Spring 2025 Case Study Reports:
Impact on Student Learning

Methodology:

The following two-pronged case study methodology is completed for each of the case study subjects. The two layers of the case study include the following: (a) an initial and individual interview with each participant; and (b) response to a post-interview follow-up survey link to select one of the three methods for providing evidence of responses.

Individual online interviews are scheduled and conducted by the Assistant Dean of Assessment and Accreditation at the convenience of the respondent. Interviews last approximately 25 minutes each and follow the same 7-question interview protocol covering topics of impact on student learning and AUM preparation and continued support.

As follow-up to the interviews, participants are asked to provide any or all of the following options as evidence: (a) student data, (b) teaching effectiveness evaluation at school site, or (c) AUM faculty-provided observation.

Interview transcripts are created via MS Teams artificial intelligence and archived in order to do a content analysis of key questions in the report. The follow-up survey responses and evidence are also saved, archived, and included when possible in the Appendix of the report.

These two layers of interview and follow-up evidence allow faculty, staff, and assessment team to consider the teaching effectiveness of AUM program completers with an emphasis on effectiveness as defined by value-added learning growth.

Program Completer Sampling:

Each semester 8 program completers participate in the case study interviews. As we strive for representation among respondents that mirrors our program completion numbers, in Spring 2025, the program completer representation was as follows:

- Degrees: 6 B.S. (63%) and 2 M.A.Ed. (37%)
- Program Concentrations: 4 Elementary (50%); 1 Early Childhood (12.5%); 2 Secondary: History and Mathematics (25%); 1 Physical Education (12.5%)
- Current Teaching Assignments: 5 school systems in Alabama
- Program Completion Semesters: December 2022 n =1; May 2023 n=1; December 2023 n=2; May 2024 n=4 (*Note*: Six of the eight respondents (75%) graduated during the 2023-2024 academic year.)

Content Analysis per Interview Question

When all eight interviews have concluded, the Assistant Dean of Assessment and Accreditation completes a content analysis of the responses per question. The case study report is shared semesterly with the AUM College of Education Leadership Team and posted on the CAEP Performance Data website. The content analysis per question is provided below:

1. **Describe the types of assessments, both formative and summative, you use to track student growth. How do you determine which assessment methods are most appropriate for different learning objectives?**

All eight AUM-prepared teachers (100%) gave detailed information on using formative assessments to help gauge current student knowledge and determine the need to review or preview concepts within instruction to support the learning of their students. Formative assessment examples included embedding games (i.e., Sparkle) or using instructional strategies (i.e., KWL charts, Exit Slips, Fist to Five to ask students to evaluate their mastery of concepts, reading comprehension checks, and *I Do, You Do, We Do* teaching methods) to better understand individual student learning growth. Consistently, the teachers discussed providing one-on-one support, small group instruction, and reteaching of concepts when students didn't understand key concepts in a unit as noted from the data they were collecting in the formative assessments.

Samples, key quotations, and excerpts from the interviews that demonstrate tracking of student growth include the following:

- ***Early Childhood****: I was doing one one-on-one, and now we do small group where I prompt them as they need help, and they solve the question.*
- ***Secondary****: We work our problems out in the textbook together as a class and we do one or two problems in the workbook together and then in the workbook, their independent work. I grade it and I see if they are understanding the concept. If they*

don't understand the concept, I still grade it. But then I give it back to them and I'm like "You need to relook at this. You've done something wrong. You've added something wrong. You subtracted something wrong. You've divided something wrong." And so that is my way to see if they understand that one lesson and at the end of the chapter, I give them their test.

- ***Physical Education**: Making sure it's things as simple as that they're wearing the right stuff, and then it progresses into the complexity of "Can they shoot the basketball?" We'll do some skills tests with them.*

2. Walk us through your process for establishing baseline data for your students at the beginning of the year that you could use as value-added data. How do you use this baseline to set appropriate growth targets?

Three of the eight teachers interviewed (37.5%) indicated that they wished they had been more intentional in collecting baseline data at the beginning of the year; all of those teachers were in their first year, and all stated that they intended to collect better baseline data to track overall growth now that they had become more comfortable with teaching and school expectations. One of the three said she sent home an interest inventory to parents at the beginning of the year, also asking them about their child's learning strengths or weaknesses, but she acknowledged that the inventory wasn't a true measure of what her students could and couldn't do.

Five of the five teachers (62.5%) talked about diagnostic measures adopted at the system level, such as I-Ready, STAR tests, Aimsweb, or IXL, that allowed them to track student growth from the beginning to the end of the semester or year.

In contrast to system-adopted measurement tracking programs, the Physical Education teacher discussed doing his own fitness test at the beginning of the year, which included asking students to run on the track and complete push-ups and sit-ups, and then "when we do it again at the end of the semester, just seeing how they progress and how they developed over time throughout the year."

Samples, key quotations, and excerpts from the interviews that demonstrate use of diagnostic or baseline data to track student learning include the following:

- ***Early Childhood:** So we use a program called I-Ready at my school and they took a beginning of the year diagnostic which gave me information in both reading and math, so I knew where the children were starting from an I-ready standpoint. I also gave a kindergarten screener for letter names and sounds. I had them count and had them recognize numbers. If my kids all know something then I skip it. We all go in the same pacing. but it helped me know when I was building my small groups who has the same deficits,*

who has the same strength, so I knew where to group my children and then I had a sense of what growth I might expect by the middle of the year.

