

November 2019 Update for

Plan to Use Multiple Case Studies to Assess Completer Impact on K-12 Student Learning and Development

In September 2019, we reported that the phase-in plan began in the summer by hosting a focus group. At that time, we asked for a WMU faculty/instructors from elementary education, secondary education, and special education to be assigned a program completer whom they would mentor to complete an Impact on Student Learning Case Study (ISL). Our goal was to have five completers engaged in this work. A special education faculty did contact a completer from two years ago and she agreed, after discussing this with her principal, she would do it. However, at this time, the project has not been completed. We do have a completion date prior to next semester. In our focus groups, we solicit completers who would be willing to complete an ISL. Additionally, the elementary and secondary faculty had difficulty-finding completers who were willing to complete this project. We will continue to pursue finding completers for this work in spring 2020 and we will be asking faculty and clinical supervisors to assist. Our goal will continue to be the completion of five impact on student learning case studies during the 2019-2020 academic year. Please note that in the process of setting this up, faculty suggested re-writing the instructions for the ISL assignment so there was the utmost clarity in what we were asking our completers to do. This was completed and the new directions are posted on the Office of Clinical Experiences website.

April 2021 Update:

Due to P-12 school disruption caused by the COVID-19 pandemic, teachers were not able to complete the case studies in spring 2020 or during the 2020-21 academic year. We plan to continue the case study process during the 2021-22 school year.