Measure 4: Ability of Completers to be Hired (Initial & Advanced)

The EPP uses the Title II pass rates to compare the performance of WCSU Initial program completers with those throughout the state. Title II data is one year behind the CAEP reporting year and therefore the cohort for AY 2019-24 is reported in the Table. In spring 2024, the Connecticut State Department of Education released an EPP data dashboard that reports AY 2019-24 employment data and persistence in employment for initial and advanced program completers.

Table 16. State-wide and WCSU Licensure Exams – Pass Rates for AY 2019-2024 (Title II)

Cohort Year	WCSU Number Taking Assessment	WCSU Number Passing Assessment	WCSU Institutional Pass Rate	State Number Taking Assessment	State Number Passing Assessment	State Passing Rate
AY 2023-2024	**33**	**25**	**76%**	**1,155**	**945**	**82%**
AY 2022-2023	**43**	**34**	**79%**	**1,047**	**882**	**84%**
AY 2021-2022	**42**	**36**	**86%**	**1,212**	**1,014**	**84%**
AY 2020-2021	**38**	**30**	**79%**	**1304**	**1074**	**82%**
AY 2019-2020	**37**	**33**	**89%**	**1285**	**1099**	**86%**

Source: Title II: https://title2.ed.gov/Public/Home.aspx

Table 17. CSDE EPP Data Dashboard 2023-2024 Overall Best Pass Rates

Cohort Year	WCSU Number Taking Assessment	WCSU Overall First Attempt Pass Rate	WCSU Institutional Pass Rate	State Number Taking Assessment	State Passing Rate
AY 2023-2024	**39**	**81%**	**95%**	**1,195**	**94%**

Table 18. CSDE EPP Data Dashboard 2019-2024

Cohort Year	WCSU Percentage Employed in First Year	WCSU Percentage Employed in Second Year	WCSU Percentage Employed in Hard to Staff District	State Percentage Employed in First Year	State Percentage Employed in Second Year	State Percentage Employed in Hard to Staff District
AY 2023-2024	47%	NA	32%	61%	NA	31%
AY 2022-2023	53%	89%	28%	69.4%	NA	38%
AY 2021-2022	61%	86%	44%	67.4%	92.6%	38.6%
AY 2020-2021	52%	91%	41%	68.6%	92.6%	39.3%
AY 2019-2020	39%	88%	18%	64%	92.3%	30.7%

*CSDE only reports completers working in Connecticut. It does not report completers working in private schools or other states. Also, regulations to obtain the Reading Specialist certification in Connecticut require MSED Literacy and Language Arts program completers to complete three years of teaching before the specialized licensure is granted.

Analysis (Strengths/Areas for Improvement) for Ability of Completers to be Hired.

Overall Performance

WCSU vs. State Trends

- AY 2021-22 was WCSU's second-best year (86%), effectively tied with the state average (84%).
- AY 2023-24 is WCSU's lowest point at 76%, a 10-point drop from the prior year and 6 points below the state (82%).
- The state has been stable, ranging only from 82%–86%, while WCSU ranged more widely from 76%–89% — a 13-percentage-point spread.
- WCSU's number of test-takers dropped from a high of 43 (AY 2022-23) to 33 in AY 2023-24 — a 23% decline. Smaller cohorts cause individual outcomes to swing pass rates more dramatically.
- The CSDE Dashboard captures each candidate's best score across multiple attempts, providing a different perspective from the Title II single-attempt metric.

CSDE EPP Dashboard: Employment Data (AY 2019–2024)

First-Year Employment

- WCSU ranged from 39%–61%, while the state ranged from 61%–69.4%.
- The gap has narrowed over time — in AY 2019-20 it was 25 percentage points (39% vs. 64%); by AY 2022-23 it narrowed to 16.4 points (53% vs. 69.4%).
- AY 2023-24 shows WCSU at 47% vs. state at 61%.
- WCSU peaked at 61% employment in AY 2021-22, coinciding with its highest pass rate in the same window (86%).

Second-Year Retention

- Where data is available, WCSU's second-year employment rates (88%–91%) are comparable to or slightly below the state (92.3%–92.6%). This is a meaningful positive signal: completers who get hired tend to stay in the classroom.

Hard-to-Staff Districts

- WCSU's placement in hard-to-staff districts ranged from 18%–44%, compared to the state's 30.7%–39.3%. WCSU exceeded the state in AY 2021-22 (44% vs. 38.6%), demonstrating equity-focused placement is achievable.

