**Case Studies of 1st year out completers**

***Summary and Timeline***

The initial level programs of the COEPD decided in the fall of 2016 to develop a plan to capture additional data on their completers. Little had been collected from actual teachers in the field and the initial level recognized the need to implement a change. In order to collect more useful and meaningful data, the programs have/will utilize a case-study approach to document completers’ impact on student learning and development and on completers’ teaching effectiveness. Both 1st and 3rd year out teachers have/will be included in the research.

1st year out completers have/will be identified and observed every spring semester beginning with Spring 2017. By the end of three years, all initial level licensure programs will be represented, with varying content areas and grade levels detailed.

**Spring 2017:**

* Two elementary completers (Kindergarten and 1st grade)
* One secondary English completer (11th grade)
* One secondary Science completer (9th grade)
* One secondary Mathematics completer (10th grade)
* One elementary Special Education completer (4th grade)

**Spring 2018:**

* Two elementary completers
* One secondary Music, Wellness, or Art completer
* One secondary Social Studies completer
* One secondary Special Education completer

**Spring 2019:**

* Two elementary completers
* One secondary Music, Wellness, or Art completer
* One secondary Music, Wellness, or Art completer

Completers have/will be observed by the Assistant Director of Clinical Experiences and evaluated utilizing the Task 3, Task 6, and Task 7.1 of the WVTPA. Both quantitative and qualitative data have/will be collected. Pre/post test data will also be available. Demographic details and percent change will be calculated at both the aggregate and individual level.

Additionally, completers have/will be observed by the Assistant Director of Clinical Experiences and evaluated utilizing the WV Evaluation Rubric for Teachers. Principal evaluations have/will be included when available.

***Aggregate Data for 1st Year-Out Case Studies***

***Spring 2017***

**Demographic Data:**

Case studies were completed for 6 different MU completers employed in five different counties. Three completers were employed in a secondary school and three were employed in an elementary school. The chart below details demographic data for the specific schools where the completers were employed.

**Demographic Data: All Case Study Schools, N = 6:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **County** | **School** | **Enrollment** | **Percent Needy** | **Percent Special Education** | **Percent Racially Diverse** | **Percent English Language Learners** |
| **#1** | **Boone** | **SHS** | **667** | **57.57%** | **13%** | **2.1%** | **0%** |
| **#2** | **Cabell** | **CMHS** | **1971** | **36.01%** | **11%** | **5.1%** | **0.5%** |
| **#3** | **Kanawha** | **CLES** | **339** | **63.24%** | **24%** | **11.2%** | **0%** |
| **#4** | **Logan** | **WCES** | **426** | **63.85%** | **16%** | **0%** | **0%** |
| **#5** | **Wayne** | **SVHS** | **1036** | **40.31%** | **14%** | **2.4%** | **0%** |
| **#6** | **Wayne** | **WES** | **606** | **76.41%** | **22%** | **1.4%** | **0%** |
| **Average** | **N/A** | **N/A** | **840.83** | **56.23%** | **16.67%** | **3.7%** | **.08%** |

**\*\*”Percent Needy” represents the % of students in a school who are economically disadvantaged. The following calculation is used: Total “Needy” students for % calculation/Total enrolled students = Percent Needy.**

**Impact on Student Learning Data:**

The ultimate success of instruction is determined by whether or not instruction led to student success in meeting the identified goals and the extent to which meeting these will prepare students to use their new learning in the future. Consequently, completers have/will develop and teach a unit utilizing a pre-posttest design and document student growth. The completers have/will be asked to replicate Task 3, Task 6 and Task 7.1 from the WVTPA Performance Assessment. The TPA draws on pedagogical and content knowledge to plan and deliver instruction that builds on each student’s strengths, needs, and prior experience. Through this performance assessment, completers have/will provide credible evidence of student impact. The results are listed in the data charts below. Data are provided in two separate tables: 1) Percent Change on Pre/Post-tests, 2) Scores on modified WVTPA, subdivided into “All Completers” and “Separate Elementary, Secondary, and Special Education Completers”.

**1st Year Out Case Study Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | 11 | English | Mean: 51%  Low: 0%  High: 100% | Mean: 92%  Low: 42%  High: 100% | +41% |
| #2 | 9 | Science | Mean: 23%  Low: 0%  High: 56% | Mean: 57%  Low: 19%  High: 100% | +24% |
| #3 | K | Elementary | Mean: 38%  Low: 0%  High: 74% | Mean: 83%  Low: 68%  High: 97% | +45% |
| #4 | 1 | Elementary | Mean: 18%  Low: 0%  High: 36% | Mean: 94%  Low: 73%  High: 100% | +76% |
| #5 | 10 | Math | Mean: 22%  Low: 0%  High: 60% | Mean: 82%  Low: 65%  High: 100% | +60% |
| #6 | 4 | Elementary | Mean: 20%  Low: 0%  High: 50% | Mean: 37%  Low: 0%  High: 100% | +17% |
| **Average** | **N/A** | **N/A** | **Mean: 28.67%**  **Low: 0%**  **High: 62.67%** | **Mean: 74.16%**  **Low: 44.5%**  **High: 99.5%** | **+45.49%** |

**Modified WVTPA Scores for All 1st Year Out Completers: N = 6**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 6** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 2.83 | 0 | 83%  (5) | 17%  (1) | 0 |
| **Assessment Criteria/Technical Soundness** | 2.67 | 0 | 67%  (4) | 33%  (2) | 0 |
| **Balance of Assessments** | 2.33 | 0 | 33%  (2) | 67%  (4) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 2.83 | 0 | 83%  (5) | 17%  (1) | 0 |
| **Interpretation** **of Data** | 2.67 | 0 | 67%  (4) | 33%  (2) | 0 |
| **Evidence of Impact** | 2.67 | 0 | 67%  (4) | 33%  (2) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 2.67 | 0 | 67%  (4) | 33%  (2) | 0 |

