



**Keene State College Educator Preparation Program
Completer Impact on P-12 Student Growth Accreditation Project**

Spring 2019

The Educator Preparation Program at Keene State College undertook a pilot project to collect and analyze data regarding the perception of teachers who are graduates of Keene State College as to the effectiveness of their preparation by KSC to enter the field of teaching, and the impact of their teaching on student growth. The data collected through this project is being used as a component of our accreditation process, and anonymous results will be shared with participating teachers and districts. In order to conduct this project, we partnered with KSC graduates currently teaching in grades 2-8, with 1-3 years of experience in the field. The focus of the pilot project was reading/language arts literacy, with the goal of expanding to other educator preparation programs and content areas in the future.

Methodology of the Study

The pilot project included the following components:

- Teacher and principal participation in an interview
- One observation of the teacher in the classroom conducted by a KSC faculty member, focusing on two components of the Danielson framework – demonstration of content and pedagogical knowledge (Planning and Preparation Domain) and demonstration of ability to engage students in learning (Instruction Domain)
- Collection of available data on student achievement, such as:
 - Statewide standardized assessment scores (if shared by the school/district)
 - School-wide standardized assessment scores
 - Student Learning Objective outcomes
 - Performance-based assessments
 - Competency-based report cards
 - Other school and classroom-based assessments

Data Collection and Analysis

Interview

Three elementary school principals and six teachers (2 first grade teachers, 2 second grade teacher, 1 third grade teacher and 1 sixth grade teacher) were interviewed respectively using the Principal Survey and Teacher Survey. Interviews were tape recorded and transcribed (see the content in Teacher Interview Section).

Classroom Teaching Observation

Charlotte Danielson's Framework of Teaching was used in six classroom teaching observations, specifically 1) Demonstration of Content and Pedagogical Knowledge, and 2) Demonstration of Ability to Engage Students In learning. Observation notes are summarized in Classroom Observation Section.

Student Learning Evidence

Student standardized test scores were collected as the main student learning evidence of teacher effectiveness. Given limited access to data, only one teacher was able to provide longitudinal data to show students' learning growth (see attached spreadsheet).

Teacher Interview Results

Question: How did KSC prepare you to work with students whose first language is not English?

Given KSC is located in the rural area of New Hampshire with few to none ELS learners in surrounding schools, KSC graduates received basic ideas but not in-depth knowledge of teaching students whose first language is not English.

- "Mentioned briefly in class but never got into details about ESL teaching."
- "I think they did a little bit, but not in-depth. If I encounter a student of ESL needs, I definitely need to learn more about how to teach ESL. I did encounter an ESL girl at Wheelock School when we were doing reading buddy program with the school. I learned how to work with ESL student through this experience."
- "Not really much. We barely learned what ESL is, but not curriculum and how to do intervention. The most experience is from my student teaching experience. "
- "We learned through doing projects in ESL learners. I did see presentations of ESL teaching in classes. But I did not have a lot of exposure given my methods and student teaching placement. I did all my field experiences in NH and the NH population is not diverse. I definitely will figure out along the way, but exposure is definitely beneficial. I do think we need to pick up strategies to accommodate the lesson and adapt to these students."

Question: How did KSC prepare you to work with students with diverse racial, cultural or social-economic backgrounds?

Given the location of KSC and the demographics of the students surrounding schools serve, KSC graduates were fully prepared to work with students with diverse social-economic background, but not diverse racial and cultural backgrounds. They not only learned how to work with students with low SES through coursework, but also had intensive experience with these students through their methods and student teaching field placements. They attributed their confidence and success in working with low SES students to their KSC course preparation as well as field experiences with their cooperating teachers' modeling.

- "EDSP 202 talked about such issue. The methods and student teaching placement helped with more real experiences, which professors and students discussed during classroom time."
- "Being in the Marlborough program got me exposed to working with students from low socio-economic backgrounds. Spending much time in the real classroom well prepared me to work with students of diverse socio-economic backgrounds. I do see similar population in my school now. These students come to school saying my parents cannot help me and cannot do the work, why I should. The parents do not have school as top priority, so the students will not take school as their top priority. If the parents do not understand the subject, they could sit with the students."

