Resources:
Standard R4 Program Impact

July 1, 2023

Based on CAEP Revised Standards for Initial-Licensure Preparation
Adopted by the CAEP Board of Directors December 2020
And CAEP Standards for Advanced-Level Preparation
Adopted by the CAEP Board of Directors, June 2016; Amended June 2021

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Program Impact

The provider demonstrates the effectiveness of its completers' instruction on P-12 student learning and development, and completer and employer satisfaction with the relevance and effectiveness of preparation.

Defining Key Terms for Standard R4 Purposes*

Completer: A candidate who meets ALL of the following criteria:

- completed the program;
- working in the field for which an EPP prepared them; and
- agrees to participate in the follow-up measures.

*This definition of completers is only applicable to Standard R4. You will continue to use only the first criteria for determining completers for CAEP annual reporting or other Federal reporting purpose.

Importance of Tracking Completer Data

Tracking program completers provides a lens for Educator Preparation Providers (EPPs) to assess the effectiveness of their preparation courses and experiences. Three main purposes are **continuous improvement, accountability, and process knowledge.** While the goals of follow-up with completers may be different across EPPs, the common factor is the need to have data systems in place to know and understand completer impact on P-12 student learning, completer perceptions of preparation, and employer perceptions of completer preparation. Data from completers provides valuable insight into the challenges they experience early in the profession as well as recommendations for program improvement.

When CAEP drafted standards in 2013 (i.e., Design Team Report, Teacher Preparation Analytics Report (2016), requirements to collect completer data were incorporated in contrast to past accreditation standards that were more focused on inputs. Research indicated school principals and superintendents were having to spend a great deal of time and resources preparing teachers they hired and some would not hire from certain providers because of low quality. Teachers unions were also concerned candidates were paying for preparation that did not result in employment or sent them into classrooms unprepared.

Completer data, particularly when triangulated with candidate data, can help EPPs create a timeline of preparation to pinpoint program strengths and weaknesses and design more efficient and responsive programs. For example, an EPP assessed candidate's dispositions during the program at multiple transition points (at beginning of the program, prior to entering clinical practice, and at the completion of student teaching). Follow up completer data on similar dispositions can show longitudinally how candidates perform and grow. The resulting data can aid in identification of strengths and weaknesses in the curriculum and experiences provided to candidates to improve preparation. Further, this longitudinal data on the same indicators can help an EPP understand more fully how a candidate's performance during the program can translate to performance in their own classroom after completion.

Although the findings of completer follow-up at one EPP may not be generalizable to another EPP, knowledge about the methodology and process for improvements and outcomes are important to be disseminated to the teacher preparation community at large. Sharing this process knowledge contributes to the validity of the assessment and decision-making processes. Systematic data collection with completers allows EPPs to make decisions based on relevant, verifiable, representative, cumulative, and actionable data.

Methods for Tracking Completers

The ability of an EPP to track completers depends on a context. Ability to track data on completers may be enhanced or hindered by the support from the State Department of Education (DOE) or Local Education Agencies (LEA). EPPs that tend to do a good job with tracking completers have a robust internal system supplemented by DOE or LEA data. These systems help to identify completers (currently teaching, graduate school, left teaching or the state) and provide valuable incentives for completers to participate and stay engaged.

EPPs that struggle with completer tracking tend to rely on alumni rosters or external systems (i.e., alumni association, athletic groups) to manage the lists of completers. Because these systems reside outside the EPP, there is not an ability to update or add variables to the system yielding muddled data or these data are limited to self-selected completers who choose to join these groups (i.e, alumni groups, athletic support groups). Additionally, although tracking and collecting data from out of state completers could be beneficial, the time and effort to contact usually outweighs the effort.

Data collected For Tracking Completers

For CAEP, there are three main areas completer data is compiled: employer satisfaction of completers, completer satisfaction with their preparation, and completer effectiveness including their impact on P-12 student learning and development.