- ***Elementary:*** *We use STAR tests at the beginning of the year to establish their baseline data. And they are tested in both reading and math, and it helps because, even after testing, it gives them a score of if they are benchmark., if they are above or below, and that helps me in seeing where they are. If I have a higher class or if I have a lower class, I need to gauge my instruction appropriately to meet their needs, and it also helps me establish their small groups.*
- ***Secondary:*** *I have a couple of students who are really, really low in math, like they're not on a fifth grade level. And, so I do retest them in Aimsweb to show, to see how much they've grown and same with the reading.*

3. ***Explain how you analyze assessment data to identify patterns in student learning. Can you provide a specific example of how this analysis led to instructional adjustments?***

One hundred percent (100%) of the respondents talked about tracking data at the group and individual level to make decisions about revising instruction or providing instructional support. For example, one of the elementary teachers talked about monthly assessments on multiple targets to better understand where reteaching needed to occur; one of the elementary teachers discussed using Pear Assessments/Edulastic as technology that shows which learners are on task and which learners need more help. One of the secondary students talked about creating an escape room via technology-based game and giving clues as students worked through algebra challenges. He explained that, in the case of factoring, the concepts were very hard, and he simply had to restart and reteach due to students missing some important steps in the process.

Another key finding was, again, the creativity and embedding of technology to be able to easily track ongoing student assessments and growth and quickly support instructional choices with data.

Samples, key quotations, and excerpts from the interviews that demonstrate using patterns from assessment data to make educational decisions:

- ***Early Childhood****: So I give the beginning of the year two assessments a week; in this quarter three--it was three assessments, and I'll be getting four assessments a week by quarter four. But I look at, you know, is there a certain question or a certain topic that every child missed? Your math is one section of learning, so like adding within five, so all of the questions will relate to that.*

- ***Secondary**: So I have one student who, when she came in, she was struggling with multiplication and division. So. as I was tracking her, before we even did the Aimsweb, I would track which multiplication numbers that she would have really difficult with-- sixes, sevens, eights, nines, were some of those really difficult ones. Each week I would track "Oh, she's improving in the sixes. This week she's improved with sevens and eights," so I used specific multiplication numbers to track her data. And then whenever we tested for our first Aimsweb, she had some significant growth with being able to multiply and divide.*

4. ***What systems do you use to track and document student growth throughout the year? How do you organize this evidence to inform your teaching?***

Most of the program completers repeated the shared external systems that they had already described in earlier responses, inclusive of Star, Aimsweb, iReady, IXL, etc. In contrast to earlier responses, the teachers explained aspects of the system that either connected to analysis at the entire school system level; aligned with legislation, such as the Alabama Literacy Act; or provided targeted and tiered support strategies and intervention at the individual student level.

In addition, program completers shared how they transferred data from a package or vendor system to their own regular and ongoing monitoring at the student level. Examples included moving student data into Google spreadsheets and Excel to help monitor student learning over time rather than relying on single snapshots of data.

Samples, key quotations, and excerpts from the interviews that demonstrate the systems and methods used to document student growth include the following:

- ***Secondary** (About IXL): But it's under analytics too. And, so what does it allows me to say? "OK, that student A might be on 7th grade math level; student 2 might be on a fourth grade math level; student 3 might be on a 11th grade math level.*
  I can pull IXL up on my computer and look and see each specific student, what question they are on, and where they are at growth-wise.
- ***Physical Education** (Also Teaching Online Career Tech Curriculum in addition to secondary P.E. courses) It looks at their personalities, their strengths, their weaknesses, their interests, and throughout 12 chapters it goes through ,we work with budgeting, learning about houses and paying bills and then it it goes even in depth into learning how to use what they're good at in comparison to what they want to do or don't want to do and and kind of learn how to adapt that.*

5. **Describe how you've used pre/post assessments to demonstrate student growth. What made these assessments particularly effective as growth measures?**

At this point in the interview, all the program completers had shared some element of pre/post assessment, whether a homegrown or individually created test or an external vendor-based system, that allowed them to understand student growth. Most of the students discussed using assessment systems with diagnostic elements to track and monitor student growth that had been adopted at the school or school-system level.

Samples, key quotations, and excerpts from the interviews that demonstrate use of pre- and post-assessments to demonstrate student growth include the following:

- ***Physical Education:*** *We try to do a small skills test to evaluate what they can do, what they can't do--and then that may be something as simple as in a basketball unit: They'll get five shots or five passes orthey'll dribble between cones, and we'll have them do a peer assessment. We will have that rubric out, and it'll be something very basic, very elementary. Wel'll also ask them some questions that align with the cognitive objectives as well--our standards that we have to meet.*
  And so that's obviously just right prior to the unit, so that we'll see what they know and then we'll go through and do our unit and then we'll give the same exact posttest and we'll keep the pretest on file, obviously.
- ***Secondary*** *(about ACT Prep): We retook that test, the same test after I worked with some of them and then compiled that data said, "Let's see, where we got better, we got worse, we didn't change. We did that as a whole math department where I work, and it was good to see because I gave them the same test last year to my 10th graders are now showing learning growth that took the ACT; I think some of them jumped three or four points, which is significant, especially being a Gen. Ed classroom. And so that's that's one of the big "pre-process" that we do right now*

6. **In your current classroom, what evidence do you have that your students have met learning outcomes this year?**

For this response, each program completer gave a summative statement that varied depending on their grade level of teaching. Responses extended beyond the cognitive domain to areas such as a simple appreciation of movement and life-long fitness awareness among students (Physical Education) or a realization that broader life lessons had been observed in the emotional domain, particularly at a small community-based school, that transcended the content area (Secondary Mathematics).