Appendix: Initial & Advanced Programs Focus Groups

Case Study Initial Completers Focus Group

CAEP Secondary Education Math Completer Focus Group Transcript

Description: Due to scheduling conflicts, individual initial program completers were interviewed. This transcript is from the interview with a 2025 male, Caucasian Secondary Education Math program completer who is currently working as a high school math teacher in one of the most diverse districts in Connecticut.

Question #1 What did the program offer that you have found most useful in your current position?

The Secondary Education Mathematics program completer found the diverse field placements and experiences to be the most useful in preparing to teach. He reported that the senior year professional development experience (PDS) included a lot of interactions with peers across content areas and this led to learning new perspectives and methods for teaching subject matter.

Question #2 What would you like to see more of in the WCSU Education Program?

In the meeting, the Secondary Education Mathematics program completer discussed the structure of the secondary education program which included mainly content area coursework until the senior year. He understood that this structure was necessary in order to pass the Praxis certification exam before student teaching, however it led to backloading most education courses to the senior year. He posited that dispersing education coursework throughout the program would be beneficial.

Question #3 How did the program prepare you to use technology?

The Secondary Education Mathematics program completer discussed the project in ED 440 where candidates were required to try out three different tools to use in their content are for myriad purposes such as remediation or assessment. He stated that this assignment helped him to understand that technology integration should have a purpose. As a beginning teacher, he shied away from using it with his freshman class, however now he understands that most students are using it for content instruction.

Question #4 How did the program prepare you to serve diverse students and families?

The program completer discussed how the program made a good attempt at preparing candidates for diverse students and families. He discussed how the program especially focused on assisting secondary students who may be reading below grade level. However, as a beginning teacher he had several students that did not speak any English at all. He was connected to an instructional coach at the high school, and she provided several strategies to help these students. The program completer shared how he now uses the Nearpod platform to translate his lessons into Spanish for these multilingual learners and they are now some of the best performers in his class.

Question #5 How did the program prepare you to be a teacher/school leader?

The Secondary Education Mathematics program completer posited that he was prepared for all the responsibilities of teaching. He discussed how the program faculty emphasized that they were professionals and should act that way in their field placements. The program completer discussed how the full school year in the last component of the program with faculty as mentors and peers helps you to work through struggles with people you trust. He

added that it also helps that you are not in charge of the classroom and can seek advice which is not always possible when you have your own classroom.

Question #6 Anything else?

The Secondary Education program completer recommended showing candidates how to take the longer edTPA lesson plan format and convert it to a shorter template so that you're still thinking through all the necessary components. He also recommended training candidates to plan the whole unit in advance so that you can ascertain the goals, materials, and general sequence before planning individual lessons.

CAEP-WCSU Initial Programs Employer Focus Group

CAEP-WCSU Employer Focus Group A

March 3, 2026

Zoom interview at 9:15 AM

Description: Due to myriad differences in the schedules of participants, the interviews were held in two sessions.
Participant: One female principal of an intermediate school in Danbury who employs both Elementary Education and MSED Literacy and Language Arts program (Initial and Advanced programs).

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?
The principal responded that both program completers were top performers in her school, especially regarding use of data to inform instruction and professional dispositions. The Elementary Education program completer jumped right into the school and excelled at classroom management. She has also become the leader of her department regarding the new America Reading Corporation (ARC) reading program that the district adopted. It was also reported that the MSED Literacy program completer shared with the principal what she had learned in the program and is now the literacy lead for the school. The MSED Literacy program completer also took the lead in looking at the curriculum standards alignment for the school. It was also reported that the MSED Literacy program completer also worked with a student to get their work published for the ARC curriculum which was a tremendous accomplishment. Both program completers outperform other completers from UCONN and other universities.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?
Regarding diversity, the principal reported that the diverse Elementary Education program completer is especially equipped to understand the diverse needs of her students. The principal reported on a lesson observation where the program completer discussed her own cultural traditions to showcase myriad different cultures in society. Both program completers are equipped to meet the needs of diverse students.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?
The principal reported that both program completers integrate technology to enhance lessons and also to communicate with parents through ParentSquare. The elementary education program completer also taught the principal how to use Canva as she was not familiar with the platform.

