

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

Spring 2020:

Due to Covid restrictions and lockdown procedures, case studies were not conducted this semester.

Spring 2021:

- Two elementary completers
- One secondary Mathematics completer
- One secondary Social Studies 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 2021***

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	Wayne	Crum PK-8	271	55%	21%	0%	0%
#2	Mason	Ashton Elementary School	341	53%	21%	3%	0%
#3	Cabell	Cabell Midland High School	1821	31%	13%	6%	1%
#4	Logan	Logan Middle School	589	65%	19%	4%	0%
Average	N/A	N/A	755	51%	18.5%	3.25%	>1%

****"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	2nd	ELA	Mean: 20.4% Low: 0 High: 70%	Mean: 41.7% Low: 8% High: 100%	+21.35
#2	6th	ELA/Writing	Mean: 47.5% Low: 20% High: 80%	Mean: 88.6% Low: 70% High: 100%	+41.1%
#3	9-12	Algebra	Mean: 76.5% Low: 51% High: 90%	Mean: 81% Low: 76% High: 100%	+5.5%
#4	9	World History	Mean: 58% Low: 36% High: 60%	Mean: 98% Low: 79% High: 100%	+40%
Average	N/A	N/A	Mean: 50.6% Low: 26.75 % High: 75%	Mean: 77.3% Low: 57.5% High: 99.75%	+26.98%

Modified WTPA Scores for All 1st Year Out Completers: N =4

1 st Year Out Completer Impact on Student Learning Spring 2021, N=4						
		Mean	Distinguished	Accomplished	Emerging	Unsatisfactory
Task 3	Alignment with Learning Goals	3.0	0	100% (4)	0	0
	Assessment Criteria/Technical Soundness	3.0	0	100% (4)	0	0
	Balance of Assessments	3.0	0	100% (4)	0	0
Task 6	Clarity and Representation of Evidence	3.0	0	100% (4)	0	0
	Interpretation of Data	3.0	0	100% (4)	0	0
	Evidence of Impact	3.0	0	100% (4)	0	0
Task	Insights on Teaching and Learning	3.0	0	100% (4)	0	0

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

1 st Year Out Completer Impact on Student Learning Spring 2021, 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	Insights on Teaching and Learning	3.0	0	100% (2)	0	0

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

1 st Year Out Completer Impact on Student Learning Spring 2021, 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	Insights on Teaching and Learning	3.0	0	100% (2)	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, Secondary, and Special Education Completers.

All 1st Year Out Completers: N = 4

ELEMENTS		Spring 2021									
		1 st year Out Case Study Evaluation (n = 4)				1 st Year Out Principal Evaluation (n =2)					
		\bar{x}	Percentage				\bar{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	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	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 = 4)					Principal Evaluation (n = 2)				
	\bar{x}	Percentage				\bar{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 1st Year Out Completers: N = 2

ELEMENTS	Spring 2021									
	1 st Year Out Case Study Evaluation (n = 2)					1 st Year Out Principal Evaluation (n = 1)				
	\bar{x}	Percentage				\bar{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	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	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 = 2)					Principal Evaluation (n = 1)				
	\bar{x}	Percentage				\bar{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 = 2

ELEMENTS	Spring 2021									
	1 st year Out Case Study Evaluation (n = 2)					1 st Year Out Principal Evaluation (n = 1)				
	\bar{x}	Percentage				\bar{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	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	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 =2)					Principal Evaluation (n = 1)				
	\bar{x}	Percentage				\bar{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, 2nd grade

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 in her position as Title I Reading Interventionist at Crum PK-8, in Wayne County, West Virginia. Completer #1 is serving as a “push in” interventionist, serving as a co-teacher in 2nd and 3rd grade classrooms in the school during reading and ELA instruction. On this day, completer #1 was observed in one of the two second grade classrooms that she visits each day. During guided reading centers, completer #1, as well as the classroom teacher, work with small groups while the other students work independently. On this morning, completer #1 was reviewing vocabulary words in a game with her small reading groups. Each group consisted of 6 or less students and were grouped by homogeneously. One group in particular, the highest-level group, was able to identify words at a 9th grade level and use them appropriately in a sentence. Completer #1 said the students have taken this competition very seriously and when all the groups reach the 6th grade level, they will have a pizza party. Completer #1 has very good classroom management skills. Students were always engaged during their group work with her, and she rarely had to redirect. The group with the classroom teacher at this same time was considered the lowest level group and needed quite a bit of re-direction. Another group was reading independently, and a 4th group was using their school issued laptops on a reading instruction website. After completing the “word game” with the small group, completer #1

proceeded to work with students on homophones and how each one was used correctly. Students were able to grasp the concept easily and use the words correctly.