Examples of evidence that students have met learning outcomes include the following:

- ***Early Childhood:*** *They can read a sentence to me now. It doesn't matter what I put up on the board. It's amazing, and it lets me know that they have absorbed what we've been talking about and they've processed it efficiently, and they're able to read. When parents say over working on reading together, "They read me a book at home" that lets me know that it's sticking*
- ***Elementary:*** *This is what we've just learned. And it kind of gives an accurate reflection of whether students have met our unit's objectives, and it helps give me data for their student growth.*
- ***Secondary:*** *The first year I didn't know what the previous teacher instilled in them, but luckily I've had the same 10th grade crew for two years now. When I started out this year seeing what I didn't have to go over that we can solve when there's two variables in each side of the equal sign, so we can go straight on to just the algebra, being able to solve for X. Do whatever we need to do, so that was helpful.*

7. How can we, the faculty and staff at AUM, serve you in your career and professional growth?

All of the program completers stated positive components of their educator preparation programs, with strength of faculty and depth and breadth of field experiences emerging as positive themes. Two of the elementary teachers indicated that, even though classroom management strategies were provided, additional emphasis would help them navigate their first year of teaching. One of elementary teachers indicated that she could not think of anything AUM could do to better help her. In fact, she had just started an Advanced Master's degree at AUM because she was so pleased with her initial preparation program.

Samples, key quotations, and excerpts from the interviews that demonstrate the impact of the AUM preparation include the following:

- ***Elementary:*** *I feel like y'all have done a great job. Whenever I see any professors at school for other AUM students, well, I'll stop and say hey, and they'll check and say, "Hey, how are you doing?"*
- ***Physical Education:*** *I don't think there's anything that you can do. You are all really good to me and really prepared me to go into education.*
- ***Secondary Education:*** *I'll be honest: AUM was really good when I was there. I really enjoyed my time and I was ready, especially with all the field experience hours that y'all give us. It was nice to be able to have a little bit of confidence.*

Appendix: Select Samples of Evidence

Appendix A:
External Surveys

Table 1: Fall 2024 Alumni Survey Frequency Percentages of Responses Value of AUM Impact Items among Initial Program Completers (1, Strongly Disagree to 5, Strongly Agree)

	Disagreement		Neutral	Agreement	
Item	**1**	**2**	**3**	**4**	**5**
Use data to make instructional, training, or professional decisions	10%	10%	20%	30%	30%
The AUM College of Education was effective in preparing me for a future in my chosen field.	10%	0%	0%	20%	70%
Because of my AUM education, I know how to make an impact on the lives of my students or clients.	10%	0%	0%	20%	70%

Analysis Statement: For all three items provided from the Alumni Survey (disseminated in Fall 2024 to program completers extending from Fall 2021 to Spring 2024) related to the value of an AUM education, 60% of the initial program respondents indicated favorable agreement regarding their ability to use data for decision making, and 90% responded favorably to (a) the effectiveness of their AUM education and (b) their ability to make an impact on students.

Appendix B: Early Childhood Program Completer
Baseline and Midyear Literacy Data

Table 1: Baseline (August 2024) Data

BOY - August 2024		LNF (5-27)	LSF (3-6)	WRF (1-2)	Pseudowords (1)
	Student 1	45	25	13	36
Below Level	Student 2	6	7	1	1
On Level	Student 3	1	0	0	0
Above Level	Student 4	6	0	1	0
	Student 5	30	4	1	0
	Student 6	28	19	1	3
	Student 7	1	2	0	0
	Student 8	2	0	0	0
	Student 9	44	22	4	5
	Student 10	43	30	15	36
	Student 11	2	5	0	0
	Student 12	30	23	6	2
	Student 13	15	2	0	2
	Student 14	26	9	0	0
	Student 15	17	8	2	2
	Student 16	0	1	0	0
	Student 17	20	19	2	5
	Student 18	17	6	0	1

