**Case Studies of 3rd 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.

Third (3rd) year out completers have/will be identified and observed every fall semester beginning with fall 2017. By the end of three years, all initial level licensure programs will be represented, with varying content areas and grade levels detailed.

**Fall 2017:**

* Two elementary completers (Kindergarten and 3rd grade)
* One Wellness completer
* One Special Education completer

**Fall 2018:**

* Two elementary completers
* One Music or Art completer
* One secondary Social Studies completer
* One secondary Science completer

**Fall 2019:**

* Two elementary completers
* One Music or Art completer
* One secondary Mathematics completer
* One secondary English 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 3rd Year-Out Case Studies***

***Fall 2017***

**Demographic Data:**

Case studies were completed for 4 different MU completers employed in three different counties. Two completers were employed as elementary teachers, one was employed as a special education teacher, and one was employed as a Wellness (Health and Physical Education) teacher. The chart below details demographic data for the specific schools where the completers were employed.

**Demographic Data: All Case Study Schools, N = 4:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **County** | **School** | **Enrollment** | **Percent Needy** | **Percent Special Education** | **Percent Racially Diverse** | **Percent English Language Learners** |
| **#1** | **Putnam** | **WES** | **507** | **41.03%** | **24%** | **5.7%** | **0%** |
| **#2** | **Wayne** | **DES** | **89** | **86.29%** | **24%** | **0%** | **0%** |
| **#3** | **Cabell** | **SRES** | **213** | **66.10%** | **19%** | **0%** | **0%** |
| **#4** | **Cabell** | **VOBES** | **923** | **51.62%** | **18%** | **10.1%** | **3%** |
| **Average** | **N/A** | **N/A** | **433** | **61.26%** | **21.25%** | **3.95%** | **.75%** |

**\*\*”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) +/-Mean Percent Correct on Pre/Post-tests, 2) Scores on modified WVTPA, subdivided into “All Completers” and “Separate Elementary, Wellness, and Special Education Completers”.

**3rd Year Out Case Study Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | PK-5 | Wellness | Mean: 31.19%Low: 0%High: 100% | Mean: 42.96%Low: 0%High: 100% | +11.77% |
| #2 | 3 | Elementary | Mean: 23%Low: 6%High: 70% | Mean: 53.1% Low: 17%High: 90% | +30.1% |
| #3 | K | Elementary | Mean: 56.49%Low: 0%High: 113.33% | Mean: 83.51%Low: 20%High: 136.67% | +27.02% |
| #4 | Elementary | Special Education | Mean: 2%Low: 0%High: 10% | Mean: 80%Low: 70%High: 90% | +78% |
| **Average** | **N/A** | **N/A** | **Mean: 28.17%****Low: 0%****High: 100%** | **Mean: 64.89%****Low: 0%****High: 136.67%** | **+36.72%** |

**Modified WVTPA Scores for All 3rd Year Out Completers: N = 4**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 2017, N = 4** |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 2.50 | 0 | 50%(2) | 50%(2) | 0 |
| **Assessment Criteria/Technical Soundness** | 2.50 | 0 | 50%(2) | 50%(2) | 0 |
| **Balance of Assessments** | 2.00 | 0 | 0 | 100%(4) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 2.75 | 0 | 75%(3) | 25%(1) | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 100%(4) | 0 | 0 |
| **Evidence of Impact** | 2.75 | 0 | 75%(3) | 25%(1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%(4) | 0 | 0 |

**Modified WVTPA Scores for All 3rd Year Out Elementary Completers: N = 2**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 2017, N = 2** |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 100%(2) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 3.00 | 0 | 100%(2) | 0 | 0 |
| **Balance of Assessments** | 2.00 | 0 | 0 | 100%(2) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%(2) | 0 | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 100%(2) | 0 | 0 |
| **Evidence of Impact** | 3.00 | 0 | 100%(2) | 0 | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%(2) | 0 | 0 |

**Modified WVTPA Score for 3rd Year Out Special Education Completer: N = 1**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | 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 |

**Modified WVTPA Score for 3rd Year Out Wellness Education Completer: N = 1**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Evidence of Impact** | 2.00 | 0 | 0 | 100%(1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%(1) | 0 | 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, Wellness, and Special Education Completers.