- Satisfaction with preparation, both of completers and employers who hire them, is generally in survey form. The most informative surveys ask questions aligned to preparation areas (i.e., content, dispositions, technology) that can be linked back to candidate data in the same areas. Smaller EPPs tend to use interviews and focus groups to collect this data. Data from these sources can be triangulated to allow the EPP to see trends and gaps.

- Data on teacher effectiveness and impact is often harder to collect. The state may provide data (e.g., value-add measure data, case studies, performance portfolio follow ups). Several states (i.e., North Carolina, Tennessee) provide data on completers by certain licensure areas and aggregate the data for EPPs. If state data is not available or incomplete, EPPs can employ a range of options to gather data on completers such as those outlined in this document.

Benefits to Tracking

- The collection of completer evidence informs programmatic decisions including whether curricular priorities affect professional practice.
- EPPs can triangulate data from candidates with completer data to support programmatic changes and inform strengths and weaknesses in preparation.
- EPPs can examine the number of completers who are actually entering the field and where they are being hired to determine current hiring practices and current hiring needs in school systems (e.g., if an EPP knows candidates are hired in districts with high poverty or

Challenges to Tracking

- Completer follow-up is time consuming and can be costly.
- Data tracking systems might be difficult to find or design
- Amount of staff and faculty time dedicated to case study work, focus groups, interview, and observations can be prohibitive.
- Gathering and verifying accurate lists of completers can take time.
- Accurate tracking of candidates that are out of state, in graduate school, working outside the teaching profession can be challenging.
- Completers may change their names. A majority of teacher candidates are women.

marginalized student groups, this may inform program changes).
- EPPs can examine the number of completers who are not actually entering the field and find out what reasons are keeping them from becoming a novice teacher (e.g., if an EPP knows candidates are not feeling prepared to enter teaching and choose another profession, programs can work to change programs to meet that need.

One large EPP reported over 70% of their completers changed their names within 6 months of graduating, leading to verification of accurate lists extremely difficult.

Summary/Recommendations of Best Tracking Practices

There are three recommendations for successful completer tracking.

First, an EPP should create an easily implemented and sustainable tracking system. While every EPP does not have the resources to invest in purchasing a complete ”out of the box “ tracking system, it is important the work of tracking completers is a living process. The system should be aligned with the capacity and mission of the EPP and purpose of the data collection. An effective and inexpensive tracking system can be created using a series of spreadsheets. The most important consideration is that the work and responsibility for compiling, maintaining, and reporting in this system is specifically delegated to a member(s) of the EPP. A simple system can be understood easily, requires minimal training, and widely utilized by the EPP will be sustainable. It is recommended the tracking begins while students are still candidates in their programs. As part of exit metrics, have candidates update contact information and provide a personal non-university email and if possible job information. Many candidates have employment prior to completing student teaching or graduating. Further, the tracking system the EPP creates should not be connected to alumni associations, never solicit funds, or sell email contacts as part of mailer programs. Setting clear guidelines for the tracking system ensures trust and willingness of completers to read and respond to data requests.

Second, in order to populate employment data in the system, an EPP can form connections with the State Department of Education (DOE) or Local Education Agencies (LEA). A state DOE can aid an EPP in tracking their graduates. It the state provides contact information of the EPPs graduates currently working in a public school in the state, data can be cross referenced with graduation rosters and data candidates provided at completion to create accurate lists of completers working in their prepared field. In states that cannot provide these data, EPPs may develop relationships with LEAs employing a high percent of

their completers. Partnering with LEAs to support beginning teachers in those districts and create alumni/beginning teacher events in strengthens partnerships with P-12 schools and allows EPPs to solicit feedback from both employers and completers while also providing mutually beneficial activities. This strategy is an example of how an EPP can collect evidence for both CAEP Standard R2 as well as stakeholder involvement in CAEP Standard R5.