Question #4: How prepared was the WCSU program completer to work with diverse families?
Regarding working with diverse families, the principal stated that the elementary education program completer was particularly suited to work with diverse families due to her own experiences as a diverse student. However, both program completers work to translate materials for multilingual families and use ParentSquare as well. The MSED Literacy program completer collaborated with the local Chipotle restaurant on a successful fundraiser to gather funds for students who could not afford items for schooling.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
The principal reported that she recently completed a micro credential course on using AI in education. She stated that the course taught her that teachers need to work smarter, using AI to help with planning and data analysis so that they can spend more time with their students. They also need to learn the ethical use of AI, especially regarding student information. Secondly, the principal suggested focusing on Positive Behavior Intervention Systems (PBIS), which is widely used in the district now. Teachers need to know how to positively incentivize all students to learn in systematic ways before resorting to sending them to the administration for behavioral issues. Program completers should also be able to understand the progression of standards and how students have access to grade level on that progression. For math in particular, teachers need to allow time for students to also progress from concrete representation to abstract. She noted that many special education teachers are not given professional development in content areas so that they can be learning experts.

CAEP-WCSU Employer Focus Group B

March 6, 2026 at 11AM via Zoom

Description: Due to myriad differences in the schedules of participants, the interviews were held in two sessions.
Participant: One male department head for Health Education at the largest, diverse high school in Connecticut who employs several completers of the health education program as well as field workers and student teachers (Initial Programs)

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?
The Department Head responded that the teachers currently employed who were graduates of the WCSU Health Education program were very well prepared to jump into instruction and the school. He stated that this is why he is looking to hire WCSU health education program completers as they are ready to be employed from student teaching.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?
Regarding diversity, the Department Head reported that WCSU program completers are adept at understanding diverse students and get along with them and know how to engage them. He noted that even the student teachers are prepared to jump into the classroom and can impact student learning for diverse students.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?
The Department Head noted that the district is implementing Notebook LM (Google AI) across each school and teachers are using it to craft lessons that are interactive. He recommended training all candidates to use Notebook LM since the district is espousing it. He also noted that both program completers and student teachers are prepared to integrate technology and easily learn new platforms.

Question #4: How prepared was the WCSU program completer to work with diverse families?
Regarding working with diverse families, the Department Head responded that Health Education program completers are very well prepared to work with diverse families. He noted that as the program completers and student teachers relate well with diverse students, this relationship then builds upon their work with diverse families.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
Danbury High School has now moved to academies where teachers are placing students into small groups rather than whole class instruction. He recommended training candidates to be able to group students strategically into small groups where differentiation can occur for students who are excelling as well as those needing intervention. The Department Head recommended that all program completers be well versed in designing Tier I interventions.

CAEP-WCSU Employer Focus Group C

March 10, 2026 at 2PM via Zoom

Description: Due to myriad differences in the schedules of participants, the interviews were held in two sessions.
Participant: One female Department Head of Mathematics at the largest, most diverse high school in Connecticut who employs a Secondary Education Mathematics program completer (Initial program).

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?
The Department Head of Mathematics reported that the WCSU program completer was one of the most prepared teachers in a long time that was hired by the district. She stated that the program completer jumped right into the department meetings and his classroom is doing well. She also noted that his content knowledge is excellent and that he knows how to break down Math into instructional strategies so that all students can learn. The WCSU program completer also has a co-teacher this year and both have requested to remain as a team next year which speaks to how he is collaborating with colleagues. The Department Head opined that the only area for improvement would be classroom management in that he should be firmer with the students.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?
Regarding meeting the needs of diverse students, the Department Head stated that the WCSU program completer was introduced to the Sheltered Instruction Observation Protocol (SIOP) coach and has worked very closely with her. He meets regularly with the coach to ensure that Math is accessible for all multilingual learners. He was prepared by WCSU to have the mindset that he needed to do this so that all his students would be successful and to seek support from colleagues.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?

The Department Head reported that the WCSU program completer was very prepared to use technology. The only suggestion for WCSU would be to train future Math teachers to use Amplifier Activity Builder, which is a platform to make Math activities interactive and it is free. It is also aligned with the Demos calculator that is used for AP and SAT exams.