Table 2: Midyear (January 2025) Data

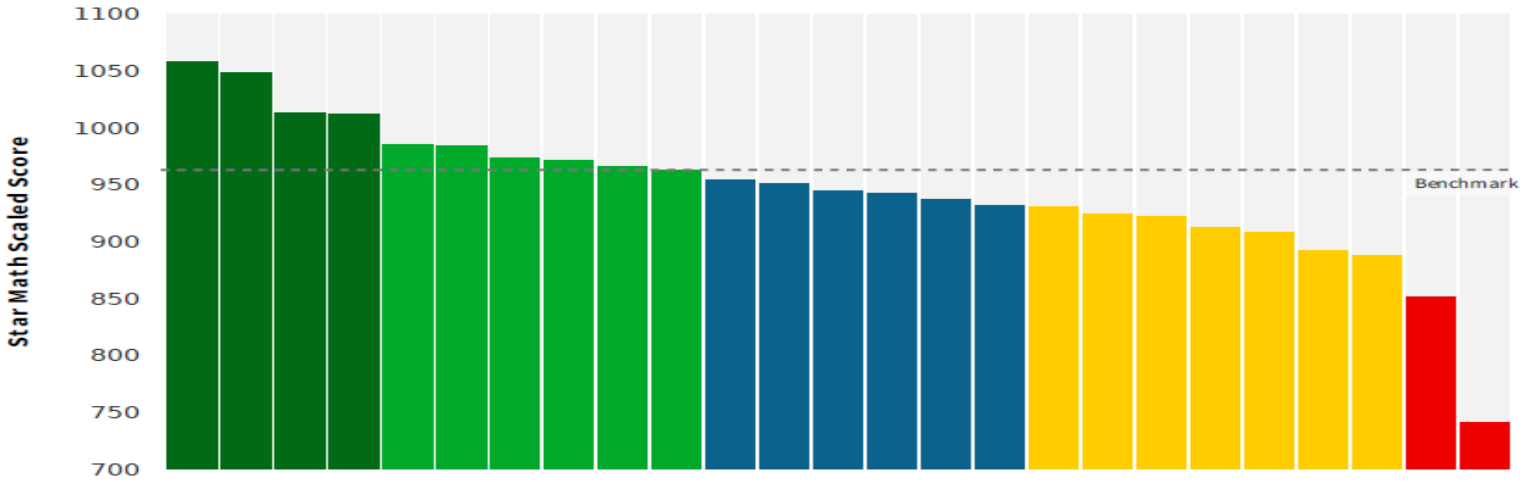
MOY - January 2025		LNF (27-50)	LSF (17-30)	WRF (3-11)	Pseudowords (2-8)
	Student 1	46	24	35	24
Below Level	Student 2	32	27	10	5
On Level	Student 3	1	5	0	0
Above Level	Student 4	22	14	1	1
	Student 5	31	22	6	1
	Student 6	48	40	9	9
	Student 7	20	19	7	0
	Student 8	This student left my school in the fall			
	Student 9	47	48	36	18
	Student 10	41	28	36	25
	Student 11	9	6	1	0
	Student 12	46	30	15	12
	Student 13	33	14	2	0
	Student 14	38	20	1	0
	Student 15	20	22	2	2
	Student 16	8	7	1	0
	Student 17	30	25	10	6
	Student 18	40	25	7	3

Appendix B Analysis Statement: As noted in the two tables provided in Appendix A, despite the literacy goals increasing in demand notably for letter naming fluency, letter sound fluency, word reading fluency, and pseudowords, the two tables demonstrate the improved proficiency of students being at or above grade level by midyear.

Appendix C: Elementary Education Program Completer

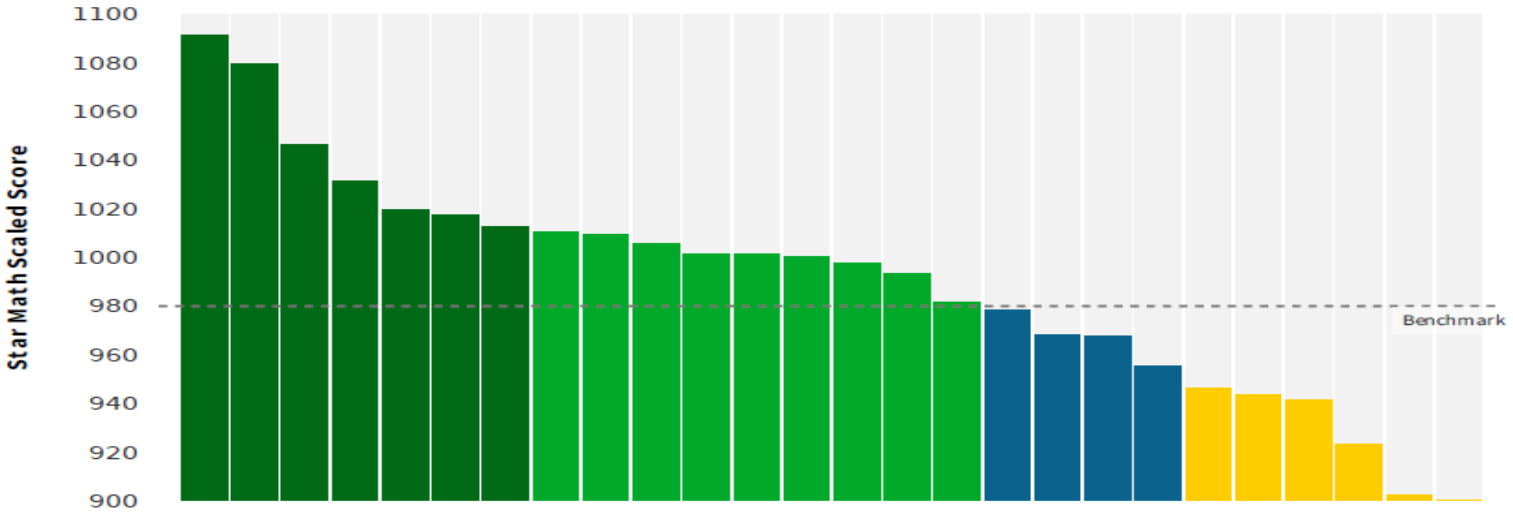
Class STAR Baseline and Midyear Math Data