**All 3rd Year Out Completers: N = 4**

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2017** |
| **3rd year Out****Case Study Evaluation****(n = 4)** | **3rd Year Out****Principal Evaluation****(n = 3)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.50 | 0 | 50 | 50 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.50 | 0 | 50 | 50 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| 1.3 Balanced Assessment | 2.50 | 0 | 50 | 50 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.00 | 0 | 100 | 0 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.00 | 0 | 100 | 0 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.00 | 0 | 100 | 0 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 2.75 | 0 | 75 | 25 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| 3.2 Motivates and engages students | 2.75 | 0 | 75 | 25 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 2.75 | 0 | 75 | 25 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.33 | 67 | 0 | 33 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.75 | 0 | 75 | 25 | 0 | 3.33 | 33 | 67 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.00 | 0 | 100 | 0 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| 5.3 Practices and Policies | 3.00 | 0 | 100 | 0 | 0 | 3.67 | 67 | 33 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 2.50 | 0 | 50 |  50 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation** **(n = 4)** | **Principal Evaluation****(n = 3)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 3rd Year Out Completers: N = 2**

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2017** |
| **3rd Year Out****Case Study Evaluation** **(n = 2)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 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 = 2)** | **Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 |

**Wellness 3rd Year Out Completer**

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2017** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 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 | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 2.0 | 0 | 0 | 100 | 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 | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation** **(n = 1)** | **Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 |

**Special Education 3rd Year Out Completer: N = 1**

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2017** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.0 | 0 | 0 | 100 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation** **(n = 1)** | **Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 |

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**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: Wellness**

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 data

**Observation Summary:**

Completer #1 is a physical education teacher at Winfield Elementary School in Putnam County, West Virginia. While at Marshall University, Completer #1 was named Related Arts Student Teacher of the Year. Completer #1 is one of two physical education teachers at the school and typically co-teaches most classes with the second teacher. Winfield Elementary School is one of the largest elementary schools in Putnam County with an enrollment of 525 students in grades PK-5. Completer #1 sees all students in all grades in her position and also teaches adaptive physical education to the severe and profound special education students. The gym is very large and can accommodate the classes. During my observation, 2 4th grade classes with approximately 48 students were present. The materials were organized and the space was safe. Completer #1 has excellent classroom management and time management skills for her physical education classroom. All students knew the procedures and expectations upon arrival into the classroom. During the observation, all students were engaged and participated in all exercises and games. Completer #1 has held the position for 3 years and does not foresee a change in schools or positions in the near future.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | PK-5 | Wellness | Mean: 31.19%Low: 0%High: 100% | Mean: 42.96%Low: 0%High: 100% | +11.77% |

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

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Evidence of Impact** | 2.00 | 0 | 0 | 100%(1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.00 | 0 | 100%(1) | 0 | 0 |

**WV Teaching Evaluation Rubric Score:**

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2017** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 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 | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 2.0 | 0 | 0 | 100 | 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 | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation** **(n = 1)** | **Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 |

**Observation Notes:**

Completer #1 Winfield Elementary School; physical education 10-27-2017

* Classroom (gym) is very clean and organized
* Students know their procedures. Came in gym, found designated areas, began warm-up exercises.
* Game: “Old Mother Witch” is a tag game. All students are engaged and participating.
* Class at time of observation was a co-teaching class of 4th graders (48 general and 2 special education classes).
* Completer #1 also teaches adaptive PE to severe/profound students each day. Stated that she has quite a bit of equipment for various activities for these students.
* Second game during class period: Capture the Pin. Teacher gave explicit instructions and students repeated back to ensure that they understood.
* Baby pool with balls in center of the gym; students grouped in groups of 6-7 and had their own “meeting space”. Students run 2 at a time to center; get a ball and run back to designated area until empty. Group with most balls at the end wins. Integrated different motor activities with each turn (skip, hop, etc.)
* Third game was a stop/go game using music. If student is tagged, they are placed in “jail” and must complete a number of exercises to be “released”.
* During observation, all students were engaged. No sitting, not playing, etc.