- “One class taught us very in-depth knowledge in this regard with tons of cases and examples. The way KSC differentiates itself from other institutions is that they get you into the classroom as soon as possible through methods 1, methods 2, which are small exposures, and then student teaching, which are huge exposures. Most importantly, KSC placed me in totally different schools for my methods and student teaching.”
- “I had exposure to low-income students, which led me to land the job now. My broad exposure during my placements helped a lot. I definitely would like to know how to deal with when parents are not involved at all. I know how to reach out by sending home letters, sending email, calling but I would like to know how to deal with the parents who never respond. I think this will be very beneficial since I ran into that situation a lot. In student teaching, I pushed to be part of the teacher-parent conferences and that helped a lot. I did not want to call parents at home, which is scary. But my student teaching supervisor forced to make calls to parents. This eventually was so beneficial to me to develop skills how to do parent-teacher conference in my current position. You have to talk in layman’s term.”

Question: How did KSC prepare you to use technology to deliver instruction or enhance communication?

Several classrooms in the KSC Education Department are equipped with smartboard and smart carts; one instructional technology lab is equipped with a smartboard, Promethean board, and a mobile laptop cart. Not only were KSC graduates fully exposed to these instructional technologies, they were taught to integrate instructional technologies in their projects, their methods and student teaching field placement experiences. Most importantly, KSC graduates had built strong self-efficacy in using various technologies they might not have previously experienced.

- “In Marlborough every classroom has smart board and other good technologies so I am skillful. I do a lot of things on chrome book. I am very well prepared to integrate tech in my teaching. My current school has similar technology infrastructure so I am very used to using technologies.”
- “I learned how to use smart board. In one class, I had to use a technology to integrate in our lesson planning, which is very beneficial.”
- “They provided us with many tech-integrated projects. All our course work is online and through e-communication. We are doing technology every day.”
- “They did really a good job. I know how to use smart board. KSC set up a little training how to use smart board. I did a lesson when students all use google docs in fifth grade.”
- “They always have different technologies available and showed us how to integrate them. We are exposed to smart board.”

Question: Did you complete a TCAP in student teaching?

Given TCAP is relatively new, only few KSC graduates had completed a TCAP as a component of their student teaching experience.

- “Yes. I will never forget TCAP. It is so important. A lot of work, a lot of writing pages and a lot of reflections. My reflections changed dramatically. During my sophomore years, I just wanted to feel comfortable in front of my class. In my senior year, I want to integrate science and art. The video analysis of my teaching really helped me see my teaching so I can do in-depth analysis.”

Question: Did you take the Literacy course (EDUC KSC Graduate 20KSC Graduate 5 or EDUC KSC Graduate 399)?

Given that this Literacy course is relatively new, few project participants had taken it. However, literacy was integrated throughout the courses they did take.

- “Did not. But I got some shorter session to prepare us to do reading test.”
- “I took Children’s Literacy course. We went over to Wheelock School to do reading buddy.”
- “Did not. But I took Foundations of Reading. The course was so broad and helped me. The English is so difficult especially I am the main language art teacher in my first grade. The language is so confusing itself and I would like to study more in-depth and more focused on the grade level I am teaching. It is not that I don’t want to give credits to the college, but you need a lot more to be a good English teacher.”
- “All literacy learning is integrated in my courses. I attended study sessions for Founding of Reading.”
- “No. I had workshops on Foundation of Reading and got well prepped for tests.”

Question: How did KSC prepare you to develop effective lessons?

KSC graduates were fully prepared in terms of developing effective lessons. They agreed that the lesson plan template they used provided very detailed guidelines for them to write up standards-based lesson plans; covering standards, learning objectives, students’ learning styles and individual needs, procedures, differentiation, assessment, technology integration and reflection. Furthermore, the pre-teaching review of lesson plan with professors and post-teaching reflection help tremendously prepare them to deliver effective lessons.

- “We were taught to do very lengthy lesson plans, which allowed me to think every single item in lesson plan. Use plan book to integrate common core standards. Get me think about learning objectives that are derived from standards. I align my instruction and assessment with standards. Learned backward design. Now using ‘quick assessment on standards’ book. My lesson planning skills got better in my student teaching. My professors and site supervisors scaffolded very well. I planned effective lessons with formative and summative assessment.”
- “Definitely. Writing out everything I am going to say on different scenarios. Very detailed scripts. Gradually I was released to do brief versions of lesson plans.”
- “We had to write so many lesson plans and so in detail. We had to write what we had to say and what kids might say. I also think what difficulties students may have, so I prepare myself for all these possible students’ responses.”
- “I was fully prepared by doing so many lessons I was asked to complete. Always reflecting on it twice a week. I just pushed myself to follow up. After reflection, I just do it in next lesson.”
- “A lesson template we need to follow, which forces me to think all parts of the lesson. This is very helpful. Meeting with professors to discuss the lesson plan very helpful. For example, differentiation is part of the lesson. I went over this in detail with professors and they helped understand it in-depth.”
- “Going through detailed work following lesson plan templates helps a lot. Going over again and again with professors is very helpful to learn all parts of the lesson delivery. In student teaching,

we don't need to write very lengthy lesson plan, but going over with cooperating teachers helps a lot."

