**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 Social Studies 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 1st Year-Out Case Studies***

***Spring 2019***

**Demographic Data:**

Case studies were completed for 5 different MU completers employed in four different counties. Three completers were employed in elementary and secondary schools. 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** | **Lincoln** | **RES** | **100** | **79%** | **27%** | **2%** | **0%** |
| **#2** | **Wayne** | **WHS** | **633** | **47%** | **18%** | **1%** | **0%** |
| **#3** | **Lincoln** | **HPK8** | **359** | **67%** | **18%** | **0%** | **0%** |
| **#4** | **Cabell** | **EA** | **468** | **48%** | **19%** | **21%** | **0%** |
| **#5** | **Logan** | **MMS** | **367** | **57%** | **22%** | **3%** | **0%** |
| **Average** | **N/A** | **N/A** | **386** | **59.6%** | **20.8%** | **5.4%** | **0%** |

**\*\*”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 | K | Reading | Mean: 25.28%Low: 0%High: 48%  | Mean: 38.94%Low: 5%High: 50% | + 13.36% |
| #2 | 11 | ELA | Mean: 66.75%Low: 50%High: 83.75% | Mean: 68.75%Low: 50%High: 83.75% | +2.0% |
| #3 | 6 | Physical Education | Mean: 21.6%Low: 0%High: 70% | Mean: 86.2%Low: 50%High: 100% | +61.7% |
| #4 | 3 | ELA | Mean: 60.64%Low: 17%High: 88% | Mean: 71.2%Low: 38%High: 94% | +10.56% |
| #5 | 8 | Social Studies | Mean: 26%Low: 0%High: 70% | Mean: 82%Low: 50%High: 100% | +56% |
| **Average** | **N/A** | **N/A** | Mean: 40.654%Low: 13.4%High: 71.95%  | Mean: 69.418%Low: 38.6%High: 85.55% |  |

**Modified WVTPA Scores for All 1st Year Out Completers: N =5**

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Spring 2019, N=5** |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.4 | 0 | 4 | 1 | 0 |
| **Assessment Criteria/Technical Soundness** | 3.4 | 0 | 4 | 1 | 0 |
| **Balance of Assessments** | 2.6 | 0 | 3 | 2 | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.4 | 0 | 4 | 1 | 0 |
| **Interpretation** **of Data** | 2.6 | 0 | 3 | 2 | 0 |
| **Evidence of Impact** | 3.4 | 0 | 4 | 1 | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.4 | 0 | 4 | 1 | 0 |

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

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Spring 2019, N = 2** |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.0 | 0 | 100%(2) | 0 | 0 |
| **Assessment Criteria/Technical Soundness** | 3.0 | 0 | 100%(2) | 0 | 0 |
| **Balance of Assessments** | 3.0 | 0 | 100%(2) | 0 | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.0 | 0 | 100%(2) | 0 | 0 |
| **Interpretation** **of Data** | 3.0 | 0 | 100%(2) | 0 | 0 |
| **Evidence of Impact** | 3.0 | 0 | 100%(2) | 0 | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 3.0 | 0 | 100%(2) | 0 | 0 |

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

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Spring 2019, N = 3** |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 2.66 | 0 | 66.6%(2) | 33.3% (1) | 0 |
| **Assessment Criteria/Technical Soundness** | 2.66 | 0 | 66.6%(2) | 33.3% (1) | 0 |
| **Balance of Assessments** | 2.33 | 0 | 33.3% (1) | 66.6%(2) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 2.66 | 0 | 66.6%(2) | 33.3% (1) | 0 |
| **Interpretation** **of Data** | 2.33 | 0 | 33.3% (1) | 66.6%(2) | 0 |
| **Evidence of Impact** | 2.66 | 0 | 66.6%(2) | 33.3% (1) | 0 |
| **Task 7** | **Insights on Teaching and Learning** | 2.66 | 0 | 66.6%(2) | 33.3% (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 = 5**