<u>Chart 1</u>: August 2024 STAR Math Data



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
Above Benchmark	At/Above 995	At/Above 60 PR	4	16%
At Benchmark	At/Above 963	At/Above 40 PR	6	24%
Category Total			**10**	**40%**
Below Benchmark				
On Watch	Below 963	At/Below 39 PR	6	24%
Intervention	Below 933	At/Below 24 PR	7	28%
Urgent Intervention	Below 882	At/Below 9 PR	2	8%
Category Total			**15**	**60%**
Students Tested			**25**	

Chart 2: December 2024 STAR Math Data



Categories/Levels	Current Benchmark		Students	
	Scaled Score	Percentile Rank	Number	Percent
At/Above Benchmark				
Above Benchmark	At/Above 1012	At/Above 60 PR	7	27%
At Benchmark	At/Above 980	At/Above 40 PR	9	35%
Category Total			**16**	**62%**
Below Benchmark				
On Watch	Below 980	At/Below 39 PR	4	15%
Intervention	Below 948	At/Below 24 PR	6	23%
Urgent Intervention	Below 896	At/Below 9 PR	0	0%
Category Total			**10**	**38%**
Students Tested			**26**	

Appendix C Analysis Statement: In the second graph, no students were listed in the “Urgent Intervention” category; the graph also shows the increase in students falling at or above the benchmark based on the increase in green bars.

Appendix D: Elementary Education Program Completer
Fall (Pre) and Winter (Mid) Math and Reading Scores