Third, completer participation may be increased with incentives meaningful to new teachers. Teachers in their first few years need support and resources. Tying completer participation to tangible professional development or mentoring opportunities may result in higher participation. The most successful professional development topics are instructional technology training, building motivation and relationships, classroom management, creating unit and lesson plans for first weeks of school, and developing parent communication structure. EPPs can also develop completer learner communities to continue the collaboration that candidates participated in within their program (e.g., networking events, Twitter chats, online PD).

The CAEP expectations around completer effectiveness supports EPPs to engage in continuous improvement, to nurture relationships with the local and state partners, and to remain connected to EPP alums. Ultimately, the goal is to fill every classroom with a high-quality teacher. Follow-up studies of teacher preparation programs can find and close gaps between preparation and good practice.

Component R4.1 Completer Effectiveness

R4.1 Completer Effectiveness
The provider demonstrates that program completers: ● effectively contribute to P-12 student-learning growth AND ● apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

Best Practices/Innovative Approaches to R4.1

This document is provided to support EPPs address CAEP Standard R4.1 expectations **when state data are not available to the EPP**. Examples of approaches EPPs have taken in these states were used to provide the foundation for this document. These approaches were categorized in 5 categories: 1) case studies (35%), 2) interviews or focus groups (5%), 3) completer induction programs (9%), 4) completer surveys and requests for data (27%), and 5) district and educational support partnerships (24%).

Standard R4.1 asks EPPs to track data on program completers to demonstrate that program completers: (1) effectively contribute to P-12 student-learning growth AND (2) apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

Data presented by the EPP should be representative sample of completers and measure their impact on P-12 students and their teaching effectiveness. While the most recent three cycles of data must be provided, in the course of a seven-year accreditation cycle data must represent all programs.

The rationale for selection of measures used must be provided. EPP created assessments must meet CAEP Criteria for Evaluation of EPP-Created Assessments and/or Surveys. Three cycles of data should be provided, and data should be disaggregated by preparation program, race/ethnicity, and other demographic markers relevant to the EPP.

Data the EPP collects must be analyzed and interpreted so that the EPP compellingly demonstrates what was learned from the evidence, conclusions made, and recommendations moving forward. Ultimately, the EPP must consider how EPP completers are effectively contributing to diverse P-12 student learning growth.

Note: EPPs can encourage (and incentivize) faculty to focus their research agenda on studies pertinent to the CAEP expectations for standard R4.1. This focus allows faculty to establish or develop a research agenda that also supports the work the EPP is doing to prepare educators for the field. Any of the options

explored here potentially would be publishable material if done following best practices for quality research.

Case Studies

Case study research is a strategy of focused inquiry in a naturalistic setting. It is a methodology – a type of design in qualitative research that defines the object of study and the product of inquiry (Creswell, 2002). The researcher articulates a focus on what is to be studied and engages in strategies to examine a real-life “case” or “cases” over time through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, documents). The data are analyzed to generate case descriptions and themes.

The researcher needs to set the bounds of the case and justify how the case(s) is/are defined and delimited. EPPs need to consider how to “bound” their inquiry. "'Bounded' means that the case is separated out for research in terms of time, place, or some physical boundaries" (Creswell, 2002, p. 485). Thus, the researcher must be very clear in defining the research objectives, the study focus, and the extent of the research. For example, the EPP may focus on:

Example	“Bounded” Focus
Completers from one program of study teaching within the state boundaries	Each completer could be a single case
Completers from multiple programs of study teaching in one school (or district)	Completers from a single program would be a case with data informing a collective case study (or multiple case study)
Completers from multiple programs at multiple schools within one district	Completers from single program at single school would be a case. Other cases would be completers from the same program at a different school or completers from a different program at the same school.
Completers from one program of study enacting culturally responsive pedagogy	Each completer could be a single case
Completers from multiple programs of study and their technology integration practices	Completers from a single program would be a case with data informing a collective case study (or multiple case study)

Case studies are generally defined by several characteristics (Creswell, 2013). Researchers:

- Consider acquiring an IRB. If the EPP is using this approach solely to inform program improvement, then an IRB may not be necessary. If the EPP wishes to present or publishing findings from this effort, then an IRB is necessary.
- Define intent of the study to examine a specific issue or topic. In this case, the EPP may wish to define the focus of the case on completers' student impact, their application of professional knowledge, or both.
- Define the research question(s) or focus/foci and conduct any necessary review of the literature either on the research topic or the inquiry methodology
- Develop plan and supports for collecting data – observation protocols or rubrics, field note guides, interview protocols and questions, selection of key documents, etc. Plan for collection of multiple forms of data to gain in-depth understanding of the case. Relying on one source of data will not provide in-depth evidence to provide sufficient insight. Data collection should be extensive and include multiple sources: observations, interviews, documents, reports, video, etc. While the bulk of data collected in a case study is typically qualitative in nature, quantitative data may also be gathered to inform the study.
- Identify the case or cases (e.g., an individual, a small group, a program, a school/district, an organization) and articulate the case boundaries
- Justify the selected cases as representative of their program preparation. Do participants represent one program or multiple programs? Do participants represent one level or multiple levels of preparation (e.g., undergraduate vs alternative/ non-traditional)? Do participants represent specific demographics? Are participants in one location (school, district, state)?
- Recruit and select participants – most often this is purposeful sampling and may also rely on convenience sampling
- Plan for collection of multiple forms of data to gain in-depth understanding of the case. Relying on one source of data will not provide in-depth evidence to provide sufficient insight. Data collection should be extensive and include multiple sources: observations, interviews, documents, reports, video, etc. While the bulk of data collected in a case study is typically qualitative in nature, quantitative data may also be gathered to inform the study.
- Select data analysis approach to generate a description of the case(s) along with themes or overarching findings in a cross-case analysis. Researchers may consider several different data analysis approaches, including emergent coding, a priori coding, holistic analysis, narrative analysis, etc.
- Write data findings and interpretations to include chronology of events, steps taken to ensure ethical management of data collection and analysis, case descriptions, cross-case themes, assertions of findings and their implications in terms of informing next steps and recommendations for moving forward.

Examples from EPPs[1]

Click on EPP name to see full description of methods.

Al Ain University
Albertus Magnus College
Central Connecticut State University
Grace College
Keene State College
Liberty University
Lindenwood University
Minnesota State University - Moorhead
Mississippi State University
Oklahoma State University
Slippery Rock University
State University of New York (SUNY) Buffalo State
University of Montana - Missoula
University of Montevallo
University of Texas Rio Grande Valley
Western Oregon University

References

Creswell, J. W. & Poth, C. N. (2016). *Qualitative inquiry & research design: Choosing among five approaches* (4th ed.). Sage Publications.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry.* Sage Publications.

Merriam, S. (1988). *Case study research in education: A qualitative approach*. Jossey-Bass.

Savin-Baden, M. & Major, C. H. (2013). *Qualitative research: The essential guide to theory and practice*. Routledge.

Stake, R. (1995). *The art of case study research*. Sage Publications.

Yin, R. K. (2017). *Case study research: Design and methods* (6th ed.). Sage Publications.

[1] The examples provided are an excerpt from what they submitted for Standard R4 and alone do not constitute meeting the standard. The EPPs provided additional evidence and narrative in their reviews. The purpose of these examples is to provide a sample of ways to approach the component and may not be complete nor exhaustive.

Interviews and Focus Groups
Interviews and focus groups can be used as part of a evidence package for R4.1. However, it must be included with additional qualitative and quantitative evidence to support completer impact. For more information about interviews and focus groups, please see R4.2.

Component R4.2 Satisfaction of Employers & Component R4.3 Satisfaction of Completers

R4.2 Satisfaction of Employers
The provider demonstrates employers are satisfied with the completers' preparation for their assigned responsibilities in working with diverse P-12 students and their families.