|  |  |
| --- | --- |
| **ELEMENTS** | **Spring 2019** |
| **1st year Out****Case Study Evaluation****(n = 5)** | **1st 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 | 2.8 | 0 | 80%(4) | 20% (1) | 0 | 3.0 | 0 | 100%(3) | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.6 | 0 | 60% (3) | 40%(2) | 0 | 2.66 | 0 | 66.6%(2) | 33.3%(1) | 0 |
| 1.3 Balanced Assessment | 2.6 | 0 | 60% (3) | 40%(2) | 0 | 2.66 | 0 | 66.6%(2) | 33.3%(1) | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 2.8 | 0 | 80%(4) | 20% (1) | 0 | 3.0 | 0 | 100%(3) | 0 | 0 |
| 2.2 Appropriate Learning Environment | 2.8 | 0 | 80%(4) | 20% (1) | 0 | 3.0 | 0 | 100%(3) | 0 | 0 |
| 2.3 Learner-Centered Culture | 2.8 | 0 | 80%(4) | 20% (1) | 0 | 3.0 | 0 | 100%(3) | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 2.6 | 0 | 60% (3) | 40%(2) | 0 | 2.66 | 0 | 66.6%(2) | 33.3%(1) | 0 |
| 3.2 Motivates and engages students | 2.6 | 0 | 60% (3) | 40%(2) | 0 | 2.66 | 0 | 66.6%(2) | 33.3%(1) | 0 |
| 3.3 Assessment Driven Instruction | 2.6 | 0 | 60% (3) | 40%(2) | 0 | 2.66 | 0 | 66.6%(2) | 33.3%(1) | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 2.6 | 0 | 60% (3) | 40%(2) | 0 | 2.33 | 0 | 33.3%(1) | 66.6%(2) | 0 |
| 4.2 Collaboration with Colleagues | 2.6 | 0 | 60% (3) | 40%(2) | 0 | 2.33 | 0 | 33.3%(1) | 66.6%(2) | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.4 | 0 | 40%(2) | 60%(3) | 0 | 3.0 | 0 | 100%(3) | 0 | 0 |
| 5.2 Working with Parents and Community | 2.6 | 0 | 60% (3) | 40%(2) | 0 | 2.66 | 0 | 66.6%(2) | 33.3%(1) | 0 |
| 5.3 Practices and Policies | 2.8 | 0 | 80%(4) | 20% (1) | 0 | 2.66 | 0 | 66.6%(2) | 33.3%(1) | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 2.8 | 0 | 80%(4) | 20% (1) | 0 | 2.50 | 3.0 | 100%(3) | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation** **(n = 5)** | **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%(5) | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100%(5) | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100%(5) | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100%(5) | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

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

|  |  |
| --- | --- |
| **ELEMENTS** | **Spring 2019** |
| **1st Year Out****Case Study Evaluation** **(n = 2)** | **1st 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 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  | 3.0 | 0 | 100 | 0 | 0 |
| 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** |  |  |  |  |  | 3.0 | 0 | 100 | 0 | 0 |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 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 | 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 | 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 |
| 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 Secondary 1st Year Out Completers: N = 3**

|  |  |
| --- | --- |
| **ELEMENTS** | **Spring 2019** |
| **1st year Out****Case Study Evaluation****(n = 3)** | **1st Year Out****Principal Evaluation****(n = 2)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 2.66 | 0 | 66.6% | 33.3% | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.33 | 0 | 33.3 | 66.6 | 0 | 2.5 | 0 | 50 | 50 | 0 |
| 1.3 Balanced Assessment | 2.33 | 0 | 33.3 | 66.6 | 0 | 2.5 | 0 | 50 | 50 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 2.66 | 0 | 66.6 | 33.3 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 2.66 | 0 | 66.6 | 33.3 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3 Learner-Centered Culture | 2.66 | 0 | 66.6 | 33.3 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 2.33 | 0 | 33.3 | 66.6 | 0 | 2.5 | 0 | 50 | 50 | 0 |
| 3.2 Motivates and engages students | 2.33 | 0 | 33.3 | 66.6 | 0 | 2.5 | 0 | 50 | 50 | 0 |
| 3.3 Assessment Driven Instruction | 2.33 | 0 | 33.3 | 66.6 | 0 | 2.5 | 0 | 50 | 50 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 2.33 | 0 | 33.3 | 66.6 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 4.2 Collaboration with Colleagues | 2.33 | 0 | 33.3 | 66.6 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.66 | 0 | 66.6 | 33.3 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2 Working with Parents and Community | 2.33 | 0 | 33.3 | 66.6 | 0 | 2.5 | 0 | 50 | 50 | 0 |
| 5.3 Practices and Policies | 2.66 | 0 | 66.6 | 33.3 | 0 | 2.5 | 0 | 50 | 50 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 2.66 | 0 | 66.6 | 33.3 | 0 | 3.0 | 0 | 100 | 0 | 0 |

