in special education, and I am taking additional classes in behavior intervention and differentiation W-I have difficulty knowing how much information I should share about my special education students with their classroom teachers I don't want to give them any preconceived ideas and at the same time they need some information 	<ul style="list-style-type: none"> S-This teacher has a huge role in the building and district as an advocate for students with special needs Strong in continuing education W-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?	<ul style="list-style-type: none"> How to help teachers better understand how to assist with the writing of IEP's Teachers will need to know how to effectively teach in virtual schools Some students do better in virtual schools and other do better in school 	<ul style="list-style-type: none"> Help teachers to communicate effectively with parents about difficult student issues Help students become comfortable with technology, the younger the better

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?	<ul style="list-style-type: none"> • My knowledge base of what it was to be a good teacher was greatly enhanced by the MNU program • The MNU professors were amazing and made me feel like I was part of the system and gave me feedback • I didn't realize how prepared I was to teach 	NA
Q7-How do you know that you have had a positive impact on your student's academic achievement?	<ul style="list-style-type: none"> • I get to see students from the time I have them as sixth graders and until I watch them as eighth graders. I can observe increased confidence in themselves • I receive feedback from some eighth-grade students about things they had learned from me 	<ul style="list-style-type: none"> • Absolutely: scores and grades are better and kids in special education classes don't feel ostracized
Q8-Is there anything else you would like to share?	<ul style="list-style-type: none"> • MNU is doing a really good job of teaching the special education process • I learned more from this undergrad program than I did from another university where I received my master's in special education 	None
Q9-On a 1-10 scale would you recommend the MNU Initial Teacher Education Program to friends or family? Why or Why not?	<ul style="list-style-type: none"> • 10 The program was phenomenal. I still talk with a couple of the professors and several of my cohort colleagues in the MNU teacher education program 	NA

INTERVIEW QUESTIONS	TEACHER "D" COMMENTS	PRINCIPAL "D" COMMENTS
Q1-What are your greatest strengths and weaknesses in the domain of the learner and learning?	<p>S-Relationship building S-Kids can be themselves in my classes</p> <p>W-Need to be better at tracking student progress</p>	<p>S-The teacher has a wide range of students that are dealt with effectively each day S-This teacher is a kind individual and there is such a need for kindness S-He/she is a very unique individual</p> <p>W-None</p>
Q2-What are your greatest strengths and weaknesses in the domain of content knowledge and application?	<p>S-I stay abreast of weight training content, and I don't use new trends until I use them myself S-I do a good job of covering dieting misconceptions</p>	<p>S-The teacher researches and improves his/her knowledge S-This teacher believes in more than just the physical body, he/she teaches leadership</p>

	W-Need to have more resources available for students	S-Students walking out of these classes have gained some life-long skills S-The teacher is always looking for ways to improve W-None
Q3-What are your greatest strengths and weaknesses in the domain of instructional practice?	S-Students are tested to find out what they know so I can teach correctly S-I'm good at engaging students and letting them ask questions S-I'm good at video instruction on various lifting exercises W-None	S-The teacher demonstrates lifts, student models are utilized, videos show the correct way to lift, students develop videos for projects W-None
Q4-What are your greatest strengths and weaknesses in the domain of professional responsibility?	S-I'm USA track certified. I will work on strength certification next S-I touch a lot of kids. S-Parents call me for help with their students S-I'm engaged in school activities S-I walk around school everyday W-I could be better about continuing education W-I need to keep up with my email better	S-Always looks for a better way to instruct S-The teacher is a natural leader and instills leadership in others S-He responds positively to administrative requests W-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?	<ul style="list-style-type: none"> Parents are now asking what content you are teaching which they didn't used to do There are a number of students who don't find school important Students don't have a connection to the school since Covid caused us to go virtual 	<ul style="list-style-type: none"> Craziest most challenging year in my life Worried about academic loss Students are wearing us out with their mental issues, lack of structure, anxiety, not understanding the school process We are going to lose teachers
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?	<ul style="list-style-type: none"> MNU did a great job of introducing differences in student cultures and individuals MNU informed us about what we can and can't do regarding faith in a public- school setting 	NA
Q7-How do you know that you have had a positive impact on your students' academic achievement?	<ul style="list-style-type: none"> There are increased numbers of football players lifting weights More students who are outside of football are lifting weights as well as more girls 	<ul style="list-style-type: none"> Prior players and students come back and tell us about the things they learned in this teacher's class beyond the curriculum Physical bodies are transformed We have added two sections just for girls