**Assessment and Data:**

|  |  |
| --- | --- |
| Beginning of Unit | Beginning of Unit |
|  |  |
| Can dribble 20 times in a row while stationary | Cannot Dribble 20 times in a row while stationary |
| 20 | 28 |
|  |  |
| Can shoot a layup with proper form | Cannot shoot a layup with proper form |
| 12 | 36 |
|  |  |
| Can shoot a free throw on an 8ft basket | Can not shoot a free throw on an 8 ft basket |
| 13 | 35 |
|  |  |
| End of Unit | End of Unit |
|  |  |
| Can dribble 20 times in a row while stationary | Cannot dribble 20 times in a row while stationary |
| 30 | 18 |
|  |  |
| Can shoot a layup with proper form | Cannot shoot a layup with proper form |
| 16 | 32 |
|  |  |
| Can shoot a free throw on an 8ft basket | Can not shoot a free throw on an 8 ft basket |
| 16 | 32 |
|  |  |

**Case Study #2: Elementary – 3rd Grade**

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 data

**Observation Summary:**

Completer #2 was observed in her third grade classroom at Dunlow Elementary School in Wayne County, West Virginia. Dunlow Elementary is the smallest elementary school in Wayne County, with an enrollment of approximately 100 students in grades PK-5th. Completer #2 is the only third grade teacher in the building and has 11 students in her classroom. This is her first year at Dunlow; she taught in Wayne County at another school the previous years. Completer #2’s classroom is very bright, organized and efficient. There are multiple stations, including an elaborate reading nook. She was observed during her morning math instruction. Completer #2 uses multiple classroom management and time management techniques and procedures, and all students are engaged and participate. She uses multiple sayings, songs and dances to reinforce instruction. To begin the lesson, the students paired up and reviewed multiplication facts for approximately 2 minutes. They then transitioned back to their individual desks to review the homework from the previous evening. Completer #2 used both the ELMO and the SMART board in her instruction, giving examples and discussing the problems and concepts. There was quite a bit of mathematics vocabulary used and Completer #2 referred to the “I Can” statements and essential questions at the front of the classroom. During the entire observation, I did not note one student off task; every student was engaged in the lesson.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #2 | 3 | Elementary | Mean: 23%Low: 6%High: 70% | Mean: 53.1%Low: 17%High: 90% | +30.1% |

**Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | **Fall 2017** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 0)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 | 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 | 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 | 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)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 Dunlow Elementary School; 3rd grade 11/2/2017

* Classroom is bright and very organized. There is a reading nook present, along with other stations.
* Students entered the classroom and sat on the carpet; Completer #2 identified the “mystery walker”.
* She has multiple classroom management techniques and procedures and all students are engaged and participating. Quite a bit of repetition, “I say, you say”, songs, etc. Also quite a bit of movement and brain breaks.
* Students chose partners to review multiplication, reviewed facts back and forth, seamlessly. All engaged, quick movement, on task.
* 11 students in classroom. Various ability levels.
* Teacher uses terms like “deactivate” for students to take a minute, “spread some love”, a well done cheer. Lots of movement. Teacher participates in all chants, movements, etc. The classroom is energetic as a whole and Ferguson is the leader.
* Teacher is extremely efficient; transitions are seamless and no time is wasted.
* Math lesson was observed during this time. Students practiced skills (fractions), were chosen to participate in a game following practice to earn points for team. SMART board and ELMO were used throughout instruction.
* Discussed essential question and then discussed with the students “Turn into an I can statement”.
* One of the best managed classrooms I’ve had the opportunity to observe. Teacher models all expectations, time management is extremely efficient; every single student was engaged during the entire observation, which is very rare.