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation** **(n =3)** | **Principal Evaluation****(n = 2)** |
| $$\overbar{x}$$ | **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 |

**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 data.

**Case Study #1: Elementary Reading, Grade Kindergarten**

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 was observed at her placement at Ranger Elementary School in Lincoln County, West Virginia. Ranger has an enrollment of approximately 100 students, and she teaches one of two kindergarten classrooms. Her particular class has 17 students (7 female, 10 male) and she is assisted by one classroom teacher’s aide. Completer #1 participates in PLC weekly with the other primary grade teachers. Her class is on varying levels, but she stated that most students are either above level or below level, with very few simply on level students. The observation took place in Completer #1’s classroom. During the observation, students were working in guided reading centers. One center was working directly with Completer #1. Another center worked directly with the classroom aide. At both of these tables, students were reading short vowel books and discussing. The other three centers were independent. At one, students were completing a phonics instruction sheet. At another, they were practicing writing and completing sentences. The third was a technology center, where students used their own laptop computers and headphones to complete phonics games. These centers were timed at 12 minutes each and the transitions were very smooth. If students finished before time was up, they simply got a library book and made their way to the small carpet at the front of the classroom. Once center time was complete, students transitioned into a “brain break” where they were given the opportunity to dance for approximately 5 minutes. The site gonoodle.com was used and students with exceptional behavior were given the opportunity to choose the song. There were no discipline issues to speak of. Completer #1 showed good classroom management with transitions and signals and had all materials prepared. Time management observed was excellent.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | K | Reading | Mean: 25.58Low: 0High: 48 | Mean: 38.94Low: 5High: 50 | + 13.36% |

 **Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Spring 2019, 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 2019** |
| **1st year Out****Case Study Evaluation****(n = 1)** | **1st 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 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 100 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 100 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 0 | 100 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | N/A | 0 | 0 | 100 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 2.0 | 0 | 0 | 100 | 0 | N/A | 0 | 100 | 0 | 0 |
| 5.2 Working with Parents and Community | 2.0 | 0 | 0 | 100 | 0 | N/A | 0 | 100 | 0 | 0 |
| 5.3 Practices and Policies | 2.0 | 0 | 0 | 100 | 0 | N/A | 0 | 100 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | N/A | 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 | N/A | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | N/A | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | N/A | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | N/A | 100 | 0 | 0 | 0 |

**Observation Notes:**

Completer #1

* Room is conducive to student learning; clean and neat. Anchor charts and decorations focus on kindergarten expectations.
* Flexible seating is used (chairs, stools, carpet)
* Students were very excited to have a visitor in the classroom; many approached me during transitions to introduce themselves
* Room does possess some technology (laptop with projector, ELMO, newer television) but no SMART board.
* During observation, Completer#1 and the classroom aide did pull some individual students for end of year testing while other students continued center work.