**Modified WVTPA Scores for All 1st Year Out Elementary Completers: N = 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 2** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 100%  (5) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 3.00 | 0 | 100%  (5) | 0 | 0 |
| **Balance of Assessments** | 3.00 | 0 | 100%  (5) | 0 | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%  (5) | 0 | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 100%  (5) | 0 | 0 |
| **Evidence of Impact** | 3.00 | 0 | 100%  (5) | 0 | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%  (5) | 0 | 0 |

**Modified WVTPA Scores for All 1st Year Out Secondary Completers: N = 3**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 3** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 2.67 | 0 | 67%  (2) | 33%  (1) | 0 |
| **Assessment Criteria/Technical Soundness** | 2.67 | 0 | 67%  (2) | 33%  (1) | 0 |
| **Balance of Assessments** | 2.00 | 0 | 0 | 100%  (3) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 2.67 | 0 | 67%  (2) | 33%  (1) | 0 |
| **Interpretation** **of Data** | 2.67 | 0 | 67%  (2) | 33%  (1) | 0 |
| **Evidence of Impact** | 2.67 | 0 | 67%  (2) | 33%  (1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 2.67 | 0 | 67%  (2) | 33%  (1) | 0 |

**Modified WVTPA Score for 1st Year Out Elementary Special Education Completer: N = 1**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 1** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Balance of Assessments** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Interpretation** **of Data** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Evidence of Impact** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 2.00 | 0 | 0 | 100%  (1) | 0 |

**Indicators of Teaching Effectiveness Data:**

Completers have/will be observed by the Assistant Director of Clinical Experiences and evaluated utilizing the WV Evaluation Rubric for Teachers. Principal evaluations also have/will be included when available. The results are listed in the data charts below. Scores are provided in two separate tables: 1) All Completers, and 2) Separate Elementary, Secondary, and Special Education Completers.

**All 1st Year Out Completers: N = 6**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 6)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 1)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.67 | 0 | 67 | 33 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.67 | 0 | 67 | 33 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 2.5 | 0 | 50 | 50 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 2.67 | 0 | 67 | 33 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3 Learner-Centered Culture | 2.83 | 0 | 83 | 17 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 2.83 | 0 | 83 | 17 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 3.2 Motivates and engages students | 2.5 | 0 | 50 | 50 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 3.3 Assessment Driven Instruction | 2.83 | 0 | 83 | 17 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.33 | 0 | 33 | 67 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 5.2 Working with Parents and Community | 2.67 | 0 | 67 | 33 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 5.3 Practices and Policies | 2.33 | 0 | 33 | 67 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 6)** | | | | | **Principal Evaluation**  **(n = 1)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**All Elementary 1st Year Out Completers: N = 2**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st Year Out**  **Case Study Evaluation**  **(n = 2)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 2.5 | 0 | 50 | 50 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.2 Motivates and engages students | 2.5 | 0 | 50 | 50 | 0 | N/A |  |  |  |  |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.5 | 0 | 50 | 50 | 0 | N/A |  |  |  |  |
| 5.2 Working with Parents and Community | 2.5 | 0 | 50 | 50 | 0 | N/A |  |  |  |  |
| 5.3 Practices and Policies | 2.5 | 0 | 50 | 50 | 0 | N/A |  |  |  |  |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 2)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Attendane | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |

**All Secondary 1st Year Out Completers: N = 3**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 3)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 1)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.67 | 0 | 67 | 33 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.33 | 0 | 33 | 67 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 2.33 | 0 | 33 | 67 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 2.67 | 0 | 67 | 33 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3 Learner-Centered Culture | 2.67 | 0 | 67 | 33 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 2.67 | 0 | 67 | 33 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 3.2 Motivates and engages students | 2.67 | 0 | 67 | 33 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 3.3 Assessment Driven Instruction | 2.67 | 0 | 67 | 33 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 5.2 Working with Parents and Community | 2.33 | 0 | 33 | 67 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 5.3 Practices and Policies | 2.0 | 0 | 0 | 100 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 3)** | | | | | **Principal Evaluation**  **(n = 1)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendane | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**Elementary Special Education 1st Year Out Completer: N = 1**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.2 Motivates and engages students | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 5.3 Practices and Policies | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 1)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |

**Individual Case Studies**

The exact same procedure was followed for each case study. Completers were observed by the Assistant Director of Clinical Experiences and evaluated utilizing the Task 3, Task 6, and Task 7.1 of the WVTPA. Both quantitative and qualitative data were collected. Pre/post test data are included. Additionally, completers were observed by the Assistant Director of Clinical Experiences and evaluated utilizing the WV Evaluation Rubric for Teachers. Principal evaluations are included when available.

For each completer/case study, the following pieces of information are cited: 1) Observation summary detailing the observation, 2) A calculation of percent change for the pre/post-test data, 3) The scores received on the modified West Virginia Teaching Performance Assessment (WVTPA), 4) The evaluation scores for the West Virginia Teaching Evaluation Rubric, 5) Actual observation notes, and 6) The actual assessment and data.

