



*SUNY Oswego Completer Impact Study* presented in the CAEP Self-Study Report  
submitted July 30, 2020: Abridged Version  
by

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## **Abstract**

A case study was implemented to determine the impact of SUNY Oswego's School of Education program completers on student learning (CAEP 4.1), as well as to gather direct observations of completers' application of professional knowledge, skills, and dispositions (CAEP 4.2) in urban, rural, and suburban schools. Ten participants from six teacher education programs were recruited for the study and were interviewed, observed teaching, and whose teaching was rated using [Danielson Framework for Teaching Rubric](#) (2013). Faculty members participating in the study received training in the research protocol and served as interviewers, observers, and raters. Data analysis showed that SUNY Oswego program completers were rated as proficient in all areas assessed, and qualitative data described how completers were effectively contributing to P-12 student learning. Moreover, participants were observed using teaching methods anchored in the School of Education's Conceptual Framework, including teaching for social justice. Results provide evidence of sufficiency in meeting CAEP Standards 4.1 and 4.2, and use of study findings for program and unit improvement is included at the end of this report.

## **Method**

### **Participants**

Participants were ten SUNY Oswego program completers who graduated between Summer 2015 and Spring 2019. They were employed in schools and were selected through relationships they maintained with professors in the School of Education. Participants across graduate and undergraduate programs provided consent to be surveyed, observed, and interviewed. Participants graduated from SUNY Oswego from one or more initial certification and/or

advanced programs, including Childhood MST, Childhood Undergrad Literacy, TESOL, Adolescence Literacy, Special Education, and Social Studies. Represented in the sample were completers working in urban, rural, and suburban P-12 schools. The study received Human Subjects Committee approval on 10/15/19.

## **Data Collection**

Participants were electronically surveyed to provide preliminary information about the context of learning to the faculty member performing the observation. A semi-structured interview protocol was developed and used by each faculty member (including supervisors), which included questions mapped to the Charlotte Danielson Framework for Teaching (Danielson Framework; 2013) and aligned to the School of Education conceptual framework. The Danielson Framework was used to generate ratings of program completers' teaching in each of the four domains: 1) Planning and Preparation, 2) The Classroom Environment, 3) Instruction, and 4) Professional Responsibility. A Danielson Framework observation form was completed for each participant by faculty members trained in using data collection tools. Using a Completer Study Template, faculty members synthesized information from observations and interviews they conducted, as well as information gathered from artifacts shared by study participants.

## **Data Analysis**

All observation notes and Completer Study Templates were analyzed using NVIVO 12, which is software designed to collect, manage, and analyze qualitative data. The constant comparative method (Glaser & Strauss, 1967) involved dividing narrative data into its smallest meaningful units, and then comparing units to form categories (Lincoln & Guba, 1985; Teddlie & Tashakkori, 2009). Codes were established based on CAEP Standards 4.1 (Impact on P-12 Student Learning and Development) and 4.2 (Indicators of Teaching Effectiveness), as well as pertinent to domains on the Danielson Framework for Teaching (2013): Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibility. Data triangulation was used to compare and contrast qualitative data from Completer Study Templates, comments on the Observation Form, and quantitative data from the Danielson Framework ratings. Ratings and faculty member descriptions from observations, interviews, and the examination of artifacts are presented below.

## **Results**

Teacher knowledge, practice and skills are well known to impact student learning (see, for example, Darling-Hammond, 2000; Konstantopoulos & Chung, 2011; Leggio & Terras, 2019; Oliver & Reschly, 2010; Stronge et al., 2011). In this study, we integrated the results of *Indicators of Teacher Effectiveness (CAEP 4.2)* based on the Danielson Framework (2013) to demonstrate *Impact on P-12 Student Learning (CAEP 4.1)*. Results are organized according to themes and the Danielson Framework. Two representative quotes from case study reports are included to demonstrate how observers perceived and characterized completer performance.