Question: How did KSC prepare you to reflect on your lesson planning and on your pedagogical choices after delivery of instruction?

KSC graduates benefitted tremendously from doing self-reflection, discussing reflections with professors and sharing reflections with peer students. They were well trained to be reflective practitioners.

- "They did a good job. We always do a reflection after being observed. I constantly reflect, even in the middle of the lesson so I can adapt immediately to meet students' needs. I reflect most on classroom management since each classroom is different."
- "The formal reflection piece of our lesson plan got me into a habit of reflecting on my teaching. I reflect by myself, with my colleagues, and my para-professionals."
- "Especially during my methods, I do our reflections. I think reflections are more important than the lessons. Professors weigh reflection part as much as the rest of the lesson, so I did learn a lot about reflection."
- "Forcing me to do lesson and reflect on it. We did team reflection together even during our shared ride to the same placement."
- "Meeting with my site supervisor and my professor is really helpful and bounce back and forth to hear different perspectives. They definitely pushed me until I got it. We also bounce ideas among our student teacher groups."
- "There is a huge reflection piece. Being a great teacher needs to know what worked well and what worked wrong."

Question: How did KSC help you develop your knowledge of the content that you teach in your classes?

Given the challenge of teaching various subject areas and following curricula adopted by local schools, it was difficult for KSC cover all of the content knowledge KSC graduates are teaching at their full-time jobs. However, KSC graduates developed comprehensive content research skills that they can use to become content masters in any subject area, as well as built strong confidence in teaching content.

- "Not super well. I most learned a lot since I started my teaching. I did self-exploration on the content knowledge across the subjects."
- "Depends on where I did my methods and student teaching. It is not possible to cover all the content knowledge. Learning how to do research on the content knowledge that I am going to teach is great. I was always prepared before teaching a class. Knowing as many answers I can makes me feel good when working with students."
- "I think we were prepared to be confident in teaching the content knowledge. If I do not know something, I am honest to students and let them know I am ok to find out. I let my students know I do not know everything. I am still learning."
- "It helped. A lot of content in general. They taught us the way to figure out the content at different grade levels. I wish we could know more about curriculum stuff."
- "They definitely encouraged to research the content if I am not 100% sure. They provided me with a lot of materials and how to go about that. In terms of content, I wish I could be exposure

to more popular curricular. I wish I could be offered the teacher's workbook that goes with their curriculum. "

- "KSC had us do research to get the content knowledge based on our assigned teaching grade. But we learned good content research skills."

Question: How did KSC help you develop the ability to write student learning objectives that reflect the developmental levels and needs of your students?

KSC graduates mastered how to derive student learning objectives from standards in developmentally appropriate ways. They were able to write student-friendly learning objectives. For students with a focus on special education, they developed more in-depth skills to tailor learning objectives to meet individual student needs. It was recommended by these graduates that they should be taught how to communicate these learning objectives to their students when delivering the lesson.

- "I learned more from my taking SPED master program. In regular classrooms, we just learned to do it for students as a whole class but not for individual students."
- "It is important for me to know what the students need to get out of from the lesson and also the students know what they need to get out of from that lesson. Not really sure how we were taught."
- "Having deep understanding of the students, seeing their perspectives, help me develop learning objectives that really fit students' needs."
- "Special education course is so insightful. It gets me to think about each specific student and their learning style. When writing learning objectives, you need to take that into account. In regular courses, you only learn about teaching in general, which is about how you can be a good teacher, but not about students."
- "They definitely did a good job. I remember all the specifics in my lesson plan. I wish they made us to tell our students the learning objectives when we are teaching."
- "I was very well prepared using the lesson plan template and aligned the lesson objectives with standards. In my teaching today, I still go to standards and derive learning objectives from those standards. I make sure these objectives are students-friendly objectives."

Question: How did KSC help you develop the ability to create an effective classroom environment?

KSC graduates learned how to create an effective classroom environment, including classroom management techniques, mostly from their field placements. They suggested more knowledge and skills in setting up effective classroom environments should be taught in class prior to field placements.