Once the students moved back to whole group instruction, completer #1 and I discussed the challenges she has faced this school year, teaching during a pandemic. She said the students have been very resilient and done an excellent job. Technology and the strength of the school's Wi-Fi, as well as students not having Wi-Fi access at home, has been one of the biggest hurdles. The school has also faced some personal struggles. One teacher (the husband of the classroom teacher I observed) died a few months ago and many teachers have been out due to Covid or quarantine. This has caused instructional delays due to the lack of substitute teachers. She often acts as a classroom teacher in these instances and does not complete her interventionist duties for days at a time.

Percent Change:

	Grade Level	Subject	Pre-Test	Post-Test	+/- Mean Percent Correct
#1	2 nd grade	ELA	Mean: 20.4% Low :0 High: 70	Mean: 42.2% Low: 8 High: 114	+ 21.89%

Modified WVTPA Score:

1 st Year Out Completer Impact on Student Learning Spring 2021, 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	Insights on Teaching and Learning	3.00	0	100% (1)	0	0

WV Teaching Evaluation Rubric Score:

ELEMENTS	Spring 2021									
	1 st year Out Case Study Evaluation (n = 1)					1 st Year Out Principal Evaluation (n = 1)				
	\bar{x}	Percentage				\bar{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	100	0	0
4.2 Collaboration with Colleagues	3.0	0	100	0	0	N/A	0	100	0	0
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY										
5.1 School-Wide Collaboration	3.0	0	100	0	0	N/A	0	100	0	0
5.2 Working with Parents and Community	3.0	0	100	0	0	N/A	0	100	0	0
5.3 Practices and Policies	3.0	0	100	0	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)				
	\bar{x}	Percentage				\bar{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 #1

- Room is bright and well-decorated. This is the main classroom teacher’s classroom. Completer #1 uses a cart, as well as a trifold, for her materials and instruction. She stores these items in a group Title I classroom/office next door.
- There are 24 students in the classroom at various times. During this observation, 18 were present. Sixteen of the 18 had their school issued device. There was a charging station at the back of the classroom that students used to plug in laptops after use.
- The classroom was somewhat neat and was bright and well decorated. The classroom teacher mentioned that social distancing and the need for more space, desk dividers, etc. had created a “messy” atmosphere.
- Students who completed group work early visited the classroom library. Completer #1 mentioned that students are very excited to read and earn AR points.

Assessment Data

Student PALS Assessment Data

(Fall 2020; Pre-Test; 100 items)

Student Name	Word Knowledge (grade level)	Percentage	Reading Level
	58	58%	2/3
	0	0	PP
	24	24%	P
	0	0	Below PP
	0	0	Below PP
	57	57%	PP
	11	11%	PP
	23	23%	P
	0	0	Below PP
	30	30%	1
	0	0	Below PP
	23	23%	PP
	0	0	Below PP
	5	5%	Below PP
	34	34%	P
	33	33%	PP/P
	0	0	Below PP
	70	70%	3

(January 2021; Post-Test; 100 items)

Student Name	Word Knowledge (grade level)	Percentage	Reading Level
Bentley	63	63%	3
Aiden	27	27%	P

	33	33%	1
	69	69%	3
	22	22%	P
	9	9%	PP
	51	51%	P/1
	42	42%	1
	42	42%	P/1
	52	52%	1
	n/a	n/a	
	10	10%	PP
	31	31%	1
	8	8%	PP
	57	57%	3
	39	39%	1
	54	54%	1
	110	110%	4

Case Study #2: Elementary ELA/Writing, 6th 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 classroom at Ashton Elementary School in Mason County, West Virginia. Completer #2 has been in this position since September 2020, as she was hired after the beginning of the school year. At Ashton, Completer #2 teaches both 5th and 6th grade students ELA and Writing. Typically, students would change classrooms but due to Covid restrictions, students stay in one classroom and teachers rotate through the groups. Completer #2 stated that this has been difficult because she has to transport her materials to different classrooms and that technology in some rooms works well, while it does not in others. At the beginning of this observation, students were completing their post-test for their literary elements unit. Completer #2 stated that students have been very interested in figurative language and were showing great interest in their current novel study, Number the Stars. Completer #2 told me that because of the pandemic and several days of missed in-person instruction, her school is only focusing on ELA and math and not science and social studies. Therefore, she attempts to integrate those subjects through her instruction.

Following their test, students were then directed to the Smart Board where they began work on an assignment to create an outline to help when summarizing. Completer #4 told me that summarizing is an important skill that is tested on the state assessment and that she has been focusing on it to help students grasp the concept better. For this assignment, students were given various ideas from Number the Stars and had to insert them into an outline. Completer #4 explained how Roman numerals are used in outlines, main topics, and supporting details. Students seemed to grasp the concept well and began working on the next chapter on their own.