**CAEP 4.1 Impact on P-12 Student Learning and CAEP 4.2 Indicators of Teacher Effectiveness Demonstrated through Outcomes on Danielson Framework**

**Table 1**

*Completer Ratings for Danielson Framework Domain 1: Planning and Preparation*

Domain 1: Planning and Preparation (N = 10)		
	Average	Range
Demonstrating Knowledge of Content and Pedagogy	3.3	2-4
Demonstrating Knowledge of Students	3.4	2-4
Setting Instructional Outcomes	3.3	2-4
Demonstrating Knowledge of Resources	3.3	2-4
Designing Coherent Instruction	3.4	2-4
Designing Student Assessments	3.3	3-4
<b>Domain 1</b>	<b>3.33</b>	<b>2-4</b>

*Note. 1 = Unsatisfactory; 2 = Basic; 3 = Proficient; 4 = Distinguished*

**Completers set and communicated clear, instructional objectives to focus learning.**

- “I was provided with a literacy lesson plan with an explanation of how the ten centers worked using “I can” statements that provided the objectives of the lesson.”
- “Once everyone was seated, the participant pulled up the daily objectives on the board and had students repeat the objectives after her. She then reviewed that the essential question for the unit was, “Why Learn About New Places?” and explained to the students that they would be reading a story that connected to this question.”

**Instruction was prepared based on assessment data.**

- “Groups of students aren’t formed according to ability or homogeneously, but according to skill, and they change from week to week. Assessment is ongoing and formative according to their performance at the centers.”
- “The participant was extremely responsive to student needs throughout the lesson and was clearly able to utilize formative assessment data in real-time to remedy student misunderstandings in the reading. Students clearly understood the assessment criteria, and were able to identify at the close of the lesson whether the objectives for the lesson had been met.”

**Completers had strong knowledge of students to inform preparation.**

- “The teacher had a deep knowledge of her student’s learning style, preferences, and current skills. During the lesson, the researcher observed active engagement and learning by the student.”
- “The teacher demonstrated a thorough and nuanced understanding of student strengths and areas of need. This knowledge leads to appropriate planning and preparation that moves students forward in achieving their IEP and gen ed learning goals.”

**Completers had knowledge of resources to design effective instruction.**

- “As different students responded, she awarded Class Dojo points for participation in the discussion. When the DIN was finished being discussed, she then drew names from the popsicle stick jar to decide who would get to use special floor chairs.”
- “He used video, print, class discussion, as well as and peer teamwork. His video selection, "American Empire- How the U.S. Got Alaska, Hawaii, and the Bird Poop Islands," was entertaining and informative. The students were attentive while viewing the video and had many questions at its conclusion. His video selection was purposeful, as it delivered the information in a creative and captivating way.”

**Conclusion of Danielson Framework Domain 1: Planning and Preparation**

The evidence from these supported themes from both quantitative ratings of *Proficient* and *Distinguished*, as well as qualitative data, demonstrate that program completers from SUNY Oswego are effectively preparing to teach and have strong knowledge of how to plan lessons. Teachers designed learning tasks that utilized a variety of creative and engaging instructional activities that fostered a higher level of thinking. It was clear that these teachers used assessment data to inform their knowledge of students and designed differentiated instructional tasks based on students’ learning needs and interests. These teachers demonstrate strong pedagogical knowledge of planning and preparation for instruction, which, when enacted, has an impact on student learning.

**Table 2**

***Completer Ratings for Danielson Framework Domain 2: Classroom Environment***

Domain 2: The Classroom Environment (N = 10)		
	Average	Range
Creating an Environment of Respect and Rapport	3.7	3-4
Establishing a Culture for Learning	3.6	3-4
Managing Classroom Procedures	3.7	3-4
Managing Student Behavior	3.6	3-4
Organizing Physical Space	3.7	3-4
<b>Domain 2</b>	<b>3.66</b>	<b>3-4</b>

*Note. 1 = Unsatisfactory; 2 = Basic; 3 = Proficient; 4 = Distinguished*

Ratings for Domain 2: Classroom Environment from the Danielson Framework for Teaching demonstrate that teachers create an environment of respect and rapport by the ways they interact with students. These teachers foster interactions that encourage learning and cultivate motivation among students. Also, teachers establish clear routines, classroom procedures, and manage student behavior and the learning environment to facilitate learning.

### **Completers created an environment of rapport and responsiveness to students.**

- “The teacher demonstrated respect for her students through her interactions with them. She was polite with them and offered praise. She demonstrated a calm demeanor. She told students who were speaking to stop sharing until the class showed her respect by giving her their attention. She was positive with the students as she praised them, and if a student didn’t follow a rule, she would calmly tell them that it made her sad. She understands that building relationships with the students is important to building a strong classroom climate.”
- “Throughout the observation, it was clear the teacher had developed a rapport with his students. Based on his ability to connect with his students, his classroom was a safe zone where students were expected to participate and share ideas as they learned new material.”