**Assessment and Data:**

**2018-2019 Basic phonics skills assessment data, Ranger Elementary School, Kindergarten**

***Pre-Assessment***

Number of Students in Class: 17

Class Median: 29

Class Low: 0

Class High: 48

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 27 | 50 | 54% |
| 2 | 47 | 50 | 94% |
| 3 | 18 | 50 | 36% |
| 4 | 4 | 50 | 8% |
| 5 | 35 | 50 | 70% |
| 6 | 48 | 50 | 96% |
| 7 | 33 | 50 | 66% |
| 8 | 40 | 50 | 80% |
| 9 | 29 | 50 | 58% |
| 10 | 8 | 50 | 16% |
| 11 | 21 | 50 | 42% |
| 12 | 32 | 50 | 64% |
| 13 | 0 | 50 | 0% |
| 14 | 29 | 50 | 58% |
| 15 | 11 | 50 | 22% |
| 16 | 39 | 50 | 78% |
| 17 | 14 | 50 | 28% |

**2018-2019 Basic phonics skills assessment data, Ranger Elementary School, Kindergarten**

***Post-Assessment***

Number of Students in Class: 17

Class Median: 41

Class Low: 5

Class High: 50

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 41 | 50 | 82% |
| 2 | 50 | 50 | 100% |
| 3 | 29 | 50 | 58% |
| 4 | 18 | 50 | 36% |
| 5 | 50 | 50 | 100% |
| 6 | 50 | 50 | 100% |
| 7 | 45 | 50 | 90% |
| 8 | 50 | 50 | 100% |
| 9 | 41 | 50 | 82% |
| 10 | 37 | 50 | 74% |
| 11 | 39 | 50 | 78% |
| 12 | 50 | 50 | 100% |
| 13 | 5 | 50 | 10% |
| 14 | 50 | 50 | 100% |
| 15 | 19 | 50 | 38% |
| 16 | 50 | 50 | 100% |
| 17 | 33 | 50 | 66% |

**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 data

**Observation Summary:**

Completer #2 was observed at her placement at Wayne High School in Wayne, West Virginia. She currently teaches 10th and 11th grade English and 10th grade social studies. This observation took place with one of her 11th grade English classes. In this particular class, there were 20 students present (8 female and 12 male). Completer #2 mentioned that since this is the first class of the day, 2 students in particular are typically late. During the observation, students worked independently or in small groups. They each had a device (laptop, IPad or phone) and headphones. They were listening to Serial, a podcast from This American Life. Completer #2 told me that she would definitely make changes to this unit to use it in the future, including not allowing students to work at their own pace, but to work as a class. She stated the some students were only on episode 4 of 10, while others had finished. During this unit, students would listen to the podcast, answer reflective questions and then participate in classroom discussion. Completer 1 did mention that the school administration had been very supportive, as she is expecting a child and must miss some school due to doctor’s appointments. She said that this has hindered her last class of the day, the social studies class, because they are usually dispersed into other classrooms and the material has not been covered. She stated that overall she has enjoyed teaching both subjects and looks forward to the next school year. Students worked up until the bell signaling the class period’s end and then left.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #2 | 11 | ELA | Mean: 1068Low: 800High: 1340 | Mean: 1100Low: 800High: 1340 | + 2.0% |

**Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Spring 2019, 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 | 0 | 100%(1) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 100%(1) | 0 | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 0 | 100%(1) | 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 2019** |
| **1st year Out****Case Study Evaluation****(n = 1)** | **1st 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 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 0 | 100 | 0 |
| 1.3 Balanced Assessment | 2.0 | 0 | 0 | 100 | 0 | 2.0 | 0 | 0 | 100 | 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 | 0 | 100 | 0 |
| 3.2 Motivates and engages students | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 0 | 100 | 0 |
| 3.3 Assessment Driven Instruction | 2.0 | 0 | 0 | 100 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 0 | 100 | 0 |
| 4.2 Collaboration with Colleagues | 2.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 0 | 100 | 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 | 2.0 | 0 | 0 | 100 | 0 | 2.0 | 0 | 0 | 100 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 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 = 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 |
| 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 |

**Observation Notes**

Completer #2

Wayne High School

May 9, 2019

* Teaches 10th and 11th grade ELA and 10th grade SS (1 class, mostly students with IEP)
* 20 students present, 12 male and 8 female
* Desks in rows facing one another and splitting the room in half
* Room was very messy; books and notebooks were stacked on a front table and some decorations and student work was on the walls
* Rules and assignments for the week were posted, but no content standards
* All students were working independently; some students were talking loudly but the others seemed to ignore them and continue listening and working
* Teacher assisted when students asked for help
* Some technology was present, including student laptops. SMART board present, but was not used during this observation.