**Actual Data**

Student 1

 Pre-test 54%

 Post-test 58%

Student 2

 Pre-test 61%

 Post-test 70%

Student 3

Pre-test 25%

 Post-test 35%

Student 4

 Pre-test 70%

 Post-test 83%

Student 5

 Pre-test 77%

 Post-test 90%

Student 6

 Pre-test 6%

 Post-test 17%

Student 7

 Pre-test 28%

 Post-test 37%

Student 8

 Pre-test 70%

 Post-test 83%

Student 9

 Pre-test 10%

 Post-test 23%

Student 10

 Pre-test 25%

 Post-test 35%

**Case Study #3: Elementary - Kindergarten**

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 Assessment data

**Observation Summary:**

Completer #3 was observed in his classroom at Salt Rock Elementary School in Cabell County, West Virginia. Salt Rock has an enrollment of approximately 250 students, making it one of the smallest elementary schools in the county. Completer #3 is one of two kindergarten teachers in the building and has been in the position for 3 years now. He and the second kindergarten teacher participate in daily common planning and create a sense of one classroom instead of two. There is a doorway between the two classrooms and many days the students move between the two classes in order to receive needed instruction. Many of Completer #3’s projects are done with both classes. Completer #3 also has his own classroom aide, who assists in small groups and preparing materials for the classroom. The observation took place in Completer #3’s classroom during morning meeting and literacy instruction. His classroom is extremely neat and organized and brightly colored. All décor is useful, including have shapes, colors and numbers posted in the student bathroom at their eye level. One thing that was evident in Completer #3’s classroom was his care and concern for the students and their social and emotional needs. More than once, Completer #3 said “Sometimes in kindergarten…” and the students replied with “we have to wait”, reinforcing the importance of patience. He stated that while he wants all students to be successful academically, he feels that it is more important to be good citizens. On the morning of the observation, the students had completed their breakfast and started the day with their “Good Morning Song” with all students singing and dancing. Completer #3 then added DoJo points to each student for their participation (The DoJo system is an online system used for classroom management with students receiving points for good behaviors and losing points for unacceptable ones. Students must earn seven (7) points each day.) Students were then given job assignments for the day and the classroom leader reviewed the classroom rules with the whole group. Students repeated classroom rules back for understanding. Completer #3 then introduced the letter of the week “M” and played a video to reinforce the sound for the letter. He also played and the students sang and danced to the “ABC Rap”. Completer #3 uses technology in most aspects of his teaching. Completer #3 uses the Haggerty phonics system, which has quite a few cues and uses repetition for letter sounds, rhyming words, first sounds, segmenting words, onset and rime. Completer #3 provided data from his DIBELS letter and sound identification tests from the beginning of the school year to present.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #3 | Kindergarten | Elementary | Mean: 56.49%Low: 0%High: 113.33% | Mean: 83.51%Low: 20%High: 136.67% | +27.02% |

**Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | **Fall 2017** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rdt Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 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 = 1)** | **Principal Evaluation****(n = 0)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 |

**Observation Notes**

Completer #3 Salt Rock Elementary School; kindergarten 10-23-2017

* After breakfast clean-up, Completer #3 begins the day with the “Good morning song”; all students sing and dance along
* Uses classroom dojo program for classroom management. Dojo “points” can be added using the smart board, desktop computer or IPad. When points are added or deleted, a tone sounds. Useful if students are working and can’t switch between screens.
* Students are given job assignments and the “classroom leader” reviews the classroom rules with the entire group. Students recite rules with an action.
* Introduction of the letter of the week “M” and video to reinforce
* Review of all letters and sounds, used excellent questioning “does this letter borrow a sound from another letter?” “Is this letter vocal or quiet?”
* Uses technology with all aspects of teaching. Videos are organized by skills on You Tube for easy access.
* Students recite “ABC Rap” as a brain break. Brain breaks are used in the classroom often and appropriately.
* Classroom is clean, neat, organized, bright. All décor is useful (shapes, colors, numbers, in bathroom at child’s eye level)
* Haggerty phonics system lesson: cues and repetition for letter sounds, rhyming words, first sounds, segmenting words, onset and rime. Uses the system of “my turn” and he says and then “your turn” and class repeats.
* More than once, Completer #3 said “Sometimes in kindergarten….” And the students replied “we have to wait.” Great reinforcement of learning to be patient, take turns.
* Letters are displayed and grouped as “brothers” “cousins” depending upon what their sounds are.
* Each day students open with a key a “Box of Mystery”. It holds the read aloud or something that the students are covering for the day.