Chart 1: Fall Math Test Scores

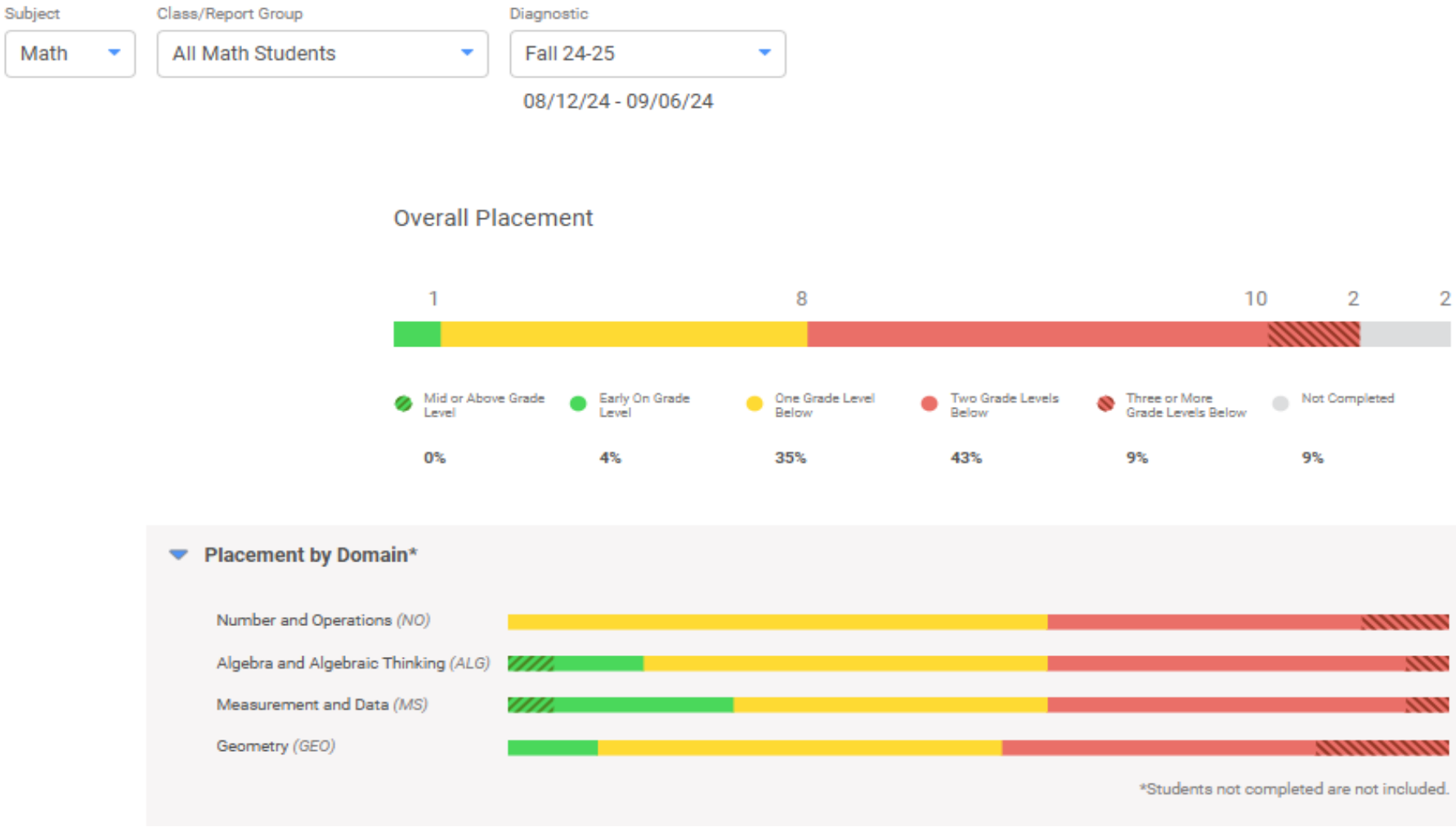


Chart 2: Winter Math Scores

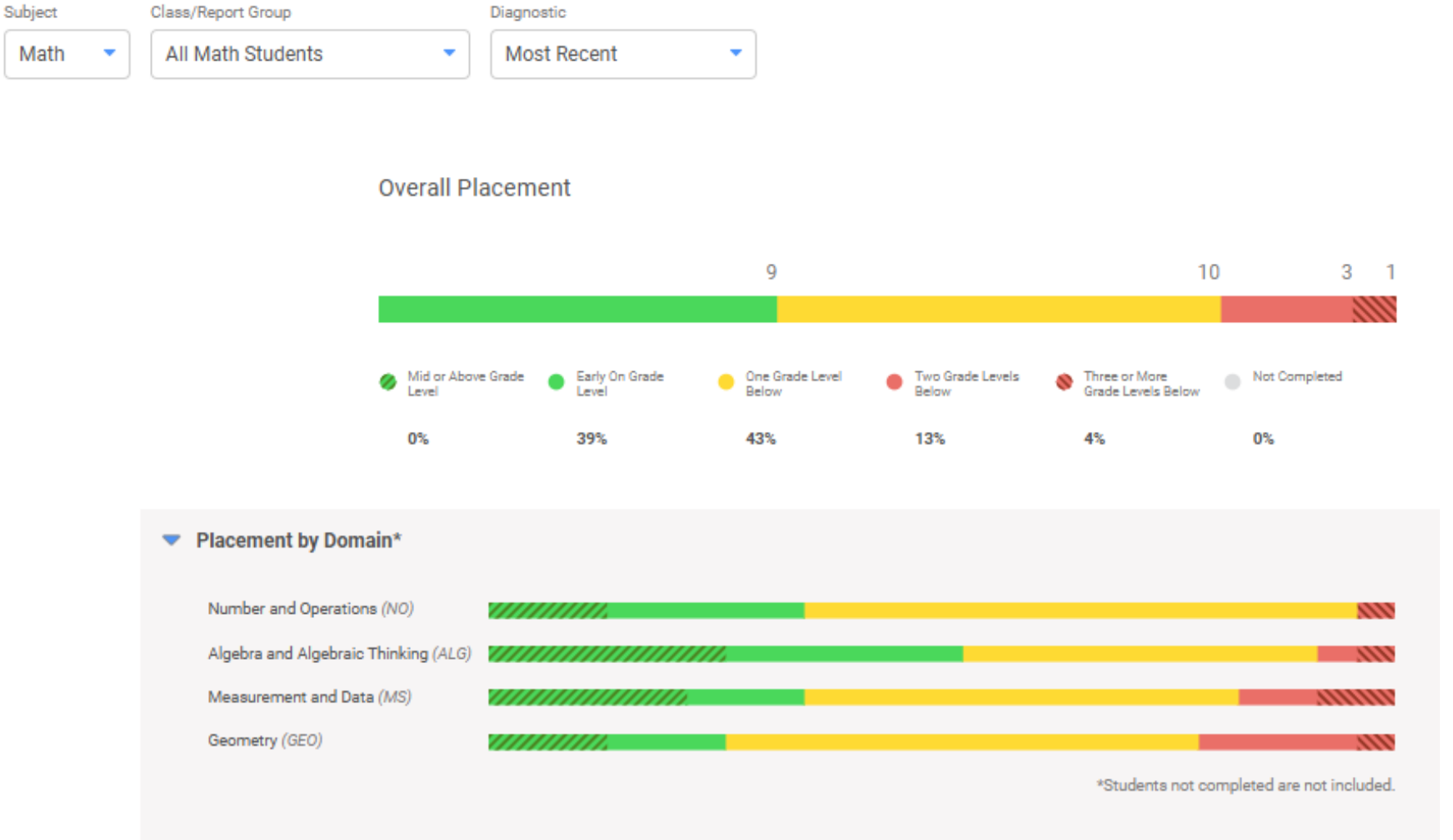