- "I think I learned mostly from my colleagues in this school. From my observing other teachers' teaching in methods and student teaching, I just gathered what I liked and what I thought would be effective. I did not learn much from KSC. I did learn some general ideas but not many specifics from KSC. I developed such ability from doing it."
- "I am fortunate to see 6 different teachers and 6 different classrooms. I learned a lot from these experiences. I saw every grade from kindergarten to 6th grade."
- "Learning about Danielson's four domains is very important. The more students like your classroom environment, the more they are open to learn. I create safe environment for students to take risks while learning."

- “KSC did really a great job by picking good cooperating teachers. All my three cooperating teachers are very different in their classroom environments and classroom management, so I got to see the way I did not like and will not use in my own teaching. I also got to see the way I like and will build it into my own teaching.”
- “KSC can improve in teaching us classroom management. I was thrown into a classroom and had to figure out myself how to talk to kids and what to say if they are not following your directions. I was exposed to my cooperating teachers’ doing but I had to figure my own classroom management style. This past year, we did a school-wide Love & Logic and I wish we could have this long time ago. It gives me practical strategies on so many different scenarios. Love & Logic changed the way I am teaching. The first week of my teaching was chaotic, but the second week was much better. I learned from my experience but I wish those strategies are right in my back pocket.”
- “At the beginning of our methods, we did all of the classroom environment techniques, how to run morning meetings to make sure everyone is involved, different games to bring the community together, and other classroom management strategies. They had us use these strategies on each other in methods courses.”

Question: Have you achieved any additional certifications or credentials? Have you obtained an “experienced” certification status?

Since the KSC graduates interviewed in this project are recent graduates, they have not obtained additional certifications or credentials. However, they have all attended numerous professional development trainings and workshops to fully develop their capacities as a teacher.

- “I have my master from KSC and also certification from NH. I went to a lot of workshops, such as Eureka Math, responsive classroom, pre-school workshop, etc.”
- “After I graduated, I took KSC Graduate 3 tests to get myself certified. I just got re-certified. I have done some workshops, literacy for all conference about guided reading, healthy eating, responsive classroom, staff meetings, PLC, self-directed professional development through watching videos. I got KSC Graduate 300 hours within KSC Graduate 3 years.”
- “I do not have my master. I am still on the beginning of my teaching. I had a bad experience at my methods and she told me that I would never make to a teacher. It really stuck with me and discouraged me for many many years. I was not even applying for teaching job. I took the risk of applying for title 1 teacher here and got very outstanding observations from my principal.”
- “I did a very long and intensive training in Lindamood Phoneme Sequencing (LIPS). I just finished one with a fourth grade student and I am now doing one with a kindergartner. I finished my Crisis Prevention and Intervention (CPI) and learned how to deescalate a situation. I am certified now. I have a bunch of professional workshops, like classroom management in UNH, school-based PD workshops every month.”
- “I am certified in NH and CT. I did not get further certificates. I am doing MTEL in MA. I did Love & Logic. I did LIPS. I learned a lot from SPED and classroom management workshops from UNH. I am certified in Physical Management (PMT) and Crisis Prevention & Intervention (CPI).”
- “I attended tons of workshops. I really liked the Keys to Literacy. Reading and literacy is my strength. I have attended many technology and data analysis workshops. RIT is so data-based so I think data analysis should be taught in college.”

Question: Describe your job search after graduation – was your KSC experience relevant and in what ways?

A common theme for these KSC graduates in locating their first job was through their field placements, either student teaching or methods. Leaving a strong impression of their teaching ability and maintaining good relationships with their cooperating teachers helped them find a job. They commented that KSC's approach of placing them in different classroom/school settings at different grade levels for Methods 1, Methods 2 and student teaching prepared them very well for job hunting.

- "Very relevant. I did my SPED internship at this school. Long sub position opened up and I took it. Then I ended up working full-time job here."
- "I got a tutor job after graduation. I got a long-term sub job in a school within the same district. I then got an interview at this school. I got the full-time job within a very short period of time after graduation. My Marlborough partnership program set me apart from other new teachers."
- "I did not give up for many years before I got this job. I do think my experience at KSC is very relevant. Many other professors helped me and support me. They gave me very different views about my teaching potentials than my methods professor."
- "It helped a lot. Right after my student teaching, I was hired immediately by the same school as a para-professional. I then got a job in another school, where I did my methods. Then I got a job here."
- "I was initially planning to relax for one year. I got a job as para. Later there was a long-term sub position open in clinical day care center and I worked there for one year. I taught sped and worked with 7 students at 5th to 7th grade, and their academic abilities ranging from kindergarten to 8th grade. KSC did a great job since I was exposed to touch situations in my placements. Last year, I worked three jobs with one month unemployed. I got a long-term sub in a pre school. I did title 1 math. I did long term sub in 5th grade. Then I am teaching here. I have done every grade from K-7 except k, 2nd and 8th. KSC definitely prepared me from so many observations and feedback from my professors so I am very confident. I am still learning and this will be the rest of my life. Now I am co-teaching. I wish KSC could force us to co-teach with someone else since we have to know how to do different roles in classroom. Co-teaching could come into play a lot."
- "I did not get a job right away after graduation. I got a position in a head start preschool program. I got my job here because I did my student teaching here. My student teaching cooperating teacher called me immediately once this job position was open. Just staying in touch with cooperating teachers is very informative. I wish I could get into placement sooner. I did not get into the classroom until the end of my sophomore year or beginning of my junior year."

