



**Buffalo State University
Teacher Education Unit**

**CASE STUDY: Project Review/Evaluation
2024-25**

Number of initial program completers participating **n=81**

Number of initial programs represented by participants **n = 8**

Number of different advanced program areas participants were enrolled in at time of project: **n = 7**

Rubric Scoring:

1	2	3	4
Does Not Meet Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations

Evaluation: Project Evaluation Case Study

All advanced program candidates complete an Advanced Program Capstone Project (APCP) during their master's or certificate program. The APCP is a form of action research whereby candidates are evaluated in areas of content and pedagogical knowledge. They are assessed on their ability to identify practical implications of their research to enhance teaching, school environments, and / or student learning and development.

To help meet the requirements set forth by CAEP Standard 4, Program Impact, we repurposed data of the APCP to use as a case study of initial program completers. We isolated the performance of current advanced program candidates who completed the APCP who were also program completers at the initial level. Given their status as inservice educators, we are able to extrapolate the outcomes of the APCP as indicators of initial program impact.

This Project Evaluation Case Study is one of two types of case study efforts we have undertaken to meet CAEP Standard 4.

	N = 88 Mean (range)	% Meeting or Exceeding Expectations
Criterion 1 Evidence based contribution to the teaching profession (InTASC4 & 5)	3.5 (2.31--4)	95%
Criterion 2 Specialized pedagogical knowledge (InTASC 6, 7, 8)	3.4 (2-4)	98%
Criterion 3 Impact on P-12 student-learning growth and / or school environment (InTASC 1, 2, 3)	3.4 (3-4)	100%
Criterion 4 Professional Responsibility (InTASC 9 & 10)	3.4 (2-4)	99%
Criterion 5 Technology (InTASC 5, 6, 9)	3.4 (2-4)	98%
Criterion 6 Diversity (InTASC 2, 6, 7, 8)	3.2 (2-4)	91%

Summary of Findings: Performance of 81 completers who took part in an action research project post program completion was analyzed. The completers represented 8 initial programs across the Teacher Education Unit (TEU) from which they had graduated from 5 months to 9 years prior to this assessment (4 participants graduated over 10+ years prior, but they were outliers in this dataset). The majority of completers (90%) completed in the past 5 years. All were currently enrolled in a graduate program at the same institution at the time of the project. Seven different graduate program areas were represented.

The Project Evaluation Case Study indicates that over 91% program completers meet (3) or exceed (4) expectations related to all criteria. There were no significant areas of strength or weakness that stood out. All completers continued on for professional certification in an advanced program of study at Buffalo State.

Data by Program Completed
(For Projects Submitted 2024-2025)

Number of Projects by Initial Cert Major

Art Education K-12	1
Childhood Education	37
Early Childhood and Childhood	14
Early Childhood Education	7
English 7-12	5
Social Studies 7-12	1
Special Edu & Childhood Edu	15
Speech-Language Pathology	1
TOTAL:	81

Mean By Initial Cert Major

	Evidence based contribution to the teaching profession	Specialized pedagogical knowledge	Impact on P-12 student-learning growth and / or school environment	Professional Responsibility	Technology Use	Cult Responsive
Art Education K-12	4	4	4	4	4	4
Childhood Education	3.6	3.6	3.5	3.6	3.4	3.7
Early Childhood and Childhood	3.6	3.6	3.7	3.6	3.6	3.8
Early Childhood Education	3.6	3.6	3.4	3.6	3.3	3.4
English 7-12	3.8	3.8	3.8	3.8	3.6	3.6
Social Studies 7-12	4	4	4	4	3	3
Special Edu & Childhood Edu	3.5	3.5	3.5	3.4	3.3	3.5
Speech-Language Pathology	3	3	3	3	3	4