**2018-2019 SAT Practice Test**

***Pre-Assessment***

Number of Students in Class: 20

Class Median: 1060

Class Low: 600

Class High: 1340

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 1020 | 1600 | 64 |
| 2 | 1140 | 1600 | 71 |
| 3 | 1020 | 1600 | 64 |
| 4 | 1280 | 1600 | 80 |
| 5 | 1100 | 1600 | 68 |
| 6 | 1340 | 1600 | 84 |
| 7 | 1260 | 1600 | 79 |
| 8 | 1020 | 1600 | 64 |
| 9 | 940 | 1600 | 59 |
| 10 | 1120 | 1600 | 70 |
| 11 | 1050 | 1600 | 66 |
| 12 | 600 | 1600 | 40 |
| 13 | 1050 | 1600 | 65 |
| 14 | 800 | 1600 | 50 |
| 15 | 1140 | 1600 | 71 |
| 16 | 1220 | 1600 | 76 |
| 17 | 1320 | 1600 | 83 |
| 18 | 680 | 1600 | 43 |
| 19 | 1060 | 1600 | 66 |
| 20 | 1200 | 1600 | 75 |

**2018-2019 SAT Practice Test**

***Post-Assessment***

Number of Students in Class: 20

Class Median: 1110

Class Low: 600

Class High: 1340

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 1120 | 1600 | 70 |
| 2 | 1340 | 1600 | 84 |
| 3 | 1020 | 1600 | 64 |
| 4 | 1280 | 1600 | 80 |
| 5 | 1100 | 1600 | 70 |
| 6 | 1340 | 1600 | 84 |
| 7 | 1260 | 1600 | 79 |
| 8 | 1020 | 1600 | 64 |
| 9 | 940 | 1600 | 59 |
| 10 | 1140 | 1600 | 71 |
| 11 | 1100 | 1600 | 70 |
| 12 | 640 | 1600 | 40 |
| 13 | 1100 | 1600 | 70 |
| 14 | 800 | 1600 | 50 |
| 15 | 1180 | 1600 | 74 |
| 16 | 1260 | 1600 | 79 |
| 17 | 1320 | 1600 | 83 |
| 18 | 700 | 1600 | 44 |
| 19 | 1100 | 1600 | 70 |
| 20 | 1240 | 1600 | 78 |

**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 in his physical education classroom in Lincoln County, West Virginia. He is currently a physical education and health teacher at a Pre-K/8 school, servicing students from K-8th grades. During this observation, he worked with a 6th grade class. There are 24 students in this classroom, 10 boys and 14 girls. When students entered the classroom, they immediately walked to a specific spot on the gymnasium floor and waited. When instructed, students began calling out their “number” for attendance purposes. This took less than one minute and was extremely efficient. Students then began completing warm-up exercises. One student led the exercises at the front will Completer #3 walked around the room, ensuring students were staying on task and form was correct. After these warm up exercises, students were instructed to come to the middle of the floor, where the day’s instruction was given. Students have been completing a volleyball unit. All equipment was present, including net and volleyballs. During this observation, students were working on serving into a particular spot on the floor and bumping over the net. Students were split into groups and practiced these particular movements, rotating every 4 minutes. During each rotation, students ran/walked one lap around the gym. Completer #3 had excellent classroom and time management and there were no discipline issues during the observation. Nearing the end of the class period, students were given the opportunity to get a drink of water and cool down. Students then lined up and were escorted back to their classroom.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #3 | 6 | Physical Education | Mean: 21.6Low: 0High: 7 | Mean: 86.2Low: 5High: 10 | Mean: +61.7%  |

**Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Spring 2019, N = 1** |
|  |  | **Mean** | **Distinguished** | **Accomplished** | **Emerging** | **Unsatisfactory** |
| **Task 3** | **Alignment with Learning Goals** | 3.00 | 0 | 0 | 100%(1) | 0 |
| **Assessment Criteria/Technical Soundness** | 3.00 | 0 | 0 | 100%(1) | 0 |
| **Balance of Assessments** | 3.00 | 0 | 0 | 100%(1) | 0 |
| **Task 6** | **Clarity and Representation of Evidence** | 3.00 | 0 | 0 | 100%(1) | 0 |
| **Interpretation** **of Data** | 3.00 | 0 | 0 | 100%(1) | 0 |
| **Evidence of Impact** | 3.00 | 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 2019** |
| **1st year Out****Case Study Evaluation****(n = 1)** | **1st 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 | 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 | 2.0 | 0 | 0 | 0 | 0 | N/A |  |  |  |  |
| 2.2 Appropriate Learning Environment | 2.0 | 0 | 0 | 100 | 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 | 2.0 | 0 | 0 | 100 | 0 | N/A |  |  |  |  |
| 4.2 Collaboration with Colleagues | 2.0 | 0 | 0 | 100 | 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 | 2.0 | 0 | 0 | 100 | 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 |  |  |  |  |
| 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 |  |  |  |  |

**Observation Notes**

Completer #3

Harts PK-8 School

May 8, 2019

* Gymnasium is well lit, clean and organized
* Students are attentive and follow classroom rules and expectations
* All materials are present for student use
* Classroom management is excellent
* Teacher moved throughout the gym and gave instructions to students throughout the observation
* Teacher rapport with students is very good

**Assessment and Data:**

**Volleyball Skills**

***Pre-Assessment***

Number of Students in Class: 24

Class Median: 2

Class Low: 0

Class High: 7

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 4 | 10 | 40 |
| 2 | 0 | 10 | 0 |
| 3 | 3 | 10 | 30 |
| 4 | 0 | 10 | 0 |
| 5 | 5 | 10 | 50 |
| 6 | 1 | 10 | 10 |
| 7 | 2 | 10 | 20 |
| 8 | 0 | 10 | 0 |
| 9 | 3 | 10 | 30 |
| 10 | 2 | 10 | 20 |
| 11 | 1 | 10 | 10 |
| 12 | 0 | 10 | 0 |
| 13 | 5 | 10 | 50 |
| 14 | 2 | 10 | 20 |
| 15 | 0 | 10 | 0 |
| 16 | 2 | 10 | 20 |
| 17 | 0 | 10 | 0 |
| 18 | 7 | 10 | 70 |
| 19 | 4 | 10 | 40 |
| 20 | 0 | 10 | 0 |
| 21 | 5 | 10 | 50 |
| 22 | 0 | 10 | 0 |
| 23 | 5 | 10 | 50 |
| 24 | 1 | 10 | 10 |

**Volleyball Skills**

***Post-Assessment***

Number of Students in Class: 24

Class Median: 8

Class Low: 5

Class High: 10

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 9 | 10 | 90 |
| 2 | 7 | 10 | 70 |
| 3 | 10 | 10 | 100 |
| 4 | 6 | 10 | 60 |
| 5 | 10 | 10 | 100 |
| 6 | 8 | 10 | 80 |
| 7 | 8 | 10 | 80 |
| 8 | 7 | 10 | 70 |
| 9 | 10 | 10 | 100 |
| 10 | 9 | 10 | 90 |
| 11 | 9 | 10 | 90 |
| 12 | 7 | 10 | 70 |
| 13 | 10 | 10 | 100 |
| 14 | 8 | 10 | 80 |
| 15 | 6 | 10 | 60 |
| 16 | 8 | 10 | 80 |
| 17 | 5 | 10 | 50 |
| 18 | 10 | 10 | 100 |
| 19 | 10 | 10 | 100 |
| 20 | 7 | 10 | 70 |
| 21 | 10 | 10 | 100 |
| 22 | 8 | 10 | 80 |
| 23 | 10 | 10 | 100 |
| 24 | 8 | 10 | 80 |