Based on the questions and responses above, KSC provided excellent preparation to its graduates with respect to working with low SES students, being skillful and confident in content knowledge research, developing effective lessons, including learning objectives and assessment, integrating technologies, and being reflective. KSC did an adequate job in preparing its graduates with respect to working with diversified student population, setting up effective classroom environment and implementing classroom management through field placements, which can be improved by integrating more of these aspects in college coursework.

Principal Interview Results

Question: Did KSC prepare the teacher to work with students whose first language is not English?

Given all the KSC graduates in this project work in schools with no to very few ELL students, it is difficult to tell whether or not KSC graduates were prepared well to work with ELL or ESL students.

- “We did not have any ESL student in this building. Every student speaks fluently English.”
- “We don’t have a lot of ELL students in the building. But I think the teachers are well equipped to teach ELL students.”
- “We just identified 6 ELL students, some of whom are from India and one from east Asia. For Indian students, they are good in speaking but not good in writing. I have not directly observed my teachers working with ELL students, but will set up structure this coming year to work directly with these ELL students.”

Question: Did KSC prepare the teacher to work with students with diverse racial, cultural or socio-economic backgrounds?

The schools KSC graduates in this project work for are located in the southern region of New Hampshire and do not have much racial diversity. However, socio-economic backgrounds vary to a great extent. KSC prepared their graduates very well to work with low SES students through coursework exposure and discussion of how SES affect students’ learning, as well as in field placements where graduates were able to actually work with this student population.

- “We do have students with diverse economic backgrounds. We have multiple KSC students here and we see they all can accommodate to meet students’ needs equally. They do a great job understanding these students’ needs, pretty substantial issues at home financially. The KSC student you are going to observe knows who needs sneakers who needs other things and help connect with the resources. She is willing to stay after school to give students extra help since they cannot get the support at home or giving up prep or break time to give students the support they cannot get otherwise.”
- “Yes. KSC did a good job placing students in community schools, which are very diverse in socio-economic background. For ethnical backgrounds, southwestern New Hampshire does not see a lot. They come to school really aware of the challenges their students bring to the classroom. They are able to see what support students need and able to address those needs.”
- “Yes. Racially we are pretty homogeneous but socio-economically, family situations and foster students are much here. The teachers did good job relating themselves with their foster parents and their birth parents, helping students navigating their unsteady world. They always take into account where the students come from. From some students from trauma families who live with their grand parents, the teachers do also relate to the grand parents or other relatives. We only have these teachers for one year, and I believe they come equipped with these skills.”

Question: Did KSC prepare the teacher to use technology to deliver instruction or enhance communication?

KSC graduates came to schools fully equipped with skills in using instructional technologies to work with students. They have the ability to quickly learn new technologies. Some of the graduates became the lead teacher in training other teachers to use instructional technologies.

- “Yes. We are fortunate to have a lot of technologies here and the teachers are so skillful in infusing the technologies rather than using technology as a substitution. They do understand the two different approaches. They are not afraid of using technologies. We have iPad carts and Chromebook carts so the teacher can always use them in their instructions.”
- “I never had a teacher coming from KSC who is not ready to use technology like smartboard or Chromebook. They are pretty well versed to technology. The teacher you observe also use a touchscreen TV connected with a computer to deliver the lessons.”
- “These teachers got the technology and are excellent in using it. One of the teachers was shy but was talked into delivering a workshop of Office 365 to our teachers and how to integrate into PLC. She is a teacher leader in her second year to help teachers with technologies.”

Question: Did KSC prepare the teacher to develop effective lessons?

KSC graduates were outstanding in developing and delivering effective lessons to their students by creating standards-based lesson plans, following Charlotte Danielson’s Framework of Teaching, and meeting local curricular requirements.