**Case Study #1: High School English**

Case Study #1 includes the following pieces of information:

* Observation Summary
* Percent Change for Pre/Post-test
* Modified WVTPA score
* WV Teaching Evaluation Rubric Score
* Observation Notes
* Actual Assessment and data

**Observation Summary:**

Completer #1 was observed at her placement at Scott High School in Boone County, West Virginia. Scott has an enrollment of approximately 650 students, and she taught an 11th grade English class there. She took the position in October after teaching Special Education at Van Middle School and currently teaches both English 11 and English 12 with one of the English 11 classes being honors. Completer #1 participates in PLC weekly with others in the English department. All of her classes are on varying levels and one class has 31 students with 16 with an IEP. Therefore, each class is prepped differently to meet the needs of the learners. The observation itself took place in the library, where students were completing satirical writing and research. The teacher moved around the room, giving students feedback on writing, allowing students to print and check prior to turning the paper in to make corrections. All the students were engaged and working; one female student who had completed her work was assisting another student with his paper. Completer #1 said it had been an overall positive experience that year, and the only major issue was her late start. The students were far behind by the time she arrived. There were little to no classroom management issues reported. Completer #1 was asked by administration why she didn’t send more students to the office earlier in the week, and she stated that she never has the need to and takes care of any issues within her classroom. Completer #1 has been given a RIF letter for her position; however, she is not worried, as multiple Special Education positions are available and she is fully certified. She provided data from a test on MLA guidelines, and the test was actually used by all of the English department as a common assessment.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | 11 | English | Mean: 51%  Low: 0%  High: 100% | Mean: 92%  Low: 42%  High: 100% | +41% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 1** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Balance of Assessments** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Evidence of Impact** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%  (1) | 0 | 0 |

**WV Teaching Evaluation Rubric Score:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 1.2 Standards Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 5.2 Working with Parents and Community | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 5.3 Practices and Policies | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 1)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Attendane | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |

**Observation Notes:**

Completer #1

May 18, 2017, Scott High School, English 11

* Teacher took position in October after teaching special education at Van Middle School.
* Teaches both English 11 and English 12. One English 11 class is honors.
* Participates in PLC weekly with others in English department
* Observation is taking place in library. Students are completing satirical writing and completing research for writing.
* All classes are on varying levels and one class has 31 students, with 16 with an IEP. Therefore, each class is prepped differently to meet the needs of all learners.
* During observation, teacher moved around the room, giving students feedback on writing, allowing students to print and check prior to turning the paper in to make corrections.
* All students were engaged and working. One girl who had completed her work was assisting another student with his paper.
* Teacher said overall positive experience for the year. Major issue was late start. Students were far behind by the time she arrived.
* Little to no classroom management issues reported. Teacher was asked by administration why she didn’t send more students to office earlier in the week. She said that she never has the need to and takes care of any issues within her classroom.
* Mrs. Vance has been given a RIF letter for position. However, is not worried as multiple special education positions are available and she is fully certified.
* Teacher provided data from test on MLA guidelines. Test was actually used by all of English department as a common assessment.

**Assessment and Data:**

English Dept. CFA - Kelli Vance MLA Guidelines and Information

Multiple Choice

1. When documenting one author in reference in ·a text, which is correct?
   1. This point has been argued before. (Glenn Frye, 197)

b. '{.'.C'':.f..f..i1...i.jj;".'t•r..ii.'.l.iaS. ,1.. '. eH't.a...r,l,r..f.iff. B. er6 · .. ·<.f '·.····i· · '91).

1. This point has been argued before. (Frye 197)
2. This point has been argued before (Frye, 197).
3. When documenting one author by name in a text which is correct?

f}t\1 , $-t-g d.'tbi§' l'tit;,foJ-···•( ;7).

1. Frye has argued this point before. (197).
2. Frye has argued this point before. (Frye, 197).
3. Frye has argued this point before (Frye 197).
4. Which of the following is true about block quotes?
   1. Only used when the author is mentioned in the text.
   2. Quotation marks are not used.
   3. The entire block quote is indented.

aE - 111

1. What type of source is cited below?

American Association for Artificial Intelligence. 17 Mar 2001. [<http://www.aaai.org>.](http://www.aaai.org/)

* 1. Newspaper
  2. Book
  3. Journal

ayr;w,e.P$ff@

1. What type of source is cited below?

Bernstein, Barton, J. "Atomic Diplomacy: Hiroshima and Nagasaki." *Diplomatic History* 28.3

(1991): 126-29

j1;i''.lij:firhi.I

1. Newspaper
2. Book
3. Website
4. What type of source is cited below?

*The Chicago Manual of Style.* 15th ed. Chicago: U of Chicago P, 2003.

* 1. Website
  2. Journal
  3. Newspaper

ar&

1. What type of source is cited?

Kramer, Cosmo F. "A Health Threat Baffling for Its Lack of a Pattern." *New York Times* 22 22 June 2003, natl. ed.: A14

* 1. Website

b)Newspaer

1. Journal
2. Book

True or False:

1. The letters MLA stand for Modern Language Association I
2. The purpose of the MLA is to standardize how sources are used and how to document a void plagiarism \_J\_
3. You should not use the authors' last names in the citation if the authors' names appear in the text. \_J\_
4. You only use "et al" when you are citing a text with more than three authors. \_J\_
5. When you use quotations in the text, you place the citation before the last quotation mark. *L*
6. You only use block quotes when quoting more than 4 lines (not sentences) of text. \_J\_

•

1. You should capitalize EVERY word in a title. \_J\_
2. Quotation marks should be placed around titles of shorts works (articles, poems, short stories, essays). (\_

2016-2017 / GPl / Scott High School/ 16-17-40110H-100: ENG LA 11H / PRE TEST DATA