Question #4: How prepared was the WCSU program completer to work with diverse families?
Regarding working with diverse families, the Department Head stated that the WCSU program completer was 100% prepared. She stated that there have been zero complaints from parents regarding his performance this year. Furthermore, she shared one example of a Portuguese/Puerto Rican family whose son was having difficulties at the beginning of the year. The WCSU program completer kept the learning environment positive, stating that a restart was always possible and worked with the student to turn it around. Parents see the extra time he goes beyond the minimum requirements to ensure that all students are learning.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
The Department Head suggested the book *Building Thinking Classrooms* by Peter Lijedahl as the STEM departments in the high school have been focusing their professional development on it. The book focuses on building fluency in communicating Math and helping students to take risks while problem-solving and to engage in Math. She suggested that future teachers should also read the book and discuss ways to help their students to be willing to problem solve in Math.

CAEP-WCSU Employer Focus Group D

March 16, 2026

Zoom interview at 2:00 PM

Description: Due to myriad differences in the schedules of participants, the interviews were held in separate sessions.
Participant: One female Special Education district coordinator in the largest, most diverse school district in Connecticut and an EPP partnership district.

Question # 1: How prepared was the WCSU program completer to enter the classroom as compared to completers from other programs?
The district coordinator of special education reported that WCSU program completers were satisfactory compared to completers from other programs. A major area for improvement was in the analysis of special education assessments and then using the analysis to create goals and IEPs. The district coordinator also recommended more instruction in the whole PPT process as well.

Question # 2: How prepared was the WCSU program completer to meet the needs of diverse students?
Regarding the ability to meet diverse students' needs, the district coordinator did not have any concerns in this area. She reported that WCSU completers can work with small groups to meet the needs of individual students. They also engage with the community and are familiar with it as the district is highly diverse.

Question # 3: How prepared was the WCSU program completer to use technology in instruction?
The district coordinator replied that WCSU program completers can use the Google suite of platforms that the district currently uses. She recommended instructions in how and when to use AI as the district does not want special education teachers using AI to create IEPs. The district coordinator emphasized that program completers must be taught how to use AI to work smarter rather than to replace their own thinking processes.

Question #4: How prepared was the WCSU program completer to work with diverse families?
Regarding the ability to work with diverse families, the district coordinator reported that she had no concerns in this area. She did note that program completers should be taught strategies to deal with difficult parents as this is usually an area of concern for special education teachers.

Question # 5: Is there anything else you would like the program to know about teacher preparation?
The district coordinator replied that it is imperative that special education program completers understand the scientific basis of reading as many special education teachers are not prepared to teach reading. They also need to understand the laws and regulations regarding dyslexia. She recommended perhaps incorporating a lab at WCSU where candidates could practice giving special education assessments and analyzing them to work on the areas that she mentioned.

AY 2024-2025 Case Study of Initial Completer: BS Secondary Education Mathematics Grades 7-12

Description

The CT State Department of Education does not share teacher evaluation data with EPPs. Therefore, EPPs are dependent upon alumni to volunteer to participate in case studies and to acquire participant approvals. Observations are not usually permitted by school districts due to union regulations and therefore the EPP focuses on case studies, employer/alumni survey results, and a focus group. A mixed-methods approach was used using both quantitative and qualitative methodology.

Methods

A mixed method approach was employed using qualitative and quantitative methodology to prepare a case study analysis to generate findings related to Standard 4 (4.1, 4.2, 4.3, and 4.4). Case study with its emphasis on mixed methods research is fitting for this type of data-driven project because of the focus that the Department of Education has on understanding and answering the how and why questions (Stake, 1995; Yin, 2009) associated with the quality of education that WCSU students receive, as well as how employers view new teachers' preparedness to be in the field. Case study also allows for the collection of both qualitative interviews and quantitative survey data, which enhances the ability to triangulate data (Anfara, Brown, & Mangione, 2009; Rubin & Rubin, 2011) and gain a more comprehensive understanding (Creswell & Plano Clark, 2011; Teddlie & Tashakkori, 2009) as is required by the emphasis on continuous performance that is associated with CAEP Standard 4. Case study also facilitates a culture of evidence by contextualizing the unique strengths of the WCSU teacher preparation program and allows for the voices of those who have been trained through the program to be shared. In this way, the WCSU EPP has systematically worked to assess its impact. The data collected will be used to make programmatic decisions. In AY 2024-2025 a completer from the Secondary Education Mathematics program participated in the impact on student learning component of the case study. By 2027, all programs if possible, will be represented in the impact on student learning component for the accreditation review.