- “Yes, definitely. The creativity in their lesson planning stands out. They know how to develop a lesson from the standards, develop high standards and how to get their students to the standards. They know how to do it creatively. They know how to match and tweak the lesson to students’ individual needs.”
- “Yes. Both the teachers do a great job in creating lesson plan and follow well the Danielson’s model, not only provide guided practice for their students but also let students do work independently. They do a great job in bringing modalities and understand in giving students choices in their learning.”
- “They got their lessons done pretty good by setting clear expectations at the beginning of the lesson, gradually releasing the learning responsibilities to students as the lesson goes on, having students work in groups or pairs, getting to the point by the end of the unit, if not a single lesson. I see a sound lesson planning skill. They are flexible in delivering the content even with changing curriculum, like the Bridge Math we are using now.”

Question: Did KSC prepare the teacher to reflect on lesson planning and pedagogical choices after delivery of instruction?

KSC graduates demonstrated strong competence in doing self-reflection, reflecting and sharing with fellow teachers and making improvement plans.

- “Yes. That is something we talk about a lot here. The teachers work together and reflect on their practices and learn from each other. This is peer support group we do here.”
- “Yes. During my post-observation conversation with these teachers, they always know and articulate well what went well and what they need to change. They are very honest to tell me they still did not get it but are working on it.”

- “The real advantage is KSC uses Danielson’s Framework and we use it as well. They do a good job on reflecting their own teaching and come up with ideas how to do lessons better. We have them reflected on small version of Danielson’s Framework given it is their first-year teaching experience.”

Question: Did KSC prepare the teacher to develop the content knowledge that is taught in his/her classes?

Compared to literacy, KSC graduates were better prepared in math content knowledge. However, principals stressed that the literacy curricular adopted by schools varied to a great extent, which could be a reason to explain their inadequate preparation.

- “Yes. I don’t see them struggling with understanding the content they teach.”
- “They seem to be better prepared to teach math than literacy. Maybe our framework is focused on phonics, which is very specific. We need to give teachers more training on phonemes and pronunciations. But I think it is true for any teacher coming to us.”
- “I do think there could be stronger content in reading and diagnosing reading abilities. Especially these three teachers are placed in first grade and their students are still in learning to read mode. One of them had a hard time because she expected her first graders to be able to read. They are not readers yet. You cannot expect them to read the directions off the worksheet. For math, all of them are excellent in math. KSC requires major in the area, which is an advantage.”

Question: Did KSC prepare the teacher to write student learning objectives that reflect the developmental levels and needs of the students?

KSC graduates did a good job in constructing developmentally appropriate student learning objectives from standards and curriculum and in aligning these learning objectives with assessments.

- “Yes. They are skillful in deriving the learning objectives from the standards. Usually they put out the learning objectives to the students, clearly articulating the learning objectives to their students – what and how we are going to accomplish in today’s lesson in age-appropriately and developmentally appropriately language.”
- “Yes. They align the learning objectives with standards and assessment. They did a good job to develop “I will be able to ...” statements in a way their students understand what they will get out of the lesson.”
- “I do not follow on student learning objectives. We use Basal for reading and established eight essential standards, which are more general learning objectives.”

Question: Did KSC prepare the teacher to develop and create an effective classroom environment?

KSC graduates were skillful in setting up an effective classroom environment through creative seating arrangements for individual and group work, incorporating responsive classroom techniques, and creating learning communities.

- “Yes. The classroom is very warm, supportive and inviting. The students want to go to school and go to classroom. They want to come in to meet teachers. The whole atmosphere of the school makes teacher want to work together. They roll up the sleeves and do best for the students. They help each other rather than this is not my job. We truly a good family.”

- “Yes. They understand the components of a responsive classroom by incorporating those components in morning meetings, closing meetings, the proactive pieces, the movement in their classroom, etc. They are all flexible in seating arrangement and the types of materials they might be using. They create community space in their classroom so students can come together.”
- “Most definitely. Two of them managed their thirty-seven students very well, establishing routine, and using signals to do transitions.”

Question: Has the teacher achieved any additional certifications or credentials or “experienced” certification status?

Some of the KSC graduates are planning to pursue master degrees. All have been diligently attending professional development trainings and workshops to build up their teaching capacities to meet their students’ learning and development needs.

