

CASE STUDIES 24-25

CAEP Standards: R4.1 (Completer Effectiveness), R4.2 (Satisfaction of Employers)

Case Study 9 – Spring 2025 Case study centered on alumni AL who graduated from SNHU’s School of Arts, Sciences and Education Undergraduate Early Childhood program in 2021. She was in her third year of full-time teaching in first grade at the time of the case study. At the time of this case study, AL was a teacher at an EPP partnership school.

Case Study 10 – Spring 2025 Case study centered on alumni AW who graduated from SNHU’s School of Arts, Sciences and Education M.Ed. in Early Childhood Education and Early Childhood Special Education program in 2022. She was in her second year of full-time teaching in a special education preschool program. At the time of this case study, AW was a teacher at an EPP partnership school.

Case Study 11 – Winter 2025 Case study centered on alumni SB who graduated from SNHU’s School of Arts, Sciences and Education Secondary Education (Science 5-8) Undergraduate program in 2023. She was in her second year of full-time teaching in a seventh grade classroom at the time of the case study. At the time of this case study, SB was a teacher at an EPP partnership school.

All case studies were conducted in the subject’s classroom and evaluated by a school administrator and a trained university supervisor who both used the evaluation tools as aligned with our teacher candidate evaluation system. The evaluations included: Observation and Conference Report which evaluates the observed lesson – completed by administrator and university supervisor; Clinical Competency Inventory which evaluates overall performance across many InTASC areas – completed by administrator and university supervisor; Disposition Survey completed by administrator and self-assessed. In addition, each case study subject provided a supervisor’s evaluation upon request and three days of lesson plans.

R4.1 – Completer Effectiveness

The EPP reviewed multiple measures of candidate performance, including Clinical Competency Instruments (CCI), Observation and Conference (O&C) forms, university supervisor evaluations, in-school administrator observations, and disposition assessments across three programs – Early Childhood Undergraduate, Early Childhood Special Education Post Baccalaureate, and Secondary Education – Science 5-8 Undergraduate. (Case Studies #9, #10, and #11).

Across all data sources, candidates were consistently rated at the Proficient to Advanced Proficient levels on the majority of InTASC-aligned standards. Strengths were evident in

instructional planning, classroom management, instructional delivery, assessment practices, and professional responsibility. Evaluators noted strong lesson structure, effective questioning techniques, purposeful checks for understanding, and high levels of student engagement across modalities.

Interrater reliability was reported with consistent scoring across evaluators, supporting the credibility and stability of performance data. Candidates were described as well prepared for both announced and unannounced observations, demonstrating readiness for independent classroom practice.

Isolated areas for growth included deeper integration of multicultural perspectives, cross-content integration, and leveraging learner strengths and misconceptions as instructional opportunities. These findings were determined to be developmentally appropriate growth areas for novice teachers rather than indicators of systemic weakness.

Overall, the data provide credible evidence that program completers demonstrate the instructional effectiveness necessary to positively impact P–12 student learning, meeting expectations under CAEP R4.1.

R4.2 – Satisfaction of Employers

Employer satisfaction data, as reflected through cooperating teachers, in-school administrators, and clinical supervisors, indicate strong approval of candidate preparation and performance. Candidates were rated Proficient or Distinguished across domains of planning, classroom environment, and instruction. Evaluators consistently cited professionalism, preparedness, ethical practice, and effective engagement of learners.

Disposition assessments across programs reflected Proficient to Advanced Proficient ratings, reinforcing employer confidence in candidates' professional conduct and collaborative capacity. Extended clinical placements were associated with higher ratings in instructional responsiveness and individualized feedback, suggesting that the program's immersive clinical model contributes positively to employer perceptions of readiness.

One area identified for continued development involves encouraging broader candidate contributions to school and district communities (InTASC Standard 10). The EPP has identified this as an opportunity to strengthen leadership and collaborative engagement beyond the classroom setting.

Overall, employer feedback and performance data demonstrate satisfaction with completer preparation and support compliance with CAEP R4.2.

Continuous Improvement

Faculty engaged in systematic data review to examine trends, interrater consistency, and areas for refinement. Faculty concluded that the data validate program effectiveness and do not warrant major programmatic changes at this time. Findings are being used to inform targeted enhancements related to culturally responsive practice and interdisciplinary instructional integration.