



2022-23 Case Study Summary

In 2023, a Special Education faculty researcher recruited three completers (with their school administrators' permission) to participate in a case study to measure the impact of the completers' teaching on student outcomes. The case study used observational data, test data, and interview data. The researcher used an observational tool developed within the program and aligned to tenets of explicit instruction and special education high leverage practices plus semi-structured interviews to learn about the completers' curriculum choices, instructional decisions, and perception of effectiveness. The researcher also collected student performance scores on curriculum-based measures, including the Dynamic Indicators of Basic Early Literacy Skills, to monitor student progress. Students were also interviewed about their perceptions of the classroom and the teacher and of their learning and growth throughout the year.

The results of the data analysis showed that completers demonstrated proficiency and especially were reflective practitioners who used data and research to implement effective interventions. The researcher noted that completers showed growth in their planning and delivery of effective instruction as measured by the observation tool. Completers set goals, identified trends, and plotted scores to track growth. Students likewise showed growth on the curriculum-based measures in developing reading and mathematics skills. In individual interviews, some students reported gains in confidence and interest in reading.

This case study was focused on completers of Special Education licensure programs; the next iteration of the completer impact case study should include Elementary and Secondary teachers and various content areas. Since the completion of the case study, program faculty have focused on updating curriculum to align with the Minnesota Standards of Effective Practice adopted in 2023. According to the Minnesota Professional Educator Licensing and Standards Board (PELSB), the standards represent the essential knowledge and skills that teachers need to be effective on their first day in the classroom. Faculty have been reviewing course assignments and assessments as well as program curriculum to ensure the new standards are being addressed and assessed across the curriculum. As faculty have identified areas of the curriculum that needed updating or additions to address new standards, they have had to undertake an internal process of curriculum revision, review, and approval. These curriculum updates will be reflected in the continuing program review submissions all programs will submit to PELSB in fall 2024. Program faculty opted to adopt the 2023 standards ahead of schedule, reflecting the urgency of incorporating new standards foregrounding racial consciousness.

As we implement the curriculum reflecting the new Standards of Effective Practice, we expect that teacher candidates and eventually program completers will develop and strengthen their knowledge of current effective practices, particularly around racial consciousness, as well as their ability to incorporate these practices into their pre-service and post-licensure teaching experience. Future case studies of completer impact on P-12 learning and development will examine the influence of the new standards on completers' teaching practice.