Number Of Students: 27 Class Mean: 51%

Class Median: 40%

Class Low: 0%

Class High: 100%

Test Name: Formative Assessment on usage, claims, and sources

|  |  |  |  |
| --- | --- | --- | --- |
| NAME  1 | SCORE  10 | POSSIBLE  20 | PERCENT  50% |
| 2 | 8 | 20 | 40% |
| 3 | 4 | 20 | 20% |
| 4 | 4 | 20 | 20% |
| 5 | 4 | 20 | 20% |
| 6 | 0 | 20 | 0% |
| 7 | 18 | 20 | 90% |
| 8 | 16 | 20 | 80% |
| 9 | 0 | 20 | 0% |
| 10 | 10 | 20 | 50% |
| 11 | 12 | 20 | 60% |
| 12 | 10 | 20 | 50% |
| 13 | 2 | 20 | 10% |
| 14 | 4 | 20 | 20% |
| 15 | 20 | 20 | 100% |
| 16 | 8 | 20 | 40% |
| 17 | 16 |  |  |
| 18 | 2 |  |  |
| 19 | 2 |  |  |
| 20 |  |  |  |
| 21 | u | 20 |  |



|  |  |  |  |
| --- | --- | --- | --- |
| 22 | 16 | 20 | 80% |
| 23 | 0 | 20 | 0% |
| 24 | 16 | 20 | 80% |
| 25 | 10 | 20 | 50% |
| 26 | 8 | 20 | 40% |

2016-2017 / GPl / Scott High School / 16-17-40110H-100: ENG LA 11H / POST TEST DATA

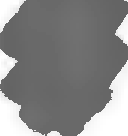
Number Of Students: 27 Class Mean: 92%

Class Median: 100%

Class Low: 40%

Class High: 100%

Test Name: Formative Assessment on usage, claims, and sources NAME SCORE POSSIBLE PERCENT

*P6s+-+est sca re s*

*i* tn p rz:> V *e cf*

0

7 18 20 90%

Po s+- fest *S cor.s*

d id not *C- ha.0*e



Posf- - test *S Co r -c s*

9 N/A 20 N/A de cl i n ed *er*

*N )A-*

0

|  |  |  |  |
| --- | --- | --- | --- |
| 15 | 20 | 20 | 100% |
| 16 | 8 | 20 | 40% |



**Case Study #2**

Case Study #2 includes the following pieces of information:

* Observation Summary
* Percent Change for Pre/Post-test
* Modified WVTPA score
* WV Teaching Evaluation Rubric Score
* Observation Notes
* Actual Assessment and data

**Observation Summary:**

Completer #2 was observed at her placement at Cabell Midland High School in Cabell County, West Virginia, where she worked with co-teacher, Co-teacher #1, a COEPD graduate. Cabell Midland has an enrollment of approximately 1,800 students. Completer #2 greeted students outside of the classroom as they found their assigned seats before the beginning of class. She clearly displayed the bell-ringer and class agenda on the projector, and the day’s lab activity on Exploring Natural Selection was ready for the students. The classroom itself was a well-equipped high school lab. The class reviewed activities and assignments from the previous Thursday and Friday with a movie on Darwin and new vocabulary words. While the students were talkative, they respected and listened to Completer #2 and Co-teacher. The activity itself was introduced, and each lab group was assigned a different type of bird and beak finding food. Using different utensils and tools, the students were given 1 minute and instructed to gather as much “food” as possible in the different stations of the lab activity. The students were very excited about the experiment and chatty and engaged throughout. Each trial was timed by the teacher and signaled as over by a bell. Students responded accordingly and gathered their data. The experiment was adjusted to alleviate confusion about how many items the students could pick up at one time. At one point, one student had a behavior issue but it was quickly resolved. After the experiment, students presented their findings for each group, made predictions prior to trials, and discussed findings following the experiment. After the experiment, notes were provided via PowerPoint, and students discussed with both teachers details about finches found on the Galapagos Islands. Students watched a short video on the vampire finch from National Geographic and discussed with the class before returning to a discussion on Darwin. Mrs. Completer #2 demonstrated excellent content knowledge for this lesson.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #2 | 9 | Science | Mean: 23%  Low: 0%  High: 56% | Mean: 57%  Low: 19%  High: 100% | +34% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 1** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Balance of Assessments** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Evidence of Impact** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%  (1) | 0 | 0 |

**WV Teaching Evaluation Rubric Score:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 5.2 Working with Parents and Community | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 5.3 Practices and Policies | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 1)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Attendane | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |

**Observation Notes**

Completer #2

April 17, 2017, Cabell Midland High School, 9th grade Science

* Students were greeted outside the classroom door and found their assigned seats within the classroom.
* Bell ringer and classroom agenda was projected at front of classroom.
* Co-teacher for class is \*\*\*\*\* (COEPD grad)
* Lab activity for day was already set up throughout the classroom (Exploring Natural Selection)
* As class begins, review of Thursday and Friday activities and assignments (movie on Darwin and new vocabulary)
* Room is a well-equipped high school lab
* Students are very talkative but listen when Completer #2 or Co-teacher speak.
* Activity for day was introduced and lab groups and expectations were reviewed.
* Each group will represent a different type of bird and beak finding food: Spoon fingers (attach 2 spoons to fingers to create beak), fork fingers (attach 2 forks to fingers to create beak), flimsy fingers (attach pipe cleaners to fingers to create beak), no fingers (rubber glove with only thumb available), no thumbs (rubber glove with only fingers available), poor vision (blacked out goggles but hands available). Six stations of “food” were set up around the room and nests were set up for each group. Groups had 1 minute to gather as much food as possible for their adaptation. Students participated in 3 one minute trials.
* All students were sent to stations to prepare for experiment. Students were very excited, chatty, all engaged. Co-teacher assisted.
* Each trial was timed by the teacher and signaled as over with a bell. Students responded accordingly.
* Data from trials

|  |  |  |  |
| --- | --- | --- | --- |
| Adaptation | Trial 1 | Trial 2 | Trial 3 |
| Spoon fingers | 19 | 15 | 22 |
| No fingers | 18 | 32 | 24 |
| No thumbs | 29 | 0  (cheating) | 29 |
| Poor vision | 6 | 10 | 10 |
| Flimsy | 5 | 4 | 10 |
| Fork | 2 | 4 | 6 |