Chart 3: Fall Reading Scores

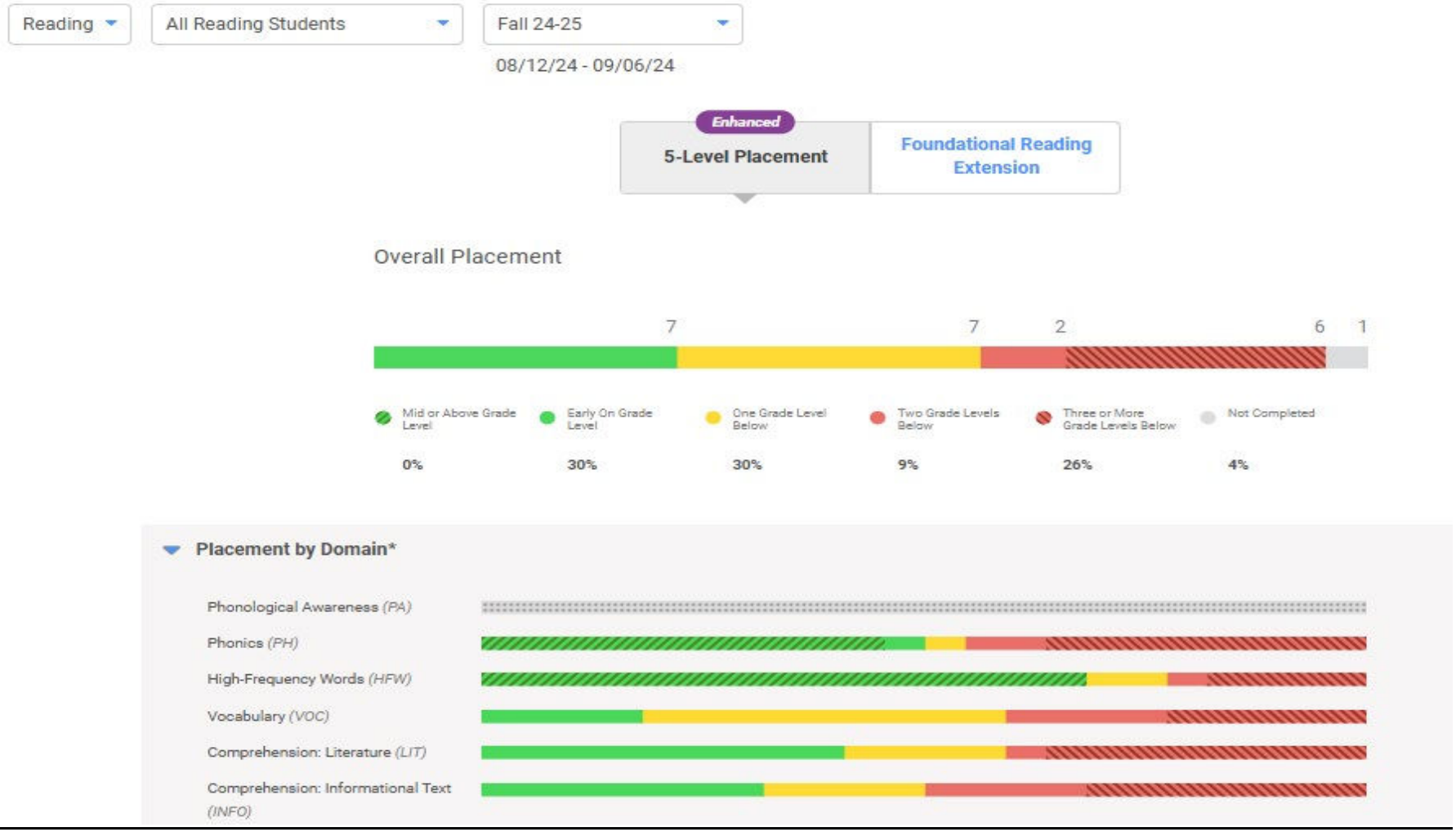
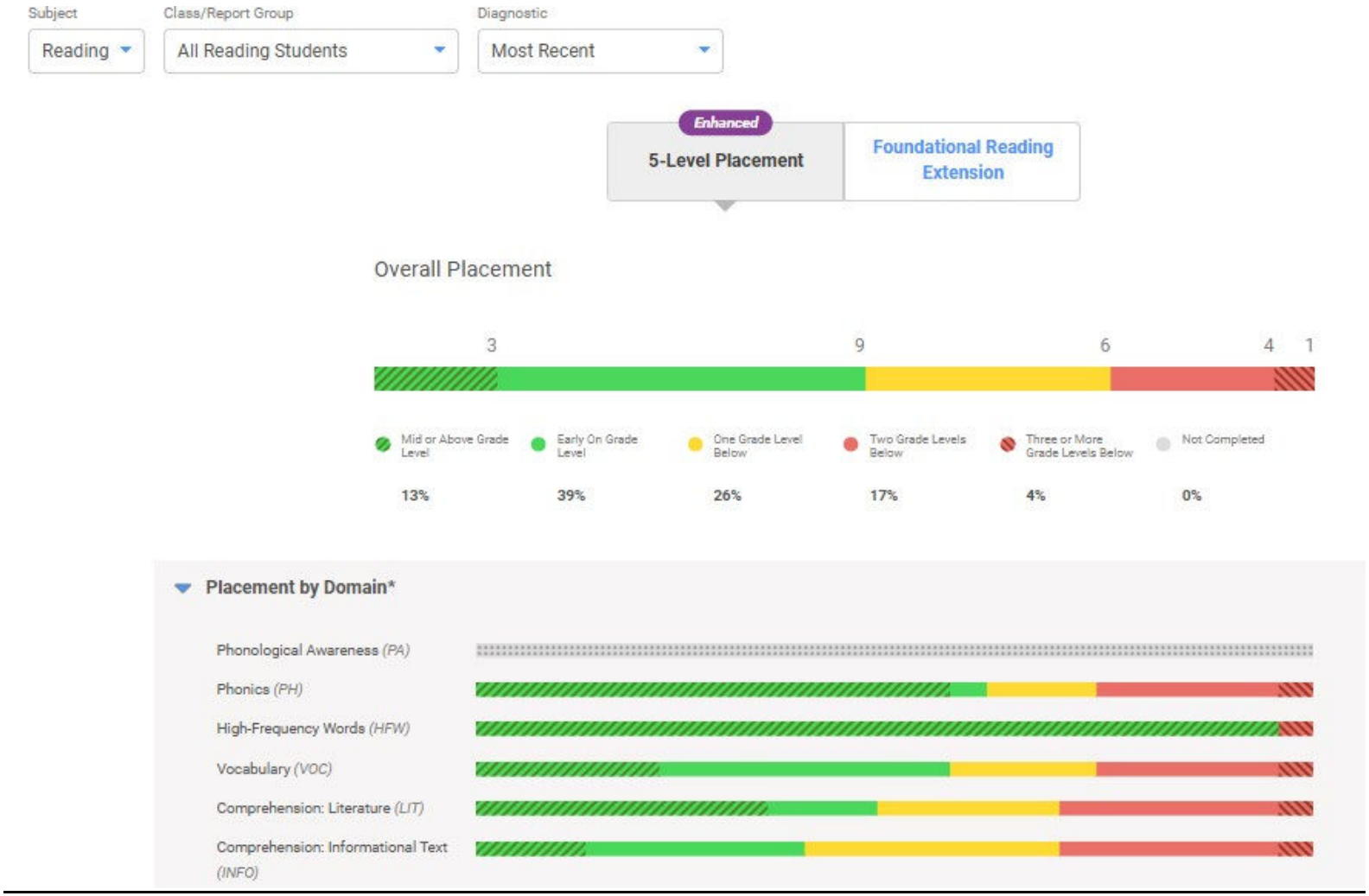