R4.3 Satisfaction of Completers
The provider demonstrates program completers perceive their preparation as relevant to the responsibilities they encounter on the job, and their preparation was effective.

The strategies listed below can be used as part of a comprehensive approach to examining satisfaction of employers and completers.

Interviews and Focus Groups
Interviews are conducted 1:1 with the researcher and one participant. Focus groups are interviews conducted with 2 or more participants and are beneficial when interactions among participants may generate additional or more in-depth discussion.

Using interviews and focus groups in conducting research generally follow a logical sequence actions (Creswell, 2013). Researchers:

- Consider acquiring an IRB. If the EPP is using this approach solely to inform program improvement, then an IRB may not be necessary. If the EPP wishes to present or publishing findings from this effort, then an IRB is necessary.
- Define intent of the study to examine a specific issue or topic. In this case, the EPP may wish to define the focus on completers' student impact, their application of professional knowledge, or both.
- Define the research question(s) or focus/foci and conduct any necessary review of the literature either on the research topic or the inquiry methodology
- Develop plan and supports for collecting data, such as interview protocols and questions (structured, semi-structured, open) (Kvale & Brinkmann, 2009). Determine type of interview or focus group formats available (e.g., physical meeting, zoom, phone, etc.). EPPs should pilot interview questions and procedures (Yin, 2009).
- Identify the participants and justify participant selection as representative of their program preparation. Do participants represent one program or multiple programs? Do participants represent one level or multiple levels of preparation (e.g., undergraduate vs alternative/ non-traditional)? Do participants represent specific demographics? Are participants in one location (school, district, state)?
- Recruit and select participants – most often this is purposeful sampling and may also rely on convenience sampling
- Collect data using adequate recording procedures. Determine the place for conducting sessions. Consider how to use technology to support the process (microphones, recording equipment, etc.). Note that there are many apps available that will record and transcribe sessions making data analysis easier to accomplish.
- Select data analysis approach. Researchers may consider several different data analysis approaches, including emergent coding, a priori coding, holistic analysis, narrative analysis, etc.
- Write data findings and interpretations to include chronology of events, steps taken to ensure ethical management of data collection and analysis, presentation of findings, implications in terms of informing next steps and recommendations for moving forward.

Examples from EPPs[2]

Asbury University
Frostburg State University

References

Creswell, J. W. & Poth, C. N. (2016). Qualitative inquiry & research design: Choosing among five approaches (4th ed.). Sage Publications.

Krueger, R. A., & Casey, M. A. (2009). Focus groups: A practical guide for applied research (4th ed.). Thousand Oaks, CA: Sage.

Kvale, S., & Brinkmann, S. (2009). InterViews: Learning the craft of qualitative research interviewing (2nd ed.). Thousand Oaks, CA: Sage.

Rubin, H. J., & Rubin, I. S. (2012). Qualitative interviewing: The art of hearing data (3rd ed.). Los Angeles, CA: Sage.

Savin-Baden, M. & Major, C. H. (2013). Qualitative research: The essential guide to theory and practice. Routledge.

Completer Induction Programs

EPPs may create teacher induction programs to research and evaluate completer impact and/or effectiveness. Teacher induction programs support novice teachers as they enter the field by providing them with the resources and scaffolds to be successful and to create equitable classroom environments and instruction for all learners (Bullough, 2012; Goldrick et al., 2012; Feiman-Nemser, 2012; Ingersoll, 2012; Ingersoll & Strong, 2012). Induction programs provide support for completers post-graduation through faculty mentorship, school-based partnerships, and peer mentoring.