### **Learning materials and environment were well-prepared for the learning experience.**

- “The students had paper and pencil already on their desk, and they were instructed to put their name on the back of the sheet. There was a visual timer on the smartboard and the students engaged in a timed sprint in math facts). Following the sprint, the students were instructed to get a clipboard and pencil and meet the teacher on the rug. She went over the learning objective and made sure all of the students were ready to learn.”
- “Materials were 100% ready and easily accessed for a progression of multisensory activities.”

### **Completers managed student behavior with skill.**

- “Numerous behavioral supports were utilized in the lesson to provide structure and predictability for the student who experiences behavioral challenges. Examples of these supports include a literacy lesson visual schedule, a behavior chart to encourage positive participation, and choices in the order of activities to be completed and text to be read.
- “She was also very capable when managing her classroom through the establishment of seat routines, procedures and expectations for a safe and accepting classroom environment. Students were not afraid to take academic risks and they were clearly comfortable challenging each other academically in order to gain better perspectives on whether an answer was sufficient.”

### **Physical space of the classroom was conducive to learning.**

- “The instructional setting within the classroom was well-organized, quiet, had limited distractions, and allowed for sustained focus by the learner.”
- “Students are engaged around the room in flexible seating. Students are on laptops or doing center work. Student groups are listed on the smartboard.”

## **Conclusion of Danielson Framework Domain 2: Classroom Environment**

Quantitative ratings of *Proficient* and *Distinguished*, as well as patterns and themes found in qualitative data analysis demonstrate that program completers from SUNY Oswego were effectively managing the classroom environment. This theme of managing the classroom environment connects directly to the commitment to social justice threaded throughout our

programs at SUNY Oswego. The teachers in this study were rated the highest in this category with much evidence, as noted above, demonstrating the use of culturally responsive teaching practices. It was clear that the participant teachers sought to know students and taught using students' assets to foster learning and motivation. Their classroom spaces were designed to foster independence and student interest in learning tasks. Observers reported that students appeared comfortable and responsive to the teacher and one another. When students feel safe and cared for, they are able to engage in learning, which has been found to positively impact student outcomes (Durlak et al., 2011).

**Table 3**

**Completer Ratings for Danielson Framework Domain 3: Instruction**

Domain 3: Instruction (N = 10)		
	Average	Range
Communicating with Students	3.5	3-4
Using Questions and Discussion Techniques	3.2	2-4
Engaging Students in Learning	3.5	2-4
Using Assessments in Instruction	3.2	2-4
Demonstrating Flexibility and Responsiveness	3.8	3-4
<b>Domain 3</b>	<b>3.44</b>	<b>2-4</b>

*Note. 1 = Unsatisfactory; 2 = Basic; 3 = Proficient; 4 = Distinguished*

The ratings for Domain 3: Instruction from the Danielson Framework for teaching demonstrate that teachers effectively communicate with students and facilitate instruction using engaging, research-based practices that are conducive to learning. These teachers demonstrate the ability to effectively ask questions and foster higher levels of thinking and engagement. These teachers fluidly incorporate formative assessment into instruction and flexibly respond to students' learning needs.

**Completers effectively engaged students through research-based instructional practices.**

- The lesson consisted of a structured format of explicit instruction in early literacy skills including teaching and reviewing letters and letter sounds, building phonetically regular words at the Orange Level of the Road to Reading program, sorting short vowel words, and writing dictated words using the short a and o sounds on a whiteboard. The lesson also included a shared/supported reading portion of a level D text, wherein the student got to preview, read, and discuss a text “Six Fish in the Mix” with teacher support....Throughout the lesson, the teacher used effective instructional strategies such as wait time, ongoing positive feedback on specific skills, modeling of word solving strategies, encouragement to try again, activating background knowledge, and supporting early reading skills such as phonemic awareness, decoding, word solving, and fluency and comprehension.

### **Completers used effective questioning and scaffolding techniques to support student learning.**

- “He used higher-order thinking skills to encourage students to think deeper about the material. When a student had a question, he did not give away the answer but coaxed the answer from the student by asking her questions that got her to determine the answer on her own. He was able to have a dialogue with the students that demonstrated his knowledge of the material, yet was conversational and permitted student questions and comments. He valued student opinions. He used discussions to determine if students were developing an understanding of the material and making connections between old material and new.”
- “Once students settled, the participant stated that they would be previewing the story through a gallery walk of the pictures in the text. Throughout the gallery walk, she threw a ball to students to call on them. Her questions ranged in difficulty from simple to complex, and whenever a question’s answer left information to be desired she followed up with, “Why do you think that?” or “How can you tell from the picture?”....The participant clearly understands how to sequence scaffolds to increase student reading comprehension in the classroom. She is able to facilitate discussion among her elementary students and build on their knowledge through thought-provoking question strategies.”

