



ASBURY UNIVERSITY

SCHOOL OF EDUCATION

Facilitators of Student Success

Standard R4.1- Completer Effectiveness & Impact **Spring 2024 Case Studies Report**

Asbury University utilizes case studies to measure the effectiveness and impact of program completers as they teach in P-12 classrooms. Professors observe and evaluate program graduates teaching a lesson. Following the observations, the faculty meet to discuss findings and identify strengths and areas for growth. The evaluation is based on the domains of the Kentucky Framework for Teaching: Planning and Preparation (Domain 1), Classroom Management (Domain 2), and Instruction (Domain 3). Scores are based on a four-point scale of Ineffective (1), Developing (2), Accomplished (3), and Exemplary (4). Expectations for inexperienced teachers are scores within the developing and accomplished categories. The evidence below includes a table of the observation scores and identified strengths and areas for growth.

| Domain 1: Planning and Preparation | | | | | | | | |
|-------------------------------------|---------------|-----|-----|-----|-----|-----|-----|------------|
| Completer Domain 1 | Teaching year | 1A | 1B | 1C | 1D | 1E | 1F | Overall D1 |
| Teacher 1 | 3 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Teacher 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 |
| Teacher 3 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Teacher 4 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Teacher 5 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 |
| Teacher 6 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Teacher 7 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 3 |
| Teacher 8 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| | | 3 | 3 | 3 | 3.1 | 2.9 | 2.9 | 3 |
| Domain 2: The Classroom Environment | | | | | | | | |
| Completer Domain 2 | Teaching year | 2A | 2B | 2C | 2D | 2E | | Overall D2 |
| Teacher 1 | | 4 | 4 | 4 | 4 | 4 | | 4 |
| Teacher 2 | | 3 | 3 | 3 | 3 | 3 | | 3 |
| Teacher 3 | | 3 | 3 | 3 | 3 | 3 | | 3 |
| Teacher 4 | | 3 | 3 | 3 | 3 | 3 | | 3 |
| Teacher 5 | | 3 | 3 | 3 | 3 | 3 | | 3 |
| Teacher 6 | | 3 | 3 | 3 | 3 | 3 | | 3 |
| Teacher 7 | | 3 | 3 | 3 | 2 | 3 | | 3 |
| Teacher 8 | | 3 | 3 | 3 | 3 | 3 | | 3 |
| | | 3.1 | 3.1 | 3.1 | 3 | 3.1 | | 3.1 |

| Domain 3: Instruction | | | | | | | | |
|-----------------------|---------------|------------|------------|------------|------------|------------|------------|---------------|
| Completer Domain 3 | Teaching year | 3A | 3B | 3C | 3D | 3E | Overall D3 | Total Overall |
| Teacher 1 | | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| Teacher 2 | | 2 | 2 | 2 | 3 | 3 | 2 | 2 |
| Teacher 3 | | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Teacher 4 | | 3 | 2 | 3 | 2 | 3 | 3 | 3 |
| Teacher 5 | | 3 | 2 | 3 | 3 | 3 | 3 | 3 |
| Teacher 6 | | 3 | 3 | 2 | 3 | 3 | 3 | 3 |
| Teacher 7 | | 2 | 3 | 3 | 2 | 3 | 3 | 3 |
| Teacher 8 | | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| | | 2.9 | 2.8 | 2.9 | 2.9 | 3.1 | 3 | 3 |

Strength Areas: All completers scored either accomplished or exemplary in the following domain categories of the Kentucky Adapted Danielson Framework for Teaching.

Demonstrating Knowledge of Content and Pedagogy, Creating an Environment of Respect and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Organizing Physical Space, and Demonstrating Flexibility and Responsiveness

Growth Areas: The domain categories that had average scores slightly below accomplished (3) were in the following areas. *[No completers had an ineffective score.]*

Designing Coherent Instruction, Designing Student Assessments, Communicating with Students, Using Questioning and Discussion Techniques, Engaging Students in Learning, and Using Assessment in Instruction