Percent Change:

	Grade Level	Subject	Pre-Test	Post-Test	+/- Mean Percent Correct
#2	6th	ELA/Writing	Mean: 47.5% Low: 20% High: 80%	Mean: 88.6% Low: 70% High: 100%	+ 41.1%

Modified WVTPA Score:

1 st Year Out Completer Impact on Student Learning Spring 2021, 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	Insights on Teaching and Learning	3.00	0	100% (1)	0	0

WV Teaching Evaluation Rubric Score:

ELEMENTS	Spring 2021									
	1 st year Out Case Study Evaluation (n = 1)					1 st Year Out Principal Evaluation (n = 0)				
	\bar{x}	Percentage				\bar{x}	Percentage			
		D	A	E	U		D	A	E	U
STANDARD 1: CURRICULUM & PLANNING										
1.1 Content Knowledge	3.0	0	3.0	0	0	0	0	0	0	0
1.2 Standards Driven Instruction	3.0	0	3.0	0	0	0	0	0	0	0
1.3 Balanced Assessment	3.0	0	3.0	0	0	0	0	0	0	0
STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT										
2.1 Unique Characteristics of Learners	3.0	0	3.0	0	0	0	0	0	0	0
2.2 Appropriate Learning Environment	3.0	0	3.0	0	0	0	0	0	0	0
2.3 Learner-Centered Culture	3.0	0	3.0	0	0	0	0	0	0	0
STANDARD 3: TEACHING										
3.1 Instructional Strategies	3.0	0	3.0	0	0	0	0	0	0	0
3.2 Motivates and engages students	3.0	0	3.0	0	0	0	0	0	0	0
3.3 Assessment Driven Instruction	3.0	0	3.0	0	0	0	0	0	0	0
STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL										
4.1 Professional Development	3.0	0	3.0	0	0	0	0	0	0	0
4.2 Collaboration with Colleagues	3.0	0	3.0	0	0	0	0	0	0	0
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY										
5.1 School-Wide Collaboration	3.0	0	3.0	0	0	0	0	0	0	0
5.2 Working with Parents and Community	3.0	0	3.0	0	0	0	0	0	0	0
5.3 Practices and Policies	3.0	0	3.0	0	0	0	0	0	0	0
STANDARD 6: Student Learning										
6.1 Measurable Progress	3.0	0	3.0	0	0	0	0	0	0	0

ELEMENTS	Case Study Evaluation (n = 1)					Principal Evaluation (n = 0)				
	\bar{x}	Percentage				\bar{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					
Attendance	3.0	100	0	0	0					
Schedule	3.0	100	0	0	0					
Respect	3.0	100	0	0	0					

Observation Notes

- Students working on test at beginning of observation; some have grab and go breakfast.
- 13 students in classroom; 4 boys and 9 girls, seated in socially distanced rows; water bottles on desks.
- Management is excellent throughout observation; all students are engaged.
- When students completed test, activity was waiting for them while others finished.
- Some students were using school issued devices (Chromebook)
- All students were wearing masks.
- Classroom library holds several classroom sets of age appropriate novels

- Technology use is good; completer uses SMART Board and ELMO
- Excellent use of positive feedback throughout the observation
- Classroom is extremely clean, organized and well decorated.

Assessment Data

Grammar Pretest (Fall 2020; 40 items)

Student	Score
W.B.	21
J.C.	12
E.E.	19
T.F.	22
W.F.	11
P.I.	18
B.J.	10
B.J. (2)	N/A
M.L.	32
H.P.	15
R.R.	26
J.R.	31
A.W.	12

Grammar Posttest (Spring 2021; 40 items)

Student	Score
W.B.	40
J.C.	32
E.E.	35
T.F.	40
W.F.	30
P.I.	34
B.J.	28
B.J. (2)	40
M.L.	40
H.P.	31
R.R.	40
J.R.	40
A.W.	31

Case Study #3: Secondary Mathematics, High School

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 her classroom at Cabell Midland High School in Cabell County, West Virginia. Completer #3 was hired at Cabell Midland last school year through our Teacher in Residence (now known as Cooperating Teacher of Record) affiliation with Cabell County and the West Virginia Department of Education. Completer #3 is currently teaching 4 different courses throughout the school day. Today’s observation was conducted during Completer #3’s Financial Algebra course. During the observation, students were learning about candlestick charts and gains and losses. Completer #3 started the lesson by reviewing the topic and providing notes on her I-Pad through One Note. She stated that this has been the best way to give notes and assignments to students since some students have been virtual and/or quarantined since school started back in person. Following the notes, students were permitted to work in groups of 3 or individually to complete a candlestick chart poster from provided information. Completer #3 provided the students with the posters, as well as markers and pens, to complete the project. Students chatted quietly while Completer #3 moved throughout the classroom, ensuring that students understood the assignment and were on task. At the end of the class period, students returned all materials and discussed their posters with the other students. Then they wiped off their own desks and lined up (socially distanced) at the door.

