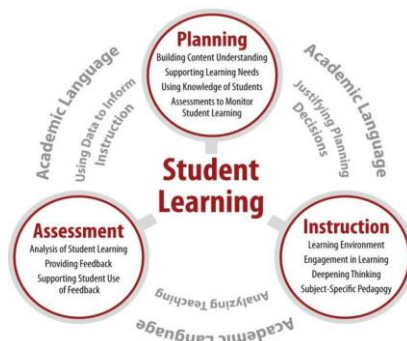


Revised Case Study (Components 4.1 and 4.2)

The case study revisions addressed the impact on P12 learning and teaching effectiveness through the collect of various data points. Because Alabama requires edTPA national assessment for initial certification, the EPP decided to employ the edTPA© Professional Growth Plan, which is designed for teachers in their first three years of teaching. The Growth Plan provides a scaffold for completers to enhance and enrich their professional practice through reflective actions that center upon planning, instruction, and assessment in their teaching field. To clarify the data received, the Program Impact Committee Member will then conduct semi-structured interviews with the participants and focus groups to gather more information on program impact. Due to COVID19, any actions associated with the case study could occur via virtual or face-to-face interactions when safety of participants can be achieved.

The edTPA© Professional Growth Plan has three areas the completers are asked to assess: Part I-Identifying Strengths and Areas for Growth, Part II-Planning for Support, and Part III-Follow-Up, which requires a description, citing evidence from at least one source to support the description and contains the edTPA© Rubrics associated with each category, which include planning, instruction, and assessing student learning.



Completers will be asked to conduct a pre-and post-test on a set of lessons or a unit that lasts 3 to 5 days. The lesson plan (addressing Task 1-Planning) and results of the pre- and post-test (student learning evidence) will be uploaded into LiveText without student personal identifiable information alongside the video of the lesson. The student data will be assigned a corresponding number so that the pre-and post-test data can be analyzed when appropriate.

The Chairperson of the Program Impact Committee with the completer program committee member will score the trio of EPP common rubrics prior to reviewing the P12 student data. The student assignments will reflect age and content appropriateness for the grade and subject. Once that has been conducted, the edTPA© Professional Growth Plan will be used in the semi-conducted interviews to compare the completer's edTPA Task 3 information and the video content to determine the completers instructional progress. During the review, the Program Impact Committee will identify areas of data that require clarification to be included in the semi-structured interviews or focus groups. This could include slight modifications to be included in the edTPA© Professional Growth Plan to provide a greater depth of data collected if necessary and assembling focus groups to identify the issues, make recommendations, and test changes to address the data outcomes. Co-construction would occur with participants from the Superintendent's Consortium and other identified stakeholders participating to ensure the integrity and strength in the enhanced practices. The focus group will meet twice each semester, for a period not more than one hour and will include semi-structured questions to prompt discussion. The case study includes using the edTPA© Professional Growth Plan as a scaffold for reflection in the common activities of a teacher: planning, delivering, and assessing student learning. For this reason, the focus group will reach into those components to find out more about how completers feel about their preparation across their first-third years of teaching.

Focus groups will take place using virtual platforms (Teams© or Zoom©), the completers and facilitators will meet together at an established time. The facilitator will record the focus group so that transcription and analysis can occur later. Facilitators may vary and will represent faculty from across the EPP programs. To aid in ensuring consistency, all facilitators will use the same group protocols. Participants for each focus group will be limited to 4-6 participants; these may be mixed program completers or as the case study group grows, by program or years of experience. Participants attend the focus group time of their choice; JSU will offer at least two options each time a focus group is used.

Process

1. Introduction of Participants & Facilitator(s) (5 Minutes)
2. Review of the purpose of the focus group session (5 Minutes)
3. Discussion Prompts (4 prompts at 10 Minutes each = 40 Minutes)
4. Using your edTPA© PGP:
 5. describe your areas of strength
 6. identify areas that you need growth
 7. define some ideas that would help you improve student learning
 8. describe how you use technology integration
9. Wrap-Up of Focus Group Discussion (5 Minutes)
10. Closing of Focus Group (5 Minutes)

Following the close of the focus group, the facilitator will transcribe the video, noting the completer's program on each comment that appears in the transcript; the Associate Dean's secretary will then copy the comments onto colored paper that corresponds with the commenter's program. This data will then be shared at the EPP-wide Data Meeting, Superintendents' Consortium, Advisory Councils and other meetings when appropriate to collaborate and co-construct when appropriate.