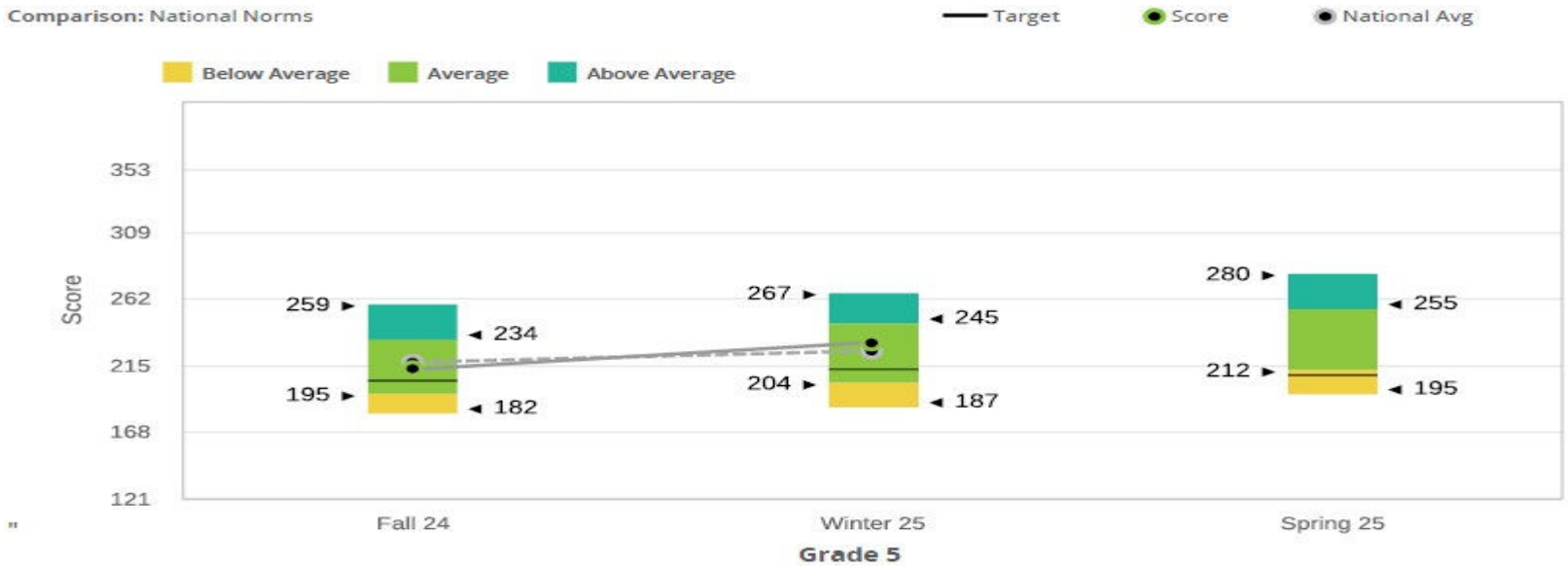
Chart 4: Winter Reading Scores



Appendix D Analysis Statement: For both Math and Reading, in looking at the achievement of students from Fall to Winter, the decrease in performance in the pink/red area (below target) and the notable increase in performance in the green area (at or above target) is evident.

Appendix E: Secondary Education Program Completer
Samples of Individual Student Growth Data in Math and Reading (Aimsweb)

Chart 1: Single-Subject Student Report: Math Improvement



Performance

	Fall 2024	Winter 2025	Spring 2025
Student Score	212	231	
National Percentile	49	61	
Performance Level	Average	Average	
Risk Status	Low	Low	

Appendix E Analysis Statement: This program completer transferred to a Charter School and, although initially certified in History Education, now teaches multiple subjects, including history, in Grade 5. To demonstrate transferability of her teaching skills because of her AUM Education, she shared six individual student reports in math and reading. All individual reports showed growth in both math and reading skills.