University of Montana Completer Case Study

Guiding Questions:

#1  What does the teacher education program do well in preparing program completers to work with children and youth who are ethnically, culturally, and linguistically diverse?

#2  What changes to candidate preparation would allow completers to be more effective in addressing the needs of English Language Learners, accurately implementing the Essential Understandings of Indian Education for All, and plan instruction relevant to the community context?

Purposeful Sample for Completer Cases

Rational for Purposeful Selection

The University of Montana offers 29 teaching endorsements. We will purposefully select at least eight completers from various programs. The largest program is the elementary education program. Students earn this endorsement at the undergraduate and graduate levels. We purposefully selected a larger number of elementary education completers and purposefully selected those who simultaneously completed other endorsements. This approach will allow us to explore the perceived value added when students complete additional endorsements and will allow for the evaluation of the endorsement themselves.

Additionally, we selected our two secondary programs with the most completers: social studies and English. We also purposefully selected the program that often has the fewest completers and is an ongoing teacher shortage area: math.

Finally, we selected one student from a program, music education, which is not housed within the College of Education. We believe utilizing such a program will offer transferable insights for similar programs. It is likely there will be some divergent findings based on this unique situational context.

In total, these selections will provide us with an expansive view of our programs based on the perspective of our completers. By making these purposeful selections we will be able to glean convergent and divergent findings among and across our programs. These findings will be transferable and valuable to those programs where completers were not purposefully sampled.

Table 1: Distribution of Purposefully Selected Completers

<table>
<thead>
<tr>
<th>Elementary Education (K-8) and Special Education (P-12)</th>
<th>Elementary Education (K-8) and Literacy Education (P-12)</th>
<th>Secondary Math (5-12)</th>
<th>Secondary Social Studies (5-12)</th>
<th>Educational Leadership (Advanced)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate Elementary Education (K-8)</td>
<td>Graduate Elementary Education (K-8)</td>
<td>Music Education (K-12)</td>
<td>Secondary English (5-12)</td>
<td></td>
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