- “She is going to the master degree. She also goes to as many workshops as she can. She constantly wants to learn more. When I find a professional development opportunity, they all jump into it. They also work with their peers by sharing knowledge. We also host professional development workshops for surrounding town schools. Our teachers presented and shared their knowledge.”
- “Not certificate, but they attended many professional development workshops. They also initiated some of the professional development workshops. Since they are beginning teachers, it is smart to focus on their professional development rather than other certifications at this moment.”
- “They attended LIPS and Love & Logic trainings and other professional development workshops, such as Keys to Literacy, Early Phonics Skills, Differentiated Instruction, Assessment Data Analysis, etc.”

Question: How do KSC teachers compare with teachers from other institutions? Are there specific areas in which there are differences?

As for knowledge and skill preparation, KSC graduates and graduates from other teacher preparation institutions all have their own advantages. But one thing that makes KSC graduates stand out is that they are fully prepared to work with local student populations. They have a better understanding of the local schools, students’ needs, student family structures, and local cultures. In addition, most of the KSC graduates in this study had field placements within local schools, so it was easy for them to quickly adapt their teaching to meet students’ needs during their first months of full-time teaching.

- “The partnership model much better prepared these students. They are so immersed and extremely well prepared. They learned from their first-hand experiences. I would love to see such models in more places.”
- “KSC graduates have a better understanding of our demographics. They better understand the small towns in NH. For graduates from large universities, they took a learning curve to understand the rural environment. They seem to feel more comfortable with classroom environment. They develop better presence in classroom. This is something you cannot teach. They have to find themselves. The earlier you can get the students into classroom, the better. If they are placed in classroom in their junior year, there a lot of things to learn during a very short

period of time. Even if they can work with a small group of students during their sophomore year, it makes a huge difference. The other thing is to get more literacy teaching training using phonics, which is taking over the whole literacy teaching. NH assessment is a moving target. I hope it can be stabilized so teachers can be better prepared with assessment.”

- “I don’t think much specific difference. A new teacher from a Maryland college seems to be strong in literacy. However, she teaches fifth grade and if I place her in first grade, she may have the same struggle. Reading is such a critical skill and it takes so much time to adapt to individual student’s reading style. The classroom management skill of another new teacher from a different college may be not as good as KSC graduates, but her literacy skill is a little better. Maybe teachers need to understand logical consequences works better than punishment in their classroom management.”

Classroom Observations

KSC Graduate 1 – 2nd grade

Planning & Preparation - Demonstration of content and Pedagogical knowledge

- Knowledgeable about two digit number subtractions and different ways of doing it.
- Knowledgeable about counting numbers using tallying
- Knowledgeable about horizontal/vertical bar graphs to represent data
- Skillful in step-by-step demonstration of tallying numbers and turn them into bar graphs
- Used real life examples that students are familiar with in teaching, i.e., animal classification and animal habitats
- Smooth flow from review of previous learning, introduction of new content knowledge, whole class demonstration to individual seat work

Instruction – Demonstration of ability to engage students in learning

- Allowed enough response time so students can think and respond
- Encouraged students to use different methods of solving problems
- Constantly moved around to use proximity to get students attention
- Asked inspiring questions regarding bar graphs
- Modeled labeling graph, shading boxes, and sharing results
- Circled around to provide necessary support to students who are in need
- Cared for one student who is not feeling well by offering comfortable seating
- Encouraged early completers to peer support other students

KSC Graduate 2 – 6th grade

Planning & Preparation - Demonstration of content and Pedagogical knowledge

- Knowledgeable about different types of polygons
- Knowledgeable about calculation formulas of polygon area
- Knowledgeable about using grid to calculate the area of different types of polygons
- Skillful in correcting students’ misconceptions

Instruction – Demonstration of ability to engage students in learning

- Used Karhoot and Chromebook for students to work independently to figure out answers to polygon area problems
- Allowed enough response time for all students to figure out their answers
- Used Karhoot's embedded point system to motivate and engage students
- Worked collaboratively with paraprofessional to make sure all students are learning
- Constantly reviewed and reinforced students' understanding of different types of polygon and their features

KSC Graduate 3 – 3rd grade

Planning & Preparation - Demonstration of content and Pedagogical knowledge

- Knowledgeable about shape classification
- Knowledgeable about different shape examples and non-examples
- Skillful in helping students develop classification skill using common characteristics of a certain type of shape
- Integrated online video, group work, and discussion in learning

Instruction – Demonstration of ability to engage students in learning

- Reviewed previous learning by asking students to identify shapes they see in their playground
- Asked questions to engage students in developing common characteristics of a shape, such as triangle
- Set up study groups for students to work together on solving problems – teacher presents problems, students work in groups, teacher picks a group, the rep (using job cards) from the group explain their answer in front of the class with the projected shapes, teacher allows whole class to respond to the presenting group's answer, students as a whole class correct wrong answers and teacher reinforces correct answers.
- Skillful in redirecting questions to allow other students to provide correct answers.
- Skillful in comparing examples and non-examples of a certain type of shape