* Instruction/experiment was adjusted to alleviate confusion (how many you could pick up at a time)
* One student had a behavior issue but it was quickly taken care of.
* Students presented data for each group, made predictions prior to trials, discussed findings following experiment.
* Following experiment, notes were provided via power point.
* Students and teachers discussed finches found on Galapagos Islands
* Students watched a short video on the vampire finch from National Geographic and discussed
* Returned to a discussion on Darwin
* Teacher demonstrated excellent content knowledge

**Case Study #3**

Case Study #3 includes the following pieces of information:

* Observation Summary
* Percent Change for Pre/Post-test
* Modified WVTPA score
* WV Teaching Evaluation Rubric Score
* Observation Notes
* Actual data

**Observation Summary:**

Completer #3 was observed at her placement at Cross Lanes Elementary in Kanawha County, West Virginia, and has approximately 390 students enrolled. Completer #3 worked with a kindergarten class of 10 students, of which 9 were present the day of observation. The students were seated at the front of the room while Completer #3 read aloud, and students explored illustrations and vocabulary during the read-aloud. One student was pulled out for remedial reading. Completer #3 used Classroom Dojo for management while questioning and reading to the class, which showed her skills in multi-tasking. The room itself was bright, colorful, open and well-organized, and the SMART board was hung low at student level. Completer #3 used DOK Levels 1-3 during review questioning following the read-aloud. The day’s schedule was displayed on the SMART board and student referred to it after each task and “checked off” items as they completed them. During transitions, Completer #3 used YouTube videos of sight words and students watched and sang to reinforce the words and definitions. Three reading centers were set up, including one for Journals, Computer Center, and Independent Reading. The Journal center was directed by Completer #3, and the students in the Independent Reading group were very enthusiastic and had to be redirected multiple times. Students used data graphs to chart their own growth, and learning objectives were posted throughout the classroom in student-friendly language. During the reading centers, Completer #3 pulled individual students to work on report card items, such as writing their names, identifying sight words, rhyming words, reading words, and counting to 130. All conversations with her students used positive language: “Thank you for letting me know.” The whole group reviewed Dojo points together for behavior management and checked the schedule together. Students then went to “walk to snack,” a brain-break/snack-time combined. Completer #3 came up with the idea and most of the school is using it now. Completer #3’s lesson plans were reviewed and displayed organization, and she planned 2 weeks in advance with the class’s learning objectives noted.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #3 | Kindergarten | Elementary | Mean: 38%  Low: 0%  High: 74% | Mean: 83%  Low: 68%  High: 97% | +45% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 1** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Balance of Assessments** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Evidence of Impact** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%  (1) | 0 | 0 |

**WV Teaching Evaluation Rubric Score:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 1)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Attendane | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |

**Observation Notes**

Completer #3

April 18, 2017; Cross Lanes Elementary; KG

* 10 students in class, 9 present today
* Students seated at front of room for teacher read aloud from big book
* Students are exploring illustrations and vocabulary (i.e. feast)
* While questioning and reading, teacher using Classroom Dojo for classroom management (great at multi-tasking)
* Room is bright, colorful, open and organized.
* SMART board is low and at student level.
* Review questioning following read aloud using DOK Levels 1-3.
* 1 student was pulled out for remedial reading.
* Schedule for day was displayed on SMART board, students referred to it after each task and “checked off” items as they completed them.
* During transitions, teacher used You Tube videos of sight words and students watched, sang, to reinforce
* Reading centers (3): Journals—teacher directed; Computer Center; Independent Reading (students in this group were very enthusiastic and had to be redirected multiple times)
* Data graphs were present and visible; students charted their own growth on these.
* Learning objectives were posted throughout the classroom in student friendly language.
* During reading centers, teacher pulled individual students to work on report card items: writing name, identifying sight words, rhyming words, reading words and counting to 130.
* All conversations with students used positive language (i.e. thank you for letting me know)
* Continued transitions using sight word songs
* Whole group reviewed Dojo for behavior management.
* Checked schedule whole group
* Students then went to “walk to snack”; a brain break/snack time combined. Teacher came up with idea and most of school is now using it.
* Teacher allowed me to review lesson plans—very organized, thorough and done 2 weeks ahead of time. Learning objectives noted.