Qualitative Data

To conduct the case study, data were collected through multiple sources to provide triangulation of data and greater assurance of accuracy. Data sources included: Individual interviews with case study participants and Focus Groups (Completer and Employer) (4.1, 4.2, 4.3, 4.4): Qualitative data were collected in the form of individual and focus group interviews. The question prompts were designed to collect participants' perceptions of the relevance of their training in their day-to-day practice. The Focus Group data is reported in the Appendix.

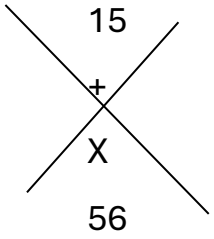
Quantitative Data

Individual case study participants submitted demographic data on their students, and pre/post assessment unit data. Alumni surveys were sent to all initial and advanced program completers. Completers' responses were followed up with employer surveys.

Results of Case 1: Secondary Education Mathematics Completer

a) **Description of Participant**: John (pseudonym), a Caucasian Secondary Education Mathematics completer, completed his degree in May 2025 and works as a high school Mathematics teacher in one of the largest high schools in the state in an urban city in Connecticut. The unit presented in his case study is from an Algebra 1 class.
b) **Description of Curriculum:** The unit of study is from the Illustrative Mathematics curriculum. The goal of this curriculum is to develop deep conceptual understanding and problem-solving skills. Theoretically, students with a strong conceptual understanding of a topic should be able to attempt problems that they have not seen before and present a reasonable solution. The Illustrative Mathematics curriculum embeds higher order thinking questions in all lessons. Even if only as an extension, students are exposed to questions that develop their mathematical reasoning. The following are 3 lessons modeled off the IM curriculum to reteach factoring quadratics after students struggled on their quadratics assessment. The focus is to teach the X method for factoring, since many students struggled with the box method.

Lesson 1: using the X method	Lesson 2: Factoring with the X method	Lesson 3: Solving quadratic equations using the X method
1. Teacher distributes a factor chart for numbers 1-100 and a worksheet on using the X method. 2. Teacher directly describes the parts of the X method – we are looking for two numbers that multiply to the constant and add to the "middle number", the coefficient of the x-term. Ex.	1. Teacher directs students to take out their factor charts and distributes a factoring worksheet (Kuta Software factoring trinomials a=1). 2. As in part 5 of Lesson 1, students help complete the X method in the whole class setting. To continue the example in part 2 of Lesson 1, the two numbers that multiply to 56 and add to 15 are 7 and 8, so	1. Teacher directs students to take out their factor charts and distributes a worksheet on solving by factoring. 2. The first section is on solving in factored form using the zero product property, discussed in prior learning segments. Teacher models the first problem and elicits random student participation for 2-3 more, addressing

x^2 + 15x + 56  3. Teacher explicitly describes how to use the factor chart. Teacher writes the box under 56 on the board. The options are 1 and 56, 2 and 28, 4 and 14, and 7 and 8. We are looking for the pair that adds to 15, so we choose 7 and 8. 4. Teacher repeats with 2 more examples. 5. In the whole class setting, teacher elicits random student participation through popsicle sticks to complete the steps – ex. What do the two numbers multiply to? Add to? Look at the factors of ___ on your chart. Which pair adds to ____? This is	we can factor the expression as (x+7)(x+8). 3. Teacher models the similarities between the X method and the box method previously used to factor trinomials. The outside expressions of the box are x+7 and x+8, while the inside parts; x^2, 7x, 8x, and 56; add to the original expression. This connects to prior learning segments on multiplying binomials and factoring with the box method. 4. Continue guided practice in the whole class setting. Throughout 2-3 problems, teacher releases the responsibility of giving the answer in factored form to the students. 5. Students are to complete the worksheet, due at the end of class. Teacher monitors progress and helps as much as needed. 6. When finished,	misconceptions when necessary. 3. The second section is on factoring and solving with the zero product property after factoring. Teacher models the first problem, using the X method to factor and solving as was done in the first section. Teacher elicits random student participation for 3 more, addressing misconceptions when necessary. 4. Students are to complete the worksheet, due at the end of class. Teacher monitors progress and helps as much as needed. 5. When finished, students may begin their homework on Delta Math consisting of more practice with factoring trinomials to prepare for a quiz next class.

repeated for 3 problems. 6. Students are to complete the worksheet, due at the end of class. Teacher monitors progress and helps as much as needed. 7. When finished, students may begin their homework on Delta Math consisting of more practice with the X method.	students may begin their homework on Delta Math consisting of more practice with the X method.	