### **Completers effectively engage students through interaction, including student to student learning experiences.**

- “Reading, writing, speaking and listening were practiced during this class. Preparation and performance of a skit based on the text concluded the lesson...Teacher engages students through strategies involving active participation in their learning (e.g., performing skits with groups.)”
- “The teacher also effectively guided students in the study of power, authority, and governance via the activities on Hawaii and Alaska. This activity included students placing themselves as a citizen of Alaska and Hawaii at the time of their take over by the United States. Student comparison of the differences between their acquisitions as states was deliberate, effective, and age appropriate. In addition, his selection of independent work (Bell Ringer), whole class discussions, and pair work (Hawaii/Alaska worksheets) were deliberately planned for the variety of learners in this class.”

### **Completers demonstrated flexibility and responsiveness to the students.**

- “Although the lesson plan indicated the students would be participating in a writing task, the participant realized that there was not enough time in the period left to undertake the activity. She decided to change course. She said, “When I say go I want these two students to collect the books and then I want everyone to stand up in a circle on the rug.” She counted down from ten as the students got up to move. She said, “We did a lot of reading today. Are your brains tired?” She then led students in a stretching activity that mirrored the actions the boy in the story took. Finally the participant went back to the daily objectives slide and for each objective asked the students if they met the objective. The kids orally responded.”
- “The remaining students in the class were engaged in individual learning tasks in flexible seating throughout the room. All students have individual folders in a highly organized system that directs them to complete learning tasks when they are not receiving direct small group instruction.”

### **Assessment and feedback were embedded in instruction.**

- “Students were assessed and provided immediate feedback throughout the lesson. They were given several hands-on manipulatives (chips, white boards, flashcards) and changed tasks often. The lesson was well paced and moved quickly along, engaging students every step of the way. She also assessed learning through a worksheet that focused on the phonics skill for record-keeping purposes.”
- “This teacher uses data from student learning to inform her small group skill-based groups in ELA and MATH. I witnessed this during the observation. Each group has a specific DIFFERENT skill that they were working on. The teacher didn’t share the exact scores with me, but she did explain specifically how she used the data from the student assessments to inform instruction. After each lesson, the students have an exit ticket that demonstrates their learning during the lesson. This provides information to the teacher as to which children met or did not meet the objectives.”

### **Conclusion of Danielson Framework Domain 3: Instruction**

The evidence from these supported themes from both quantitative ratings of *Proficient* and *Distinguished* as well as qualitative data demonstrate that program completers from SUNY Oswego are effectively providing instruction for their students. The above observations clearly depict the wide range of highly effective instructional practices that teachers implement in their classrooms. Many of these were instructional routines that were well-established demonstrating a pattern of behavior, such as the Do Now, small instructional groups, and Google classroom. Instructional routines support strong learning outcomes and student impact. When classrooms are well managed with focused, engaging instruction on content, students learn (Stronge et al., 2011). In addition, these teachers differentiated the instruction to meet the broad learning needs of their students. For example, individual, small group, and whole group instructional methods can be noted in the above observations. Attending to the individual learning needs of students has an impact on student learning.



**Table 4**

**Completer Ratings for Danielson Framework Domain 4: Professional Responsibility**

Domain 4: Professional Responsibility (N = 10)		
	Average	Range
Reflecting on Teaching	3.3	3-4
Maintaining Accurate Records	3.44	3-4
Communicating with Families	3.33	3-4
Participating in the Professional Community	3.55	3-4
Growing and Developing Professionally	3.5	3-4
Showing Professionalism	3.7	3-4
<b>Domain 4</b>	<b>3.49</b>	<b>3-4</b>

*Note. 1 = Unsatisfactory; 2 = Basic; 3 = Proficient; 4 = Distinguished*

Ratings for Domain 4: Professional Responsibility from the Danielson Framework demonstrates that teachers show evidence enacting their professional responsibility. These teachers regularly reflect on their teaching and incorporate their professional learning into their daily practice. They accurately maintain records and effectively and regularly communicate with families. By participating in the professional community, these teachers demonstrate leadership and ownership in their school communities. They are eager to continue learning and have evidence of participation in professional growth opportunities.