**Actual Data:**

Kindergarten Data

Student 1

Pre-test 29%

Post-test 88%

Student 2

Pre-test 41%

Post-test 74%

Student 3

Pre-test 52%

Post-test 97%

Student 4

Pre-test 59%

Post-test 84%

Student 5

Pre-test 41%

Post-test 88%

Student 6

Pre-test 20%

Post-test 68%

Student 7

Pre-test 42%

Post-test 82%

Student 8

Pre-test 0%

Post-test 68%

Student 9

Pre-test 74%

Post-test 83%

Student 10

Pre-test 23%

Post-test 97%

**Case Study #4**

Case Study #4 includes the following pieces of information:

* Observation Summary
* Percent Change for Pre/Post-test
* Modified WVTPA score
* WV Teaching Evaluation Rubric Score
* Observation Notes
* Actual assessment and data

**Observation Summary:**

Completer #4 was observed at her placement at West Chapmanville Elementary School in Logan County, West Virginia. West Chapmanville Elementary has approximately 380 students enrolled. During her observation, Completer #4 worked with a 1st grade class in a large, organized and bright classroom which was very conducive to learning. Students arrived to the class from PE where Completer #4 met them at the door. The student were quiet and knew their expectations coming back from the special class. During this time, the students had a “2nd chance breakfast” for students who did not have time to eat earlier in the morning. They are served milk and pop-tarts, which Completer #4 said was a school-wide, mandatory task. Half of her class received the breakfast, and during this time of approximately 7 minutes, the students listened to and watched a read aloud on the new SMART board, which was utilized throughout the lesson. After cleaning up, students moved to the front carpet for whole-group learning. Completer #4 read a chapter aloud for the first time this year, and the previous day’s reading was reviewed and questioned. During the read-aloud, Completer #4 stopped to discuss new vocabulary and asked multiple questions about the chapter. Following the reading, students made their way back to their desks, which were arranged in 4 pods, and were given large cards onto which they cooperatively drew the most important parts of the chapter. These cards were then displayed throughout the room under chapter headings, working as a timeline for the story. The class referred to this timeline several times during the reading. The students in this classroom are extremely diverse: one student was visually impaired and used large text and a text reader in the classroom; another student has a father who is in jail and is extremely low-functioning and has been referred for SAT and testing; a third student is gifted and reading on an 11th grade level. Completer #4’s lesson plans were thorough and planned well-ahead. She also worked with two other teachers to produce a play for the community, “School House Rock.” Completer #4 will retain her job for the fall and has not received a RIF or transfer.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #4 | 1st | Elementary | Mean: 18%  Low: 0%  High: 36% | Mean: 94%  Low: 73%  High: 97% | +76% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 1** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Balance of Assessments** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Evidence of Impact** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%  (1) | 0 | 0 |

**WV Teaching Evaluation Rubric Score:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.2 Motivates and engages students | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 1)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Attendane | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |

**Observation Notes**

Completer #4

May 17, 2017; West Chapmanville Elementary School; 1st grade

* Classroom is large, organized, bright and conducive to learning.
* New SMART board is present and utilized throughout instruction.
* Students come into room from special class (PE) with teacher greeting them at the door. Students are quiet and know expectations.
* Students now have “2nd chance breakfast”. Students who did not have a chance to eat earlier are now given opportunity (milk and Pop-tart). Completer #4 told me this is school wide, mandatory. Half of the class gets the breakfast. During this time (approximately 7 minutes), students listen to/watch a read aloud on SMART board.
* After cleaning up, students move whole group to the front carpet. Teacher is reading a chapter book aloud (first time this year).
* Previous day’s reading is reviewed and questioned. Students listed while teacher begins reading. Teacher stops to discuss new vocabulary and ask multiple questions about chapter.
* Following chapter, students return to desks (in 4 pods) and are given large card where they cooperatively write and draw the most important parts of the chapter. These are then displayed throughout the classroom under chapter headings, working as a time line of sorts for the story. They are referred to multiple times during the reading.
* One student is visually impaired and uses large text and text reader in classroom. One student has a father who is in jail and he is extremely low functioning and has been referred for SAT and testing. One student is extremely gifted and is reading on an 11th grade level. The classroom is extremely diverse.
* Teacher lesson plans are thorough and planned well ahead. Teacher is also working with two other teachers to produce a play for the community “School House Rock”.
* She will retain her job in the fall and has not received a RIF or transfer.

**Actual Assessment and Data:**

*Finley Flowers* Unit Assessment

1. Who is the main character in the story?
   1. Joe
   2. Adam
   3. flowers
   4. Finley
2. Could this story happen in real life?
   1. Yes
   2. No
3. Finley made an invention to make people \_\_\_\_\_\_\_\_\_\_\_.
   1. Laugh
   2. Cough
   3. Sneeze
4. Tell me one thing that happens in each part of the book.
   1. Beginning:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Middle: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. End: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. Is this book a true story?
   1. Yes
   2. No
6. Tell me three things that you learned about Finley Flowers.
7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. Did Finley’s invention work? If yes, tell me how?
    1. No
    2. Yes; This is how it worked: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Scores:

|  |  |  |
| --- | --- | --- |
| Name | Finley Pretest | Finley Posttest |
| Student 1 | 36% | 100% |
| Student 2 | 18% | 100% |
| Student 3 | 18% | 100% |
| Student 4 | 27% | 73% |
| Student 5 | 18% | 100% |
| Student 6 | 18% | 100% |
| Student 7 | 9% | 82% |
| Student 8 | 18% | 100% |
| Student 9 | 18% | 73% |
| Student 10 | 18% | 100% |
| Student 11 | 18% | 91% |
| Student 12 | 9% | 100% |
| Student 13 | 9% | 91% |
| Student 14 | 9% | 100% |
| Student 15 | 9% | 100% |
| Student 16 | 0% | 91% |
| Student 17 | 36% | 91% |
| Student 18 | 0% | 91% |
| Student 19 | 18% | 100% |
| Student 20 | 27% | 82% |
| Student 21 | 36% | 100% |
|  |  |  |
| Average Score | 18% | 94% |

**Case Study #5**

Case Study #5 includes the following pieces of information:

* Observation Summary
* Percent Change for Pre/Post-test
* Modified WVTPA score
* WV Teaching Evaluation Rubric Score
* Observation Notes
* Actual data

**Observation Summary:**

Completer #5 was observed at her placement at Spring Valley High School in Wayne County, West Virginia. Spring Valley has an enrollment of approximately 1,100 students. Completer #5 conducted a whole group instruction with independent work in a Math 11 class where 13 students were present; 11 of the students were in the class while 2 students were seniors completing makeup work. The lesson presented was on arc length and Completer #5 gave examples to students while students gave feedback on how to find the answers. All students in the class were engaged and the teacher used positive feedback and vocabulary when communicating with the class. Students began work independently and Completer #5 moved throughout the room to assist and give feedback on the work. One student behaved rudely to Completer #5 during the observation, and his behavior was immediately dealt with and the lesson continued. No other management issues occurred. The classroom itself was bright, clean and organized, and student work was prominently displayed. Completer #5 says that she does not have many, if any, classroom management problems and that most classes with the exception of one are small and easy to manage.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #5 | 10th | Math | Mean: 22%  Low: 0%  High: 60% | Mean: 82%  Low: 65%  High: 100% | +60% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 1** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Assessment Criteria/Technical Soundness** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Balance of Assessments** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Interpretation** **of Data** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Evidence of Impact** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 2.00 | 0 | 0 | 100%  (1) | 0 |

**WV Teaching Evaluation Rubric Score:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.2 Standards Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.3 Learner-Centered Culture | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 3.2 Motivates and engages students | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 3.3 Assessment Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 5.3 Practices and Policies | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 1)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Attendane | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |

**Observation Notes**

Completer #5

May 10, 2017; Math 11; Spring Valley High School

* Whole group instruction with independent work
* 13 students present; 11 students in class and 2 students (seniors) completing make up work
* Lesson was on arc length. Teacher was giving examples and students were giving feedback of how to find answers.
* All students were engaged and teacher used positive feedback and vocabulary when communicating.
* Students began working independently with teacher moving throughout the room, assisting and giving feedback.
* One student was rude to the teacher during the observation; his behavior was immediately dealt with and teacher moved on with class. No other management issues.
* Classroom is clean, bright, organized. Student work is displayed prominently.
* Teacher says that she does not have many, if any, classroom management problems. Most classes with exception of 1 are small and easy to manage.

**Actual Assessment and Data:**

|  |  |
| --- | --- |
| Pre-Test | Post-Test |
| 30% | 75% |
| 25% | 81% |
| 28% | 90% |
| 10% | 75% |
| 20% | 88% |
| 60% | 100% |
| 10% | 78% |
| 15% | 85% |
| 0% | 65% |

**Case Study #6**

Case Study #6 includes the following pieces of information:

* Observation Summary
* Percent Change for Pre/Post-test
* Modified WVTPA score
* WV Teaching Evaluation Rubric Score
* Observation Notes
* Actual Assessment and data

**Observation Summary:**

Completer #6 was observed at his placement at Wayne Elementary School in Wayne County, West Virginia, where approximately 575 students attend. Completer #6 was observed during a 4th grade mathematics pull-out instruction, where there were 9 total students, 2 being absent. He words as part of the 4th grade PLC, which helps create criteria for PLC meetings. Completer #6 greeted his students outside the classroom, and had iPads previously set up for students’ use during the lesson. The first task at hand was to administer the STAR math benchmark, which is given every 1st of the month to report growth or any deficiencies. He also discussed with students why they were taking the STAR tests in the first place, stating it was “to see how they’ve grown.” Modifications were made to meet the needs of each student, including headphones or audio to read problems aloud. Completer #6 circulated the room to assist students as needed and explained learning targets to affirm that students had been doing well with each concept, including adding fractions with different denominators. Goals for the class were clearly posted on the board, as well as a “kindness objective” for the day. The classroom itself was clean, orderly and brightly colored, and all items had a place. Completer #6 continuously used positive vocabulary when addressing students, and displayed quite a bit of math content knowledge while connecting the lesson to ideas the students could relate to, such as pizza, pie, etc. At one point he said “I can’t tell you the answer, but I can tell you that you have the tools and knowledge to solve the problem,” clearly showing encouragement and support to the students. Completer #6 included content standards listed with his lesson plans, as well as color-coded differentiation between student learning groups. He also shared spelling test data and students discussed words they had missed and why they may have missed them. Because of the small class size, Completer #6 knew most everything about each student in regard to needs, interests, and learning styles, and each learning activity was designed around students learning needs. During instruction, students were given large grid graph paper to write problems in to ensure they were structured correctly, and they used multiplication charts that were color coordinated by columns. Positive classroom rules were posted and referred to often. During this observation, there were no behavior problems. According to Completer #6, students who are not on task are given a “color change,” with two changes resulting in a loss of a portion of their recess to create a reflection on what went wrong. According to administration, only one student (who was absent this day) has been sent to the principal’s office. During the lesson, all students were engaged and on task. Students were put into two groups to discuss rules for adding/subtracting fraction/steps to take, etc. Completer #6 said “to refresh your memory and report out and come together as a whole group.” Groups were boy/girl mix, 4 to 5 in each group and were given specific questions to discuss. Students were given a set amount of time to discuss, which displayed time management skills. One student said “I’m getting the hang of it!” to which Completer #6 replied with “Excellent!” or “Awesome!” He is very respectful and positive with his students. Peer tutoring was also demonstrated in small groups, where students with low self-worth or self-esteem were given the opportunity to show growth and understanding. Completer #6 moved between groups during discussion. Completer #6 stated to the students “We are learning this because it’s a skill you should know in your life. I also don’t want anyone to be worried on the Smarter Balance,” to which a student replied “Who said we’re worried?!” Completer #6 also asked the class “Do you think you can complete these practice problems at home?” and a student replied “Everyone here is very smart!” At the end of the class, students came together to discuss the day’s learning goals and goals for the following day and what to expect. Completer #6 also works closely with 4 to 5 teachers on the AR reward store, which allows students to cash in points for prizes. He helps with shopping and organizing the store every 6 weeks period. Completer #6 does have a slight speech issue (stutter) but corrects it easily during student conversation and he has a great classroom presence.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #6 | 4 | Elementary Special Education | Mean: 20%  Low: 0%  High: 50% | Mean: 37%  Low: 0%  High: 100% | +17% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2017, N = 1** | | | | | |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Balance of Assessments** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%  (1) | 0 | 0 |
| **Interpretation** **of Data** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Evidence of Impact** | 2.00 | 0 | 0 | 100%  (1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 0 | 100%  (1) | 0 |