KSC Graduate 4 – 1st grade

Planning & Preparation - Demonstration of content and Pedagogical knowledge

- Knowledgeable about declarative sentences, interrogative sentences and exclamatory sentences
- Knowledgeable about when and how to use the different sentences
- Skillful in encouraging students to use hand movement, clapping and tones to read different sentences

Instruction – Demonstration of ability to engage students in learning

- Used a quick meditation to calm students down and get their attention to learning
- Reviewed previous learning of declarative sentences and modeled students to use body movement – pointed to show declarative statement
- Modeled using different examples with students

- Encouraged students to make their own declarative sentences with their daily life examples
- Modeled counting syllables by clapping hands and pondering feet
- Introduced interrogative and exclamatory sentences by using students' familiar examples
- Sent students to work in small groups of three using sentence strips
- Circled around and supported students if they need
- Used group presentation of their results to wrap up the lesson

KSC Graduate 5 – 1st grade

Planning & Preparation - Demonstration of content and Pedagogical knowledge

- Knowledgeable about single digit calculation
- Knowledgeable about different ways of doing calculation
- Knowledgeable about students' fine motor skills and how to integrate in math calculation
- Skillful in using patch grid to let students visualize different ways of calculation

Instruction – Demonstration of ability to engage students in learning

- Used quick meditation to get students' attention after lunch
- Used good-behavior cloth clipper stick to discipline students and reward students' good behavior
- Fully integrated fine motor skills in working on two number add up to nine by cutting two different colored small squares and pasting them into 9-block grid
- Encouraged students to use different work flow to get job done, such as: cut and paste one after another, or cut all and paste all together
- Shared students' work to the whole class to reinforce their understanding and reward good work

KSC Graduate 6 – 2nd grade

Planning & Preparation - Demonstration of content and Pedagogical knowledge

- Knowledgeable about 3-digit addition and subtraction
- Knowledgeable about making word problems for 3-digit addition and subtraction
- Knowledgeable about different methods of doing 3-digit addition and subtractions
- Skillful in setting up team work
- Skillful in using visuals to allow students to visualize word problems
- Skillful in helping students to identify key words and numbers in word problems

Instruction – Demonstration of ability to engage students in learning

- Got students quick attention by sitting students in a circle on carpet
- Set up student in pairs to work together by matching advanced learners with students who need more support
- Used real life situations that are familiar to students to make word problems, such as grocery store, toy purchasing, etc.
- Skillful in demonstrating different methods of calculation, such as number line hopping, vertical calculation, etc.

- Reinforced positively when students answered correctly
- Allowed some students more time to complete their tasks
- Reviewed correct answers from students by showing on white board
- Scaffolded students using word problems from easy ones to difficult ones
- Allowed students to make their own word problems

Student Learning Evidence

See separate spreadsheet

Summary of the Study

Both principals and teachers indicated KSC graduates were very well prepared to teach. Based on teacher interview responses, KSC provided excellent preparation to its graduates with respect to working with low SES students, being skillful and confident in content knowledge research, developing effective lessons, including learning objectives and assessment, integrating technologies, and being reflective. KSC did an adequate job in preparing its graduates with respect to working with diversified student population, setting up effective classroom environment and implementing classroom management through field placements, which can be improved by integrating more of these aspects in college coursework.

Strengths

- Very well prepared to teach students with a wide range of social-economic status
- Very well prepared in lesson planning, including setting up learning objectives that are aligned with standards
- Extremely well prepared in using various instructional technologies to deliver lessons
- Skillful in reflective practice for continuous improvement
- Strong in content research skills to be able to teach well various curricula
- School Partnership Model prepares students very well in classroom management skills
- Continuous professional development through self-sponsored and school-sponsored training
- Very competent in teaching in NH rural settings

Areas for Improvement

- Less experience of working with diverse student population due to little exposure to this student group
- Need to keep up with ever changing local school's curriculum to prepare KSC students on content knowledge, esp. literacy
- Collection of classroom assessment data, such as student work sample, to analyze students' learning progress

Results of the Spring 2018 Completer Impact on P-12 Student Growth Accreditation Project will be shared with KSC Educator Preparation Program faculty and staff for review and analysis, as a means to inform program improvement and replication of the project to other programs/content areas.