

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

Spring 2022:

- One elementary completer

- One secondary Mathematics completer
- One secondary Social Studies completer
- One secondary Spanish 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 2022***

Demographic Data:

Case studies were completed for 4 different MU completers employed in three different counties. The elementary completers were employed in traditional K-5 elementary schools. The mathematics and social studies secondary completers were employed in traditional 9-12 high schools. The Spanish secondary completer was employed in a 6-8 middle school. The chart below details demographic data for the specific schools where the completers were employed.

Demographic Data: All Case Study Schools, N = 5:

	County	School	Enrollment	Percent Needy	Percent Special Education	Percent Racially Diverse	Percent English Language Learners
#1	Mason	Beale Elementary School	230	61%	20%	2%	0%
#2	Wayne	Spring Valley High School	912	49%	16%	2%	0%
#3	Cabell	Huntington East Middle School	586	70%	32%	21%	0%
Average	N/A	N/A	680	58.5%	21.25%	9%	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	2 nd	ELA	Mean: 90% Low: 87% High: 94%	Mean: 93% Low: 91% High: 95%	+3%
#3	9th	Algebra I	Mean: 43% Low: 16% High: 97%	Mean: 67% Low: 25% High: 99%	+24%
#4	6	Spanish	Mean: 15% Low: 0% High: 29%	Mean: 62% Low: 29% High: 86%	Mean: +47%
Average	N/A	N/A	Mean: 49% Low: 34% High: 73%	Mean: 74% Low: 48% High: 93%	

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

1 st Year Out Completer Impact on Student Learning Spring 2022, N=3						
		Mean	Distinguished	Accomplished	Emerging	Unsatisfactory
Task 3	Alignment with Learning Goals	3.0	0	100% ()	0	0
	Assessment Criteria/Technical Soundness	3.0	0	100% ()	0	0
	Balance of Assessments	3.0	0	100% ()	0	0
Task 6	Clarity and Representation of Evidence	3.0	0	100% ()	0	0
	Interpretation of Data	3.0	0	100% ()	0	0
	Evidence of Impact	3.0	0	100% ()	0	0
Task	Insights on Teaching and Learning	3.0	0	100% ()	0	0

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

1 st Year Out Completer Impact on Student Learning Spring 2022, N = 1						
		Mean	Distinguished	Accomplished	Emerging	Unsatisfactory
Task 3	Alignment with Learning Goals	3.0	0	100% ()	0	0
	Assessment Criteria/Technical Soundness	3.0	0	100% ()	0	0
	Balance of Assessments	3.0	0	100% ()	0	0
Task 6	Clarity and Representation of Evidence	3.0	0	100% ()	0	0
	Interpretation of Data	3.0	0	100% ()	0	0
	Evidence of Impact	3.0	0	100% ()	0	0
Task	Insights on Teaching and Learning	3.0	0	100% ()	0	0

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

1 st Year Out Completer Impact on Student Learning Spring 2022, N = 3						
	Mean	Distinguished	Accomplished	Emerging	Unsatisfactory	
Task 3	Alignment with Learning Goals	3.0	0	100% (3)	0	0
	Assessment Criteria/Technical Soundness	3.0	0	100% (3)	0	0
	Balance of Assessments	3.0	0	100% (3)	0	0
Task 6	Clarity and Representation of Evidence	3.0	0	100% (3)	0	0
	Interpretation of Data	3.0	0	100% (3)	0	0
	Evidence of Impact	3.0	0	100% (3)	0	0
Task	Insights on Teaching and Learning	3.0	0	100% (3)	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 = 3

ELEMENTS		Spring 2022									
		1 st year Out Case Study Evaluation (n = 3)					1 st Year Out Principal Evaluation (n =3)				
		\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 = 3)					Principal Evaluation (n = 3)				
	\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 = 1

ELEMENTS	Spring 2022									
	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	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					Principal Evaluation				
	(n = 1)					(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 2022									
	1st year Out Case Study Evaluation					1st Year Out Principal Evaluation				
	(n = 2)					(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 = 2)					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