While the EPP may benefit from the induction program in terms of access to data measuring completer impact and/or effectiveness, the primary focus should be on supporting the novice teachers (recent graduates) involved in the initiative. Completers are under no obligation to continue working with the

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EPP. Value for completers must be centered in the design of the induction program. Induction programs may offer any of the following benefits:

- Mentorship and support which may take multiple forms, such as
    - Mentor availability by phone or email for problem solving
    - Visiting the completers' classrooms to observe and offer feedback
    - Visiting the completers' classrooms to co-teach
- Additionally, the EPP may provide additional benefits, such as
    - Physical materials, supplies, resources, texts, etc.
    - Structured workshops scheduled throughout the academic year on focus topics (e.g., technology integration, culturally responsive pedagogy, first days of school, analyzing student-level data, and creating and implementing a professional growth plan, creating strong classroom communities, powerful instructional strategies, or curriculum development)
    - Networking events to share resources, to problem solve issues, and to celebrate successes.
    - Stipends (if funds are available)
    - Graduate course credit (if funds are available)

In creating an induction program, EPP faculty need to be intentional and create formalized procedures for faculty and graduates around this project to ensure the induction program meets its intended needs. The EPP may view induction participants as "cases" creating opportunity in this structure for in-depth case study research (see above). EPPs may also consider acquiring an IRB. If the EPP is using this approach solely to inform program improvement, then an IRB may not be necessary. If the EPP wishes to present or publishing findings from this effort, then an IRB is necessary. Data the EPP may collect in this structure include:

- Observational data of classroom teaching
- K12 student data (completers' employers should be consulted)
- Field notes
- Interview or focus group data
- Data from cooperating administrators or mentors

Examples from EPPs[3]

[Asbury University]
[Frostburg State University]
[University of Central Arkansas]
[University of Richmond]

References

Bullough, R. V. (2012). Mentoring and new teacher induction in the United States. A review and analysis of current practices. *Mentoring & Tutoring: Partnership in Learning, 20*(1), 57-74.

Feiman-Nemser, S. (2012). Beyond solo teaching. *Educational Leadership, 69*(8), 10-16.

Gilles, C., Wilson, J., & Eaton, M. (2009). Sustaining teachers' growth and renewal through action research, induction programs and collaboration. *Teacher Education Quarterly, 37*(1), 91-108.

Goldrick, L., Osta, D., Barlin, D., & Burn, J. (2012). Review of state policies on teacher induction [Policy paper]. Retrieved from New Teacher Center website: http://www.newteachercenter.org/productsand-resources/policy-reports/review-state-policies-teacher-induction

Ingersoll, R. M. (2011). The impact of induction and mentoring programs for beginning teachers: A critical review of the research. *Review of Educational Research, 81*(2), 201-233.

Ingersoll, R., & Strong, M. (2012). What the research tells us about the impact of induction and mentoring programs for beginning teachers. *Yearbook of the National Society for the Study of Education, 111*(2), 466-490.

Surveys and Requests for Data

Surveys provide options for collection of quantitative data and qualitative data depending on the survey design. The respondents are a sample of the larger population that allows the EPP to generalize or make claims about the larger population. While survey research is generally considered a means of quantitative

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data collection, surveys can be used to gather both quantitative and qualitative evidence for the EPP. EPPs may use a survey to ask completers to share information such as:

- Evaluation scores from their administrator or mentor
- Employment milestones
- De-identified data on student learning (for example, pre-/post-data on a unit or lesson)

Using surveys in conducting research generally follow a logical sequence actions. Researchers:

- Consider acquiring an IRB. If the EPP is using this approach solely to inform program improvement, then an IRB may not be necessary. If the EPP wishes to present or publishing findings from this effort, then an IRB is necessary.
- Define intent of the research to examine a specific issue or topic. In this case, the EPP may wish to define the focus on completers' student impact, their application of professional knowledge, or both.
- Define the research question(s) or focus/foci and conduct any necessary review of the literature either on the research topic or the inquiry methodology
- Develop plan and supports for collecting data such as survey questions and format, distribution lists, timelines, etc.
- Identify the participants and justify participant selection as representative of their program preparation. Do participants represent one program or multiple programs? Do participants represent one level or multiple levels of preparation (e.g., undergraduate vs alternative/ non-traditional)? Do participants represent specific demographics? Are participants in one location (school, district, state)?
- Distribute survey to identified participants and plan to remind participants at least once to engage with the survey.
- Select data analysis approach including appropriate methods for quantitative and qualitative data analysis.
- Write data findings and interpretations to include chronology of events, steps taken to ensure ethical management of data collection and analysis, presentation of findings, implications in terms of informing next steps and recommendations for moving forward.