Q8-Is there anything else you would like to share?	No	<ul style="list-style-type: none"> This teacher is a gem
Q9-On a 1-10 scale would you recommend the MNU Initial Teacher Education Program to friends or family? Why or Why not?	<ul style="list-style-type: none"> 10 definitely I spoke to 25 colleges before selecting MNU. MNU was the most helpful over the phone, got me a scholarship responded to my emails MNU prepared me for what teaching was going to be like They were involved in things 	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. To be considered a strength at least three teachers and three principals need to consider the area being explored a strength.)

DEPTH Observation Protocol Results:

- Teachers A, C, and D received 4 (Expert) ratings in the area of **Teacher Candidate Professionalism.**

Teacher and Principal Interview Results:

- The **domain of the learner and learning:** Does the teacher recognize individual differences so that the student can meet high standards, create an environment that supports individual and collaborative learning as well as active engagement and student self-motivation? All four of the teachers saw this domain as a strength and all four principals saw this domain as a strength of their teachers.
- The **domain of content knowledge and application:** Does the teacher understand the central concepts and structures of the content discipline and create learning experiences that make the discipline accessible and meaningful to the learners. Three of the four teachers saw this domain as a strength and three of four principals saw this domain as a strength of his/her teacher.
- The **domain of instructional practice:** How does the teacher use multiple forms of assessment to guide decision making, plan for instruction that supports learners, so they meet rigorous learning goals and utilize a variety of instructional strategies? All four teachers saw this domain as a strength and three of four principals saw this domain 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? All four of the teachers saw this

domain as a strength and all four of the principals saw this domain as a strength or potential strength of his/her strength.

- The **area of student academic achievement:** What evidence could you share that indicates a positive impact on your students' academic achievement? All four teachers and all four principals shared specific examples which demonstrated to them that students are having academic success.

Teachers Only Interview Results

- 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.
- Overall **customer satisfaction** rating (NPS): 10, 10, 10, 9/10 = 9.8 or 10

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 four teachers who were observed had lower ratings than when they were student teachers. One teacher had a slightly higher score than his/her student teaching score. Why was there a regression? One reason might be that the teachers are not receiving the appropriate school and/or district professional staff development to help them improve in the areas the DEPTH Observation Protocol assesses. A second reason might be that virtual learning because of the Covid pandemic may have impacted instructional growth during the past two years. A third reason might be a lack of consistent inter-rater reliability between the university supervisors who did the observations. A final possibility is that this was just one lesson observed in an entire school year of lessons. What, if anything, could the MNU Initial Teacher Education Preparation program do to help teachers continue to grow?

Teacher & Principal Additional Interview Comments:

- **Weakness of Teachers:** Each teacher and principal identified one or more areas for teacher improvement during their interviews. However, there were no consistent themes identified among all the teachers taking part in the case study.
- **Emerging Issues In P-12 Education:** There is one emerging issue that was identified. Three out of four teachers and principals mentioned the need for more **in-depth** training in how to handle the mental, social and emotional issues which their students bring to school (trauma, poverty, family dysfunction, anxiety, shootings, death, etc.). Specific comments were:

- Teacher A:
Need strategies to engage students' attention as they are easily distracted (Covid?). Last year my high school students could only handle 20 minutes of work and then they would say they were done and they wanted to go outside or mess around.
- Principal A:
Things have changed dramatically. Student resiliency has suffered. We only missed one quarter of the school year in 2020, but the anxiety of students is high. I have never seen so many kids going to the counselor. All the teachers are struggling with how to help the students.
- Teacher B:
Need more focus on how to handle student mental health and wellness issues. Many kids do not have a wholesome or supportive home environment.
- Principal B:
○ Will need help with social emotional work and true mental health concerns and behavior management.
○ Students don't talk to each other.
- Teacher D:
Parents come to me for help with the problems their students have.
Kids are not connected to school.
A number of students don't find school important.
- Principal D:
Craziest most challenging year in my life. Students are wearing us out with their mental issues, lack of structure, anxiety, not understanding the school process, we are going to lose teachers.

Other issues mentioned by either teachers or principals:

- Teachers will need to be technology savvy and be able to use a wide variety of tools that foster student engagement.
- Teachers in Christian schools will need to be able to integrate the Bible into all the curriculum, especially math
- Need more training in the entire special education process
- How to help teachers better understand how to assist with the writing of IEP's
- Teachers will need to know how to effectively teach in virtual schools. Some students do better in virtual schools and others do better in school
- Help students become comfortable with technology, the younger the better
- Parents are now asking what content you are teaching which they didn't used to do

CONCLUSIONS:

DEPTH Observation Protocol

Based upon an analysis of the data received from the DEPTH Observation Protocol ratings, three of the four teachers received expert ratings in the area of Candidate Professionalism.

The overall average ratings for all teachers were at the practitioner or expert level.

However, there appears to be an overall reduction in effectiveness with three of the four teachers who were observed. Is there some way the MNU teacher education program could help these new classroom teachers continue to grow?

There were no areas of concern expressed by the principals about overall teacher effectiveness.

Interviews

There are four interview questions that were created from the InTASC Model Core Teaching Standards and one additional question was included about emerging issues in education. The four teachers in the case study were interviewed. Their principals were also interviewed about their respective teachers. Each teacher identified numerous strength(s) in each of the four standards. Each principal interviewed his/her teachers and they shared numerous strength(s) in each of the four standards. Both teachers and principals identified weaknesses, but there were very few mentioned and several of those mentioned were of minimal significance.

The teacher interviews had two additional questions:

The first one dealt with how the MNU program had helped the teachers live out their faith, service and calling as educators. All four teachers agreed that the MNU program helped them accomplish this goal.

The second one dealt with their overall satisfaction with the MNU teacher education program. Each teacher was asked to rate the overall quality of the MNU program on a 1 to 10 scale. Based upon the data received from the Net Promoter Score which measures customer satisfaction, the four teachers on average rated the MNU teacher preparation program either a 9.8 or a 10. This score represents a very high satisfaction with the program.

Comparisons of Case Studies, 2020 & 2022

This case study was very similar to the one done in 2020 for the previous accreditation. Here are some observations from both case studies:

- Based on the DEPTH Observation Protocol instrument, the overall average ratings for all the teachers in the two studies were at the practitioner or expert level.
- Most teachers in both studies received the same overall or slightly lower ratings than their student teaching ratings.
- The teachers in both case studies identified the need for more training in dealing with the mental, social and emotional needs of students.
- Overall customer satisfaction was very high in both studies.

A GENERAL THOUGHT

As a result of observing and interviewing teachers who have completed the MNU teacher preparation program and who have been teaching in a regular classroom from one to three years, I think they are growing in their knowledge of curriculum and formal assessments due to district and school training.

However, I see very little if any growth in the areas of instruction (questioning, classroom management, informal assessments, and other strategies to enhance student learning). Evidently there is a limited amount of training offered by the district or school in these areas.

Therefore, it is imperative that the MNU educational faculty redouble their efforts to provide more of these teaching skills during the program.