**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 in his classroom at Explorer Academy in Cabell County, West Virginia. Explorer is a new school and opened in 2015. Explorer follows the EL Education (formerly Expeditionary Learning) model, which no other schools in Cabell County follow. All staff have been trained on how to implement this curriculum, which focuses on positive character development. Completer #4 teaches 3rd grade, along with 2 other teachers on his team. He is supported through the school’s Title I program, which is present during ELA instruction each day. During this observation, students were working together to write acrostic poetry focusing on a read aloud, Because of Winn-Dixie. Students were writing their poem to focus on judgement and how you can be mistaken about the perception of someone. Students were working in flexible seating throughout the room and brainstorming prior to writing. There are 17 students in the classroom, 7 girls and 10 boys. Completer #4 informed me that the group has grown socially throughout the year and he gives the EL system, including their Crew meetings, the credit. He said that at the beginning of the school year, many of the students did not get along or did not wish to socialize with one another. Now, student relationships have evolved, and he has very few discipline issues. Academically, many students are still performing at the lower level, but all have shown growth since the first assessments of the school year.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #4 |  | ELA | Mean: 60.64Low: 17High: 88 | Mean: 71.2Low: 38High: 94 | +10.56 |

**Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Spring 2019, 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 2019** |
| **1st year Out****Case Study Evaluation****(n = 1)** | **1st 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 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 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 | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 100 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 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 | 3.0 | 0 | 0 | 100 | 0 | 3.0 | 0 | 0 | 100 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 0 | 100 | 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 | 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 | 0 | 100 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |

**Observation Notes**

Completer #4

* Classroom is organized and aesthetically pleasing (calm, neutral colors are used and the classroom is not decorated as a “typical” 3rd grade classroom)
* Students use flexible seating. There are some desks and chairs, but they are not in rows. There is a small table near the windows in the classroom. A large rug is located at the front of the classroom, as are several stools, milk crates with cushions and other forms of seating. Students are given permission to sit where they like when they are working. The teacher gives seating directives during instruction to ensure attention.
* Classroom management is excellent. One student was somewhat rambunctious and speaking loudly during my observation but settled down following a quiet conversation with the teacher.
* Music was playing at a low volume in the background (jazz). Completer #4 told me that the students have taken an interest in jazz music because he enjoys playing it during their quiet work and have researched jazz musicians on their own time.
* Title I teacher was working closely with 3 students who required extra support while Completer #4 moved around the classroom, having conversations about word choice or theme with students, as well as discussing important pieces of the text.

**Actual Assessment Data:**

**Student Basic Skills ELA Checklist**

***Pre-Assessment (September 2018)***

Number of Students in Class: 17

Class Median: 62

Class Low: 17

Class High: 88

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 43 | 100 | 43% |
| 2 | 62 | 100 | 62% |
| 3 | 52 | 100 | 52% |
| 4 | 65 | 100 | 65% |
| 5 | 88 | 100 | 88% |
| 6 | 72 | 100 | 72% |
| 7 | 55 | 100 | 55% |
| 8 | 71 | 100 | 71% |
| 9 | 68 | 100 | 68% |
| 10 | 49 | 100 | 49% |
| 11 | 70 | 100 | 70% |
| 12 | 47 | 100 | 47% |
| 13 | 51 | 100 | 51% |
| 14 | 69 | 100 | 69% |
| 15 | 30 | 100 | 30% |
| 16 | 17 | 100 | 17% |
| 17 | 69 | 100 | 69% |

**Student Basic Skills ELA Checklist**

***Post-Assessment (May 2019)***

Number of Students in Class: 17

Class Median: 79

Class Low: 38

Class High: 94

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 60 | 100 | 60% |
| 2 | 70 | 100 | 70% |
| 3 | 72 | 100 | 72% |
| 4 | 80 | 100 | 80% |
| 5 | 94 | 100 | 94% |
| 6 | 80 | 100 | 80% |
| 7 | 62 | 100 | 62% |
| 8 | 79 | 100 | 79% |
| 9 | 80 | 100 | 80% |
| 10 | 61 | 100 | 61% |
| 11 | 79 | 100 | 79% |
| 12 | 59 | 100 | 59% |
| 13 | 82 | 100 | 82% |
| 14 | 84 | 100 | 84% |
| 15 | 41 | 100 | 41% |
| 16 | 38 | 100 | 38% |
| 17 | 90 | 100 | 90% |