**Actual Data:**

Kindergarten Data

Student 1

 Pre-test 86.67%

 Post-test 93.33%

Student 2

 Pre-test 53.33%

 Post-test 93.33%

Student 3

Pre-test 40%

 Post-test 73.3%

Student 4

 Pre-test 53.33%

 Post-test 96.67%

Student 5

 Pre-test 113.33%

 Post-test 136.67%

Student 6

 Pre-test 56.67%

 Post-test 80%

Student 7

 Pre-test 70%

 Post-test 93.33%

Student 8

 Pre-test 36.67%

 Post-test 70%

Student 9

 Pre-test 40%

 Post-test 73.33

Student 10

 Pre-test 113.33%

 Post-test 136.67%

Student 11

 Pre-test 83.33%

 Post-test 93.33%

Student 12

Pre-test 56.67%

 Post-test 103.33%

Student 13

 Pre-test 60%

 Post-test 60%

Student 14

 Pre-test 10%

 Post-test 20%

Student 15

 Pre-test 0%

 Post-test 30%

Student 16

 Pre-test 43.33%

 Post-test 103.33%

Student 17

 Pre-test 80%

 Post-test 116.67%

Student 18

 Pre-test 50%

 Post-test 66.67%

Student 19

 Pre-test 26.67%

 Post-test 46.67%

**Case Study #4: Special Education**

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 data

**Observation Summary:**

Completer #4 is a special education teacher at Village of Barboursville Elementary School in Cabell County. Village of Barboursville Elementary School is the largest elementary school in Cabell County with approximately 680 students enrolled. Completer #4 is one of multiple special education teachers at the school and shares a classroom with another special education teacher and one classroom aide. The classroom is very organized and pleasing to the elementary eye; walls and furniture are brightly colored and there is a corner of the room with bean bags that students use during their earned “free time”. There are 6 desktop computers and multiple tablets, along with 2 kidney tables and 2 teacher areas. During the observation, Completer #4 was working with a small group of 4 students, reading paragraphs about bats and writing questions from the information stated in the passage. The other 4 students who were in the classroom were working independently on the computers with supervision from the other classroom teacher. Completer #4 has been at Village of Barboursville in this position for the past 2 years and stated that she has moved her classroom into different rooms in the building 3 times to accommodate the needs of the students. Completer #4 is extremely positive with the students; she uses positive vocabulary in all of her conversations and the students follow suit. Upon conferencing with her following the observation, I learned that one student was absent that day and has recently been diagnosed with Oppositional Defiance Disorder. The county is actually creating a classroom for him within the school and hiring another teacher. The student has been physical with Completer #4 multiple times. While it was frustrating at times, she said that she was very happy in the position and loved the school, her co-workers and her students

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #4 | Elementary | Special Education | Mean: 2%Low: 0%High: 20% | Mean: 80%Low: 70%High: 90% | +78% |

**Modified WVTPA Score for 3rd Year Out Elementary Special Education Completer: N = 1**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | 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** | **Fall 2017** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.0 | 0 | 0 | 100 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 4.0 | 100 | 0 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation** **(n = 1)** | **Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **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 |

**Observation Notes**

Completer #4 Village of Barboursville Elementary School 10-24-2017

* Room is bright, very organized, not cluttered
* There are 2 teachers (including Completer #4) working in the classroom at one time.
* During the observation, there were 8 students present, 2 groups of 4, with one group working on computers with co-teacher and other group working at kidney table with Completer #4 and aide.
* Students were writing and reviewing facts about bats. One of the students was able to recall the term “nocturnal” when given its meaning.
* All students were engaged and on-task.
* Students and teacher discussed upcoming trip to Carter Caves.
* Students were asked to make up questions from information in the text. Same student who identified “nocturnal” also made up question “what do bats have on their body?”
* Teacher uses very positive vocabulary: “I love your neat handwriting.”
* When work complete, students are given 5 minutes of free time on computer. “Fidgets” were on the table to use during and after writing.
* Completer #4 is very positive with the students and laughs and jokes throughout the observation. The classroom is a very happy classroom. One students wanted to play a game for his free time but did not have a partner. Completer #4 immediately said “I’ll play with you.”
* Conferencing with Completer #4 following the observation, I learned that the room does have its issues. There is a student who has been diagnosed with Oppositional Defiance Disorder (ODD). He actually physically attacked Completer #4 last year and this year and the school is working to create a safe teaching space for him. He was absent during my observation.

**Actual Assessment Data:**

|  |  |  |
| --- | --- | --- |
| Student | Pre-test | Post-test |
| Student 1 | 0/20 | 17/20 |
| Student 2 | 0/20 | 18/20 |
| Student 3 | 0/20 | 14/20 |
| Student 4 | 0/20 | 14/20 |
| Student 5 | 2/20 | 17/20 |
|  | 2% average | 80% average |