**Completer used reflection to continuously develop professional practices.**

- “The participant was able to reflect on what went well in the lesson. She is able to explicate her reasoning for the strategies she implemented especially with regard to the assessments she employed.”
- “The participant was pleased with her lesson but still reflective of areas that were challenging or that it wasn’t clear that the students understood. She was concerned about management (even when I observed her management to be fantastic)...the teacher reflected on student learning in a very specific manner. For example, she brought up the topic of decoding multisyllabic words and discussed specifically where students still needed work and where they needed to move forward.”

**Completers maintains accurate records.**

- “To demonstrate her record-keeping and IEP coordination, she also shared an example of individual student notebooks with progress monitoring data, IEPs, communication with families, behavior supports and other materials specific to a student’s needs.”
- “She collects student work at each station and decides from this data how each student should proceed.”

- “This teacher has involved the parents in the academic development of the students. Each week parents are provided with data for their child’s progress academically and socially. Parents are required to engage and respond with a signature and questions/ concerns about their child’s progress. This teacher deeply invests in these children to see them accomplish their goals.”

**Completers were invested in communicating and building relationships with families.**

- “This teacher is deeply invested in the school community. She leads groups of children and other teachers within the building to develop a community of care. She has innovative ideas to beautify the school (planting a garden; designing literacy and math tasks to decorate the hallway floors) and engage families. She can be found at the school on many evenings and weekends working on teaching and learning experiences for her students. During the interview, this teacher shared a Family Communication tool that she completes with extensive information about each individual child’s progress throughout the week. Parents are informed of grades, behaviors, attendance throughout the week and then parents respond to the communication with a signature and questions or concerns. This builds accountability for parents and students alike.”
- “She has taken initiative to create open communication with the parents in her classroom community. This completer has had parent contact with all of her parents so far this year in this urban setting. All but 3 parents came in for conferences and she is in regular communication with families through Classroom DOJO, phone calls, written notes. She frequently calls parents when the children are doing well as well as when they are struggling. This completer recently purchased a coat for one of the children in her class that needed one.”

**Completers were a vital part of the professional community and continually sought professional growth opportunities.**

- “As far as collaboration with her staff, which includes seven paraprofessionals, she arranged with her building administrator to set aside a regular meeting time with them once monthly....The teacher shared information about her involvement in piloting a new program
- “In terms of professionalism, I consider this teacher a leader and her T.A. concurs. She showed great interest in participating in this study because she felt it would be good for her professional growth. She incorporated the morning meeting portion of her lesson because she went to a professional development event on the responsive classroom.”

**Conclusion of Danielson Framework Domain 4: Professional Responsibility**

The evidence from these supported themes from both quantitative ratings of *Proficient* and *Distinguished* as well as qualitative data demonstrate that program completers from SUNY Oswego are effectively enacting their professional responsibility. All of the program completers discussed various formats of professional development that they were engaging in. Some indicated that they were interested in pursuing additional degrees, others indicated that they were engaging in teacher training that has an impact on their instruction through the district or other professional organizations. Additionally, it is important to note that many of the completers demonstrated that they valued and made an effort to include families in the development of the students. This also ties to issues of social justice, because it portrays our graduates as leaders in

their schools that seek to foster opportunities for their diverse students through engaging the families with resources that the school can offer. This school to family connection provides education to families about how to best support the child's educational development, thus impacting the student's learning.

### **Discussion**

Based on our case studies, there is ample evidence that SUNY Oswego teacher education program completers effectively contribute to P-12 learning, as well as use the knowledge, skills, and dispositions they developed in our programs. Completers were observed weaving components of the SUNY Oswego conceptual framework. Each observation and interview conducted demonstrated that completers were well-equipped to teach and met or exceeded expectations based on the Danielson Framework and on qualitative commentary from observers.

Case study results will be shared at faculty meetings and discussed, as professors recursively examine and revise their courses. We will incorporate the information as advisory data in our decision making processes. While the participants interviewed and observed provided promising data regarding how our program completers are performing in the field, we realize that we may have non-observed completers whose experiences may be different. We plan to recruit more completers each year to broaden our scope in assessing our completers' effectiveness. In fact, for Fall 2020, we have already recruited three additional participants. We also plan to explore the experiences and effectiveness of completers from different programs, including our teacher residencies, to determine their impact on P-12 learning. We will study teacher attrition in urban schools to learn if being prepared to teach in a residency program makes a difference. We will continue to aim to have all of our program completers demonstrate strong pedagogical and content knowledge that positively impacts P-12 student learning (CAEP 4.1, 4.2).

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