Examples from EPPs[4]

Al Ain University
Alcorn State University
Asbury University
Ferrum College
Hollins University
Northwest Nazarene University
Presbyterian College
Slippery Rock University
Southwestern College
University of Central Arkansas
University of Connecticut
University of Richmond

References

Creswell, J. W. & Creswell, J. D. (2022) *Research design: Qualitative, quantitative, and mixed methods Approaches* (6th ed.). Sage Publications.

Fowler, F. J. (2013). *Survey research methods* (5th ed.). SAGE.

District and Educational Support Partnerships

EPPs may find ways to build or strengthen existing partnerships in local contexts to engage in research on completer impact and effectiveness. Partners in these relationships can author and establish an MOU for the purpose of meeting the needs of all stakeholders. Requests for data on K12 student performance and teacher performance relative to EPP completers can be specified in that MOU.

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Examples from EPPs[5]

[Asbury University]
[Grace College]
[Keene State College]
[Missouri Western State University]
[Northwest Nazarene University]
[Slippery Rock University]
[University of Central Arkansas]
[University of Mississippi]
[University of South Carolina Beaufort]
[University of Texas Rio Grande Valley]
[Western Oregon University]

References

Creswell, J. W. & Creswell, J. D. (2022) *Research design: Qualitative, quantitative, and mixed methods Approaches* (6th ed.). Sage Publications.

Fowler, F. J. (2013). *Survey research methods* (5th ed.). SAGE.

Gallery Walk

Based on the classroom engagement strategy, a gallery walk engages stakeholders in reviewing artifacts, feedback, and determining next steps as part of the continuous improvement process.

The starting point is to ask programs/faculty to focus on "what do you want to know?" and then align with elements in CAEP Standard R1/RA1. Start with "what would you like to ask of your employers/completers that would be helpful for your program improvement? rather than "what do I have to ask for CAEP?" Programs/faculty can start with content standards, but only selecting a few to focus on because there are typically too many to address all together. Once core questions have been aligned to content standards, align with Standard R1/RA1.

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Once step one is completed, develop inquiry questions that asked employers about candidates' ability to meet those standards. It can be broken down further: what skills are strengths for these candidates and what skills are lacking for these candidates. An example for an MSA program is below:

1. Standard 2: Instructional Leadership - Impact on Student Achievement
    1. Poster 1: W**hat kinds of activities are you asking our graduates to do that positively impact student achievement in your school? (list of activities) -->** this generated a list of actual skills / activities our candidates are being asked to do everyday in their roles.
    2. Poster 2: **Thinking about the list above, what instructional leadership <u>skills</u> are strengths for this group? What <u>skills</u> are lacking for this group (i.e., what <u>don't</u> they know how to do effectively)?**
        1. Example: they might know how to analyze data but do they know how to take data and implement instructional solutions?
        2. Example: they are all asked to do teacher evaluations, but can they coach teachers on instructional improvement practice?

This generates concrete, actionable feedback that programs can focus on moving forward for program improvement. The next step is to evaluate solutions. This question was asked as part of the feedback -- "what solutions could address any skill gaps?" The responses can produce ideas that aren't viable, but that can be part of the evaluation process. Participants in the gallery walk process can vote/come to consensus on the "best ideas." The last piece is to ask participants to prioritize the next steps -- "where should we start?" The key to this methodology is written documentation of process and formal data analysis and reporting of findings.

Examples from EPPs[6]
University of North Carolina at Charlotte

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