Pre-Assessment Data: The focus student who was tracked is a junior who needed to take a credit recovery program for algebra 1 and had consistent attendance during the learning segment described above. The pre-assessment in this case is the unit test on quadratics that required reteaching on factoring afterwards.

	Test Score
Focus Student	47%
Class Median	57%
Class Mean	56%

Post-Assessment Data:

	Zero Product Property	Factoring	Solving by Factoring	Total Score
Focus Student	3/5	4/4	3/4	77%
Class Median	4.95/5	3.5/4	4/4	85%
Class Mean	4.37/5	3.10/4	3.11/4	81%

Discussion of Impact on Student Learning:

- Strengths, areas for improvement, focus student

Strengths: Students responded much more to the mode of learning used in the reteaching segment. One significant difference is that students were held accountable for their learning throughout the entire segment, not primarily at the end. While teaching the original curriculum, answers would be covered in the whole class setting after students had an opportunity to practice on their own. A flaw of that method is that there is a population of students who exhibit little effort, try to dodge answering for the class, and copy what their peers or teacher contribute. During the reteaching segment, work was due at the end of class to be reviewed the following class, and students were assigned short homework assignments on

Delta Math, giving instant feedback, to further commit their learning to memory. The second major improvement is to use a model for factoring that requires less cognitive effort. Originally, we used the box method, which naturally transfers from previous work on multiplying binomials and can more clearly develop conceptual understanding. However, the cognitive load that that takes for the students that I teach – many failed algebra 1, struggled with multiplying binomials, and are generally not fluent in multiplication without support – was too much to have any energy left over for learning how we use factored form to solve equations. The X method is simple and only requires students to fill in two blank spots in the model as opposed to six. I believe that simplicity was a main driver of success.

Areas for Improvement: While the X method is a good organizer, it does nothing to promote the conceptual understanding of factoring that the box method is made for. If I were to teach this unit again, I would begin with the X method but use supplementary instruction to teach what factoring is conceptually. For students who struggle with algebra, it becomes difficult to teach them the skills that they need to know and still avoid reducing instruction to a series of steps to follow in specific situations. Seeing the success of a learning segment with limited scope, it would make sense to teach this class topics in two parts – the conceptual component and the procedural component – rather than try to develop everything at once.

Focus Student: At my school, the standard path for students is to take algebra 1, then algebra 2, then geometry. My focus student is a junior in algebra 2 because he failed algebra 1 in his freshman year. From the beginning of the year to the middle of the school year, his standardized test score progressed from the 5th percentile to the 34th percentile. While still below average, it is a significant improvement. This student shows inconsistent work ethic, but his attendance is excellent. On his test (pre-assessment), he struggled with much of the material and most likely was overwhelmed by the amount of content covered. With a shorter, simplified learning segment, his performance was much improved. He is now proficient in factoring and solving by factoring, which was the goal of the three lessons. As for the zero product property, he is almost proficient and lost most points by forgetting that there must be two solutions, not just one, giving an incomplete response.

c) **Analysis of Impact on Student Learning**: The CAEP Initial Programs EPY 405 Impact on Student Learning rubric was used to assess John's reflection on pre/post student data and learners' needs. John was scored as proficient on his analysis of student learning as he focused on student's strengths regarding visual images and changed his instructional strategies to align with their mode of learning. He also scored on the proficient level on providing feedback to students and its analysis as she described the feedback given to students who were struggling with the box method and his switch to the X method as a solution. John also met the proficient performance level on her use of assessment results to inform instruction as he discussed building conceptual understanding of factoring in mathematics which the X method does not directly aid. In John's senior year at the university, he was assessed on the same assignment and rubric. In that baseline assessment data, he scored exemplary on the following indicators: Analysis of Student Learning, Providing Feedback to Guide Learning, Student Use of Analysis of Student Learning, Analysis of Students' Use of Academic Language. For the indicator, Using Assessment to Inform Instruction, he was scored Proficient. Evidence indicates that John is strengthening his reflective practice to inform instruction. During the post-case study interview, John reported that he sought advice from an experienced Mathematics teacher in the Department when he noted how his students weren't grasping the box method. This collaborative approach to instruction and willingness to seek help ensured that his students were able to grasp factoring in this unit of study.