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 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 2nd grade classroom at Beale Elementary School in Mason County, West Virginia. Completer #1 has been employed at this school since her student teaching semester, when she was hired midway through in a Teacher in Residence position. Since Completer #1 teaches 2nd grade, she covers all content areas throughout the day and is not departmentalized the way many upper elementary classrooms are. This is Completer #1's second year in this position and she plans to remain in this position next year. She says that this consistency and knowing what to expect regarding the content, as well as which students will be in 2nd grade, helps her prepare professionally. This observation occurred during math instruction. To begin the lesson, all students gathered on the carpet in the front of the classroom. Completer #1 uses technology daily and is fluent in many programs. When students begin their math centers today, one of the programs they will complete on their Chromebooks is Splash Learn. Through this program, students complete daily fact practice to hone their skills. Today, Completer #1 uses the Promethium board at the front of the classroom to review measurement, a skill the students have been working on. The students are working on measuring by centimeter and estimating length by centimeter. Completer #1 reviews the material and uses names on sticks to call on several different students. All students are engaged in the lesson and her classroom

management skills are very good. Students then return to their tables and begin working in their math centers. One center is using Chromebooks. Two centers are working independently, measuring with both rulers and with nontraditional methods (cubes, paperclips, counting bears, etc.). Completer #1 is completing student benchmark assessments at her table. A timer is set on the front board, giving each student 12 minutes per station with 3 minutes to transition and get to work each movement.

Percent Change:

	Grade Level	Subject	Pre-Test	Post-Test	+/- Mean Percent Correct
#1	2 nd grade	ELA	Mean: 90% Low:87% High: 94%	Mean: 93% Low: 91% High: 95%	+ 3%

Modified WVTPA Score:

1 st Year Out Completer Impact on Student Learning Spring 2022, 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 2022	
	1 st year Out Case Study Evaluation	1 st Year Out Principal Evaluation

	(n = 1)					(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 = 01)				
	\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. The theme is superheroes.
- There are 14 students in the classroom at various times.
- Students were engaged in both the whole group and small group work throughout the observation.
- Students who used Chromebooks seemed well versed in how to use tech, expectations, etc.
- Classroom management is very good. All students were on task, understood transitions, no management issues.

Assessment Data

Student iReady Assessment Data

Focus Student 1

Reading BM 1	Reading BM 2	Math BM 1	Math BM 2
513/548	521/528	407/441	444/441

Focus Student 2

Reading BM 1	Reading BM 2	Math BM 1	Math BM 2
477/548	500/548	395/441	440/441

Modified WVTPA Score:

1 st Year Out Completer Impact on Student Learning Spring 2022, N = 1						
		Mean	Distinguished	Accomplished	Emerging	Unsatisfactory
Task 3	Alignment with Learning Goals	3.0	0	100% (1)	0	0
	Assessment Criteria/Technical Soundness	3.0	0	100% (1)	0	0
	Balance of Assessments	3.0	0	100% (1)	0	0
Task 6	Clarity and Representation of Evidence	3.0	0	100% (1)	0	0
	Interpretation of Data	3.0	0	100% (1)	0	0
	Evidence of Impact	3.0	0	100% (1)	0	0
Task	Insights on Teaching and Learning	3.0	0	100% (1)	0	0

WV Teaching Evaluation Rubric Score:

ELEMENTS	Spring 2022	
	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	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 = 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

- 22 students present: 9 females, 13 males. (Completer #3 says that 2 students are absent)
- Timer displayed on promethean board to make students aware of time left to work in class period.
- Students working in small groups; brainstorming poster ideas or storyboarding commercials.
- All students are engaged.
- All students seem knowledgeable and understanding of content.
- The teacher reminded students throughout observation to refer to rubric to ensure they were meeting all requirements with project.
- The teacher stated multiple times that everyone in the group would have to “say

something” during the presentations.

