

CAEP Transition Plan: 4.1 Completer Impact on P12 Student Learning and Development			
Relationship to Standard or Component			
Standard	R4.1 Impact on Student Learning and Development		
Description and Purpose	Pilot a multi-case study model in order to evaluate impact on P12 student learning and development to achieve representative samples over three cycles.		
Timeline and Resources			
	Fall 2021	Spring 2022	Fall 2022-Spring 2023
Strategies, steps, and schedule for implementation	a) Meet with TEPEC to plan and design the multi-case study approach. b) Contact (pre-pandemic) volunteers to schedule times for observations and interviews in Fall 2021. c) Implement case study design to collect data on completer impact on P-12 learning from representative sample from Elem, Special Ed Gen Curriculum K6 add on, Health and PE, and Secondary. d) Develop interview protocol. e) Create a preliminary plan for next observation visits for Spring semester. f) One cycle of data will be made available for the site visit.	a) Use stakeholder feedback to revise design and implementation as necessary. b) Implement case study design to collect data on completer impact on P-12 learning from representative sample from Elem, Special Ed Gen Curriculum K6 add on, Health and PE, and Secondary. c) Create preliminary plan for next observation visits for Fall semester.	Continue implementation of case study design to collect the third cycle of data on completer impact on P-12 student learning and development for Elem, Special Ed General Curriculum K6 add on, Health and PE, and Secondary.
Data Currently Utilized	See 4.1 discussion about voluntary response sampling using artifact 60.		
Personnel and method of data access and analysis	EPP faculty, including adjunct support for administration, observation, interviews, and analysis. P1 completers and school partners for engagement in case study. Files will be shared in Google Drive and stored in DAPP (internal private server).		
Data Quality			
Collection Instruments	Field notes, interview protocol form, FC observation form; access to pre and post assessment measures, such as at the beginning and end of a unit plan. The study is designed to measure what VUPS item 7 is proported to assess, which is completer impact on student learning.		
Means to Achieve CAEP Sufficiency Level	Design of the case study research will follow recommendations for valid and reliable multi-case study research as outlined in the literature by Merriam, 1995, and Lincoln and Guba, 1981.		
Steps taken to ensure representative response.	The sampling strategy utilized was a combination of convenience and purposive. Completers were contacted in late Fall 2019 and observations and interviews were to take place in March/April 2020. However, due to the pandemic, the case study plan was unable to be completed. The same participants have agreed to continue with the study beginning Fall 2021.		
Steps taken to ensure validity and reliability of data	The design will follow qualitative and quantitative research method protocols for validity and reliability of the data: Use multiple sources of evidence, use within-case analysis and cross-case analysis, use structured case protocol, involve multiple researchers to debrief on methods and analysis, calculate mean scores on rubrics.		
Steps to analyze and interpret findings and make use of them for continuous improvement	The Director of Teacher Education will provide oversight for the data collection and documentation of the multiple sources of evidence employed for the three cycles of pilot data. Aided by the researcher(s) (data collectors, if different from the Director), within-case analysis will aid sense making of data; individual cases will be analyzed for internal coherence and regularities for study of cross-case comparisons. The Director of Teacher Education and researchers will present initial results and interpretations with TEC and TEPEC for additional layer of review and to guard against potential researcher bias.		