

Impact on P-12 learning and development
Component 4.1
March 2019

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Standard 4.1				
Components identified by Butler Stakeholders	CAEP Standard 4 Program Impact Case Study Rubric based on a 4-point scale with 4 being highest		Key findings	
4.1.1. Evidence of Student Learning Growth: Identification of knowledge and skills to be taught in a unit. (Element 1)	Teacher	Score	Middle and secondary graduates in our sample identified and connected the knowledge and skills to be taught to the lesson. Teachers at our Lab School, both elementary and secondary, noted school-based standards. Teachers in other contexts noted state standards.	lesson plan analysis, interview responses
	A1	3		
	A2	4		
	A3	4		
	B1	2		
	B2	4		
	B3	3		
	C1	2		
	C2	4		
	C3	4		
Mean	3.22			
4.1.2 Match between the knowledge and skills taught and evaluations. (Element 2)	Teacher	Score	Results show variability across the three years of data collection. We believe the variability has more to do with changes made to the language of the rubric than to differences in teacher practice.	Analysis of lesson plans, documentation of assessments
	A1	3		
	A2	4		
	A3	3		
	B1	2		
	B2	2		
	B3	2		
	C1	2		
	C2	3		
	C3	4		
Mean	2.77			
4.1.3 Evidence of formative assessment throughout the unit. (Element 3)	Teacher	Score	Graduates in our sample used formative assessments in their lessons. 7 of 9 graduates used multiple types of formative assessments.	Analysis of lesson plans, observations of teaching, interview responses
	A1	4		
	A2	4		
	A3	4		
	B1	4		
	B2	3		
	B3	3		
	C1	4		
	C2	4		

	C3	4		
	Mean	3.77		
4.1.4 Teacher provides evidence of student learning. (Element 4)	Teacher	Score	Most graduates (6/9) in our sample provided evidence of multiple student learning assessment measures and could address individual and student group performance and growth.	Lesson documentation, assessment data, teacher interview.
	A1	4		
	A2	4		
	A3	3		
	B1	4		
	B2	4		
	B3	3		
	C1	3		
	C2	4		
	C3	4		
	Mean	3.66		
4.1.5 Evidence of student-learning growth connected to the identified objectives. (Element 5)	Teacher	Score	We found no discernible patterns across grade levels and years of data collection. We observed evidence that the majority of K-12 students met expected levels of growth in the data sources from 7 out of 9 participants.	Assessment data, students work samples or artifacts, teacher observations
	A1	3		
	A2	4		
	A3	2		
	B1	4		
	B2	3		
	B3	4		
	C1	2		
	C2	4		
	C3	4		
	Mean	3.25		
Standard 4.2				
Components identified by Butler Stakeholders	CAEP Standard 4 Program Impact Case Study Rubric based on a 4-point scale with 4 being highest			
4.2.1 (Knowledge) Program completers prioritize student well-being. They maintain a “growth mindset” toward their students. (Element 1)	Teacher	Score	The data suggest the graduates in our sample consistently prioritize student well-being. Evidence across three data cycles and multiple data sources suggests our graduates maintain a growth mindset toward their K-12 students.	Observations, teacher interviews, student surveys, documentation of student work
	A1	4		
	A2	4		
	A3	4		
	B1	4		
	B2	4		
	B3	4		
	C1	4		
	C2	4		
	C3	4		
	Mean	4		

<p>4.2.2 (Skills) Completers exhibit a flexible response to student needs. (Element 2)</p>	<table border="1"> <thead> <tr> <th>Teacher</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>A1</td><td>4</td></tr> <tr><td>A2</td><td>4</td></tr> <tr><td>A3</td><td>4</td></tr> <tr><td>B1</td><td>4</td></tr> <tr><td>B2</td><td>3</td></tr> <tr><td>B3</td><td>4</td></tr> <tr><td>C1</td><td>4</td></tr> <tr><td>C2</td><td>4</td></tr> <tr><td>C3</td><td>4</td></tr> <tr><td>Mean</td><td>3.88</td></tr> </tbody> </table>	Teacher	Score	A1	4	A2	4	A3	4	B1	4	B2	3	B3	4	C1	4	C2	4	C3	4	Mean	3.88		<p>All of the graduates in our sample adjusted sequence, pacing, or content based on student needs. 8 out of 9 graduates in our sample made adjustments based on the needs of individuals as well as the needs of the whole group.</p>	<p>Classroom observations, teacher interviews, documentation of student work</p>
Teacher	Score																									
A1	4																									
A2	4																									
A3	4																									
B1	4																									
B2	3																									
B3	4																									
C1	4																									
C2	4																									
C3	4																									
Mean	3.88																									
<p>4.2.3 (Dispositions) Completers demonstrate a sense of agency as an individual and as a member of learning community. They take action based on the needs of students. (Element 3)</p>	<table border="1"> <thead> <tr> <th>Teacher</th> <th>Score</th> </tr> </thead> <tbody> <tr><td>A1</td><td>3</td></tr> <tr><td>A2</td><td>4</td></tr> <tr><td>A3</td><td>4</td></tr> <tr><td>B1</td><td>4</td></tr> <tr><td>B2</td><td>2</td></tr> <tr><td>B3</td><td>4</td></tr> <tr><td>C1</td><td>4</td></tr> <tr><td>C2</td><td>4</td></tr> <tr><td>C3</td><td>4</td></tr> <tr><td>Mean</td><td>3.66</td></tr> </tbody> </table>	Teacher	Score	A1	3	A2	4	A3	4	B1	4	B2	2	B3	4	C1	4	C2	4	C3	4	Mean	3.66		<p>8 out of the 9 graduates in our sample are members of professional communities and are actively seeking professional development. 7 of the 9 could provide examples of advocacy work based on the needs of students.</p> <p>The graduate who received a score of 2 was in a context where she perceived was not a supportive learning community. For example, all teachers within a specific grade level and content area were expected to do the same thing at the same time.</p>	<p>Classroom observations, teacher interviews, documentation of student work</p>
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