Completer #3 stated that this school year has been strange at best. She has students who are on her roster that have not completed one assignment, nor has she met. She stated that because she is math and it is a high need area, she was not given a reduction in force letter and will remain at Cabell Midland next year. The administration has already discussed what courses she will be responsible for and she is excited to plan for the 2021-2022 school year.

Percent Change:

	Grade Level	Subject	Pre-Test	Post-Test	+/- Mean Percent Correct
#3	9-12	Algebra	Mean: 76.5% Low: 51% High: 90%	Mean: 81% Low: 76% High: 99%	Mean: +5.5%

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)				
	\bar{x}	Percentage				\bar{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

- 8 students present, 7 boys, 1 girl.
- Teacher uses Apple technology for notes and instruction; all notes kept on app for students to access at any time.
- Room is clean, neat, decorated to appeal to high school students.
- Completer told me that she has learned as much about the stock market as the students during this class because she has never taught this section before.
- Students had option to work in groups, 2 students chose to work independently.
- Completer moved throughout the students during the lesson to ensure they were engaged and understood the material.
- Has great rapport with the students.
- Before leaving, told them what to expect next week. Prepped for upcoming lessons and assignments.

Basic Skills Pre-Test/Post-Test (100 items)

Student Name	Pre-Test Score	Post-Test Score	Change (+/-)
	80	88	+8
	71	79	+8
	90	99	+9
	49	n/a	n/a
	74	88	+14
	79	90	+11
	51	76	+25
	82	84	+2
	85	93	+8

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 Logan High School in Logan, West Virginia. This observation took place during his 9th grade honors world history class. Fifteen students were present for the class: 13 in person and 2 virtually. Completer #4 has a camera and Smart Board/laptop at the front of the room and student who are virtual log into the Teams meeting and can view real time teaching, ask questions and work on assignments with the in-person students. To start class, Completer #4 did a quick “Daily Update” to ensure that everyone was ready to learn. On this day, Completer #4 was discussing Norse mythology. He reviewed the previous day’s assignments to activate prior knowledge. He used a portion of a “Crash Course” of Norse mythology video to illustrate some of the more important topics and then broke those down through discussion, power point slides and more videos and photos. Students then broke into groups to complete a project connecting the Norse gods to current events. Virtual students were made a part of each group and joined online for discussion and to complete their portion of the project.

Following the observation, Completer #4 and I discussed the school year and difficulties and successes he has encountered. He said that he has made it a point to connect with his virtual students and has visited both of their homes throughout the school year for “face to face” contact. Completer #4 was surprised he did not receive a Reduction in Force letter, as many first-year teachers do. He credits his willingness to help in any way around the school and the acceptance of teaching the television journalism and psychology courses next year as the reason for not being riffed. He says that this is his dream job, and he plans to stay in this position as long as possible.

Percent Change:

	Grade Level	Subject	Pre-Test	Post-Test	+/- Mean Percent Correct
#4	9th	World History	Mean: 58% Low: 36% High: 60%	Mean: 98% Low: 76% High: 100%	+ 40%

5.1 School-Wide Collaboration	3.0	0	100	0	0	0	0	0	0	0
5.2 Working with Parents and Community	3.0	0	100	0	0	0	0	0	0	0
5.3 Practices and Policies	3.0	0	100	0	0	0	0	0	0	0
STANDARD 6: Student Learning										
6.1 Measurable Progress	3.0	0	100	0	0	0	0	0	0	0

ELEMENTS	Case Study Evaluation (n = 1)					Principal Evaluation (n = 0)				
	\bar{x}	Percentage				\bar{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					
Attendance	3.0	100	0	0	0					
Schedule	3.0	100	0	0	0					
Respect	3.0	100	0	0	0					

Observation Notes

Completer #4

- Fifteen students total, 13 in person and 2 virtually
- 8 girls, 5 boys
- Room is neat/clean/very well decorated with flags of the world and personal items (Marvel superheroes)
- Great use of tech
- All students engaged throughout the lesson, no classroom management issues.
- When asking questions, Completer tosses ball to students to keep attention and to call on them.
- Students seem to connect well with Completer. At the end of the class, many students were having personal conversations with him regarding music, movies, and happenings in the area.

Assessment Data

World Geography Assessment (25 points)

Student	Pre-Test (September 2020)	Post-Test (April 2021)
	13	25
	10	20
	12	25
	15	22
	11	21
	11	20
	15	25
	9	25
	13	23
	10	25

	15	24
	12	21
	13	25
	10	19
	18	25