

Beginning Educator Case Study Notes for Academic Year 2021-2022

During the Academic Year 2021-2022, the EPP had five participants: four participants in Year One and one participant in Year Two. Content areas and Grade Levels represented in the study included Elementary, Middle-level Math & Science, Social Studies (grades 7-12), and Special Education Integrated with B-Kindergarten (x2). Year Three lacked participants due to COVID-19 stressors on novice teachers entering the workforce. Three of the five participants worked within their preparation licensure level and area. One of those three was working in an alternative learning environment.

There were various levels of response to the case study requirements for this year. The stresses within the K-12 classrooms, still recovering from the effects of COVID-19, were cited as reasons.

Three participants provided pre-and post-test scores, and two of the three participants' students showed significant gains ($p < .05$) in learning. One participant provided her evaluation rubric from the principal, which was partially completed.

In the three reflections collected, the comments for self-improvement primarily aligned with elements from Danielson Domain 2, specifically Danielson 2a, 2c, and 2e:

- Students were engaged (good) but talking over one another. I would like to have prepared enough to control the classroom better,
- Having better instructions/procedures in place for the next attempt of the lesson, and
- Rearranging the physical space in the classroom or adding materials for a better flow of groups.

Thoughtful statements were provided, balanced between positive and developmental comments, with good examples to describe the situation accurately with appropriate emotional maturity.

The EPP wishes to change the case study parameters for future implementation. Working with our partners and the state department of education, we would like to develop a means to gather data from the teaching practice and student learning measurement without asking for the generation of additional paperwork beyond what teachers need to prepare for the classroom environment and student learning as part of their daily preparation and reflection.