**WV Teaching Evaluation Rubric Score:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2017** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 3.2 Motivates and engages students | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |
| 5.3 Practices and Policies | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 1)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Attendane | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A |  |  |  |  |

**Observation Notes**

April 3, 2017

* I observed Completer #6 during his 4th grade mathematics pull-out instruction. There are 9 total students in the classroom, but 2 were absent.
* Teacher greeted students outside the classroom. IPads were set up around the classroom for student use.
* Started the class by administering the STAR math benchmark (given every 1st of month) to report growth or any deficiencies. Modifications were made to meet student needs, including headphones/audio to read problems aloud.
* Teacher circulated classroom, assisting students as needed.
* Teacher explained learning targets (adding fractions with different denominators); affirmed that students had been doing well with concept.
* Goals were posted on the board, along with a “kindness objective” of the day.
* Classroom is clean, orderly, brightly colored, all items have a place, very organized.
* Teacher continuously used positive vocabulary when addressing students.
* Teacher displayed quite a bit of math content knowledge and connected the lesson to ideas the students could relate to (eating pizza, eating pie, etc.)
* Teacher allowed me to see his lesson plans, were written with standards listed. Differentiation between student learning groups was noted using various color highlighters.
* Discussed with students why they were taking STAR tests (“to see how they’ve grown”)
* Also shared spelling test data while I was present. Students discussed words they missed and why they may have missed them.
* Because of small class size, teacher knows most everything about each student in regard to needs, interests and learning styles.
* Learning activities are designed around student learning needs.
* Teacher said “I can’t tell you the answer, but I can tell you that you have the tools and knowledge to solve the problem”.
* Manipulatives are evident everywhere
* Completer #6 is part of 4th grade PLC; helps create criteria for PLC meetings
* During instruction, students were given large grid graph paper to write problems in to ensure they were structured correctly, used multiplication charts that were color coordinated by columns.
* Positive classroom rules were posted and referred to. No behavior problems. According to Teacher, students who are not on task are given a “color change”. Two changes result in loss of portion of recess to create a reflection of what went wrong. I am told that only 1 student (who was absent on this day) has been sent to the principal’s office.
* Completer #6 works closely with other 4-5 teachers on the AR reward store, shopping and organizing every 6 weeks period.
* All students were engaged and on task throughout the class period.
* Students were put into two groups to discuss rules for adding/subtracting fractions/steps to take, etc. Completer #6 said “to refresh your memory and report out and come together as a whole group”. Groups were boy/girl mix, 4-5 in each group. Specific questions to discuss.
* Time management—students were given a set amount of time to discuss using a time.
* “I’m getting the hang of it!” Completer #6 responded with “Excellent” and “Awesome”. Very respectful and positive with students.
* Peer tutoring in small groups. Gives students with low self-worth the opportunity to show growth and understanding. Teacher moved between groups during discussion.
* Volunteers demonstrated skills and explained; used proper vocabulary, then solved and reduced correctly.
* Completer #6 stated to students” We are learning this because it’s a skill you should know in your life. I also don’t want anyone to be worried on the Smarter Balance.” Student replied “Who said we’re worried?!”
* Completer #6 asked “Do you think you can complete these practice problems at home?” Student replied “Everyone here is very smart!”
* Students came together at the end of class and discussed day’s learning goals and goals for tomorrow and what to expect.
* Completer #6 has great classroom presence. He does have a slight speech issue (stutter) but easily corrects it during student conversation. Does not seem to cause a communication issue between teacher and students.

**Actual Assessment and Data**

Adding and Subtracting Fractions Test

Read and answer each question. Show your work!

1. John gives 1/3 of a pan of brownies to Susan and 1/6 of the pan of brownies to Patrick. How much of the pan of brownies did John give away?
2. You go out for a long walk. You walk ¾ mile and then sit down for a rest. Then you walk 3/8 of a mile. How far did you walk altogether?
3. Pam walks 7/8 of a mile to school. Paul walks ½ of a mile to school. How much farther does Pam walk than Paul?
4. A school wants to make a new playground by cleaning up an abandoned lot that is shaped like a rectangle. They give the job of planning the playground to a group of students. The students decide to use ¼ of the playground for a basketball court and 3/8 of the playground for a soccer field. How much is left for the swings and play equipment?
5. Marty made two types of cookies. He used 2/3 cup of sugar for one recipe and ¼ cup of sugar for the other. How much sugar did he use in all?

**Pre Test Scores** **Post Test Scores**

60% Missing

20% 20%

50% 10%

0% Missing

0% 100%

10% 20%

20% 70%

0% 0%

40% 40%