**Case Study #5: Secondary, Middle School Social Studies**

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 assessment data

**Observation Summary:**

Completer #5 was observed in his classroom at Man Middle School in Logan County, WV. He teaches 7th grade social studies for 6 class periods each day, with one planning period. Completer #5 also coaches the school’s girls’ basketball and boys and girls tennis teams afterschool. The class I observed on this day was his 4th period class, consisting of 14 students, 10 girls and 4 boys. Completer informed me that this was his “rowdiest” class of the day and was somewhat worried about how they may act with a visitor in the classroom. Students entered the room loudly, laughing and teasing another student. The females in the classroom sat in two groups, one (smaller) group working quietly throughout the observation, while the larger group talked and laughed most of the time. Completer was continually redirecting them to complete their assignment. The males in the class sat separately, 3 students and 1 student. The one student has diagnosed Asperger’s and struggles to work in a group setting. He was constantly telling the louder group to “hush”. Students were completing a lesson on ancient Greece and were learning the parameters of an upcoming project involving Greek gods and goddesses.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | 7 | Social Studies | Mean: 26%Low: 0High: 70% | Mean: 82%Low: 50%High: 100% |  |

 **Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Spring 2019, 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 2019** |
| **1st year Out****Case Study Evaluation****(n = 1)** | **1st 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 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 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 | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 0 | 100 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 0 | 100 | 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 | 3.0 | 0 | 100 | 0 | 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 |

**Observation Notes:**

Completer #5

* Classroom is clean and decorated, but there is clutter remaining from the previous teacher. Completer #5 has been told this retired teacher is returning to collect her property, but she has not come back during the entire school year.
* Technology is available as a SMART board at the front of the room, but PCs located through the back of the classroom “don’t work” according to the students.
* Students do not have assigned seats and seem to congregate toward friends. One student sits alone, the remaining boys sit together, and the girls are split into two groups, one larger than the other. The larger group is very loud and must be redirected multiple times.
* The girls in the larger group are very interested in my presence. They ask personal questions including how old I am and my marital status.
* The student sitting alone at the front of the room is agitated by the noise and continually asks the loud students to “hush”.
* Completer #5 has good classroom management but does struggle with this group. He tells me they are his “toughest” group of the day.
* Students ask several questions about the upcoming project on gods and goddesses. Many bring up the movie and book “Percy Jackson” and make comparisons.

**Assessment and Data:**

**2018-2019 Geography vocabulary and skills assessment**

***Pre-Assessment***

Number of Students in Class: 14

Class Median: 6

Class Low: 0

Class High: 14

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 8 | 20 | 40 |
| 2 | 14 | 20 | 70 |
| 3 | 4 | 20 | 20 |
| 4 | 0 | 20 | 0 |
| 5 | 9 | 20 | 45 |
| 6 | 7 | 20 | 35 |
| 7 | 8 | 20 | 40 |
| 8 | 0 | 20 | 0 |
| 9 | 1 | 20 | 5 |
| 10 | 5 | 20 | 25 |
| 11 | 0 | 20 | 0 |
| 12 | 9 | 20 | 45 |
| 13 | 0 | 20 | 0 |
| 14 | 8 | 20 | 40 |

**2018-2019 Geography vocabulary and skills assessment**

***Post-Assessment***

Number of Students in Class: 14

Class Median: 16

Class Low: 10

Class High: 20

|  |  |  |  |
| --- | --- | --- | --- |
| **Student**  | **Score** | **Possible** | **Percent** |
| 1 | 20 | 20 | 100 |
| 2 | 20 | 20 | 100 |
| 3 | 18 | 20 | 90 |
| 4 | 12 | 20 | 60 |
| 5 | 20 | 20 | 100 |
| 6 | 15 | 20 | 75 |
| 7 | 16 | 20 | 80 |
| 8 | 16 | 20 | 80 |
| 9 | 17 | 20 | 85 |
| 10 | 16 | 20 | 80 |
| 11 | 15 | 20 | 75 |
| 12 | 20 | 20 | 100 |
| 13 | 10 | 20 | 50 |
| 14 | 14 | 20 | 70 |