Case Study #2: Secondary Mathematics, High School

Case Study #2 includes the following pieces of information:

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

Observation Summary:

Completer #2 was observed in her classroom at Spring Valley High School in Wayne County, West Virginia, teaching a hybrid section of Algebra I. During this class period, Completer #2 was teaching students both in-person and virtually. There were 11 students in person in her classroom, while 8 were logged in virtually during the class period. Completer #2 had an iPad on a tripod set up and connected to her promethean board at the front of the classroom. There, she would switch between sharing her screen at the front of the room with the virtual students to sharing her camera view of the classroom. To begin the class period, Completer #2 took attendance by asking students what their favorite kind of pancake was to celebrate National Pancake Day. She offered 4 choices, which some students used, and accepted other original answers. She asked not only the students who were in person, but also those virtual students, ensuring they felt included in the classroom environment. She then reviewed the I-can statements and agenda for the day and moved on to the day’s bell ringer question. I was very impressed at the ease she maintained in communicating with all students, both in person and virtual.

After completing the bellringer, Completer #2 asked in person students to get a white board and marker and meet her in the middle of the classroom; she asked virtual students to get a scrap piece of paper. She explained they were going to play a game. She would give the students a problem and they would have to decide whether the answers represented parallel lines (move to one corner), perpendicular lines (move to a different corner) or neither (move to the windows). She asked virtual students to add their answers to the chat. All students were engaged in the game. After each problem, Completer #2 asked one in person student to defend their answer and one virtual student to defend their answer. Completer #2 ended the class with an exit ticket reviewing the types of lines and their equations and reminded students who were not present the day before that assignments are always posted on Schoology, the online platform, if you miss anything.

Following the observation, Completer #2 and I discussed the hybrid model and her thoughts on how well she is navigating it. She said she was first asked to teach virtually outside of regular school hours but declined. She was then asked to pilot this program and decided to try. She said she does struggle with the fact that there are supposed to be more than 20 students online, however there are never more than 8-10 logged on each day. She stated that not only are the students who are enrolled in the virtual course virtual option students, they are also alternative

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 = 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		100	0	0	0
Attendance	3.0	100	0	0	0		100	0	0	0
Schedule	3.0	100	0	0	0		100	0	0	0
Respect	3.0	100	0	0	0		100	0	0	0

Observation Notes

Completer #2

- 11 students in person (3 male, 8 female) and 8 students logged on virtually
- Desks are arranged in 4 pods of 6 desks each and then 1 row of 6 desks to free up the center of the room for a game
- Completer #4 utilizes technology throughout class period due to hybrid model
- Attendance question: Favorite type of pancake
- Completer worked out the bell ringer step by step with the students to ensure they understood the steps and concepts
- Students were asked to get white board and marker for game; meet in center of classroom
- Played a game of “Corners”; students online played by putting answer in chat
- Completers management is good; she is not intimidated to call students down
- One student asked if Completer was in charge of upcoming reward day; stated “it’s only good if you are in charge of it.”

- Completer is a graduate of the school and was a CTR in this current position
- Hopes to continue to teach hybrid course next school year; sees ways to improve the course

Assessment Data

STAR Benchmark (fall to spring benchmark)

<u>Student</u>	<u>Pre-Test</u>	<u>Post-Test</u>	<u>Change</u>
<u>A</u>	48	85	+38
<u>B</u>	20	94	+74
<u>E</u>	27	25	-2
<u>H</u>	70	83	+13
<u>L</u>	75	81	+6
<u>P</u>	50	64	+14
<u>R</u>	16	72	+56
<u>R2</u>	97	99	+2
<u>S</u>	52	82	+30
<u>S2</u>	42	54	+12
<u>T</u>	22	34	+12
<u>W</u>	16	57	+41
<u>W2</u>	27	42	+15

Case Study #3: Secondary Spanish, Middle 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 his classroom at Huntington East Middle School in Cabell County, West Virginia. This observation was conducted during one of Completer #3’s 7th grade Spanish classes. At Huntington East Middle School, Spanish is treated like one of the related arts courses, such as art, music, or physical education. This means that every student in the school will complete one rotation of the course during the school year. Completer #3 stated that the third rotation of the school year recently began and that by the end of the school year he will have taught over 600 students. Of those 600 students, more than 200 have IEPs, meaning these accommodations must be followed in his classroom. In this current rotation, Completer #3 has 37 students with IEPs.

During this observation, students were working independently on their iPads using a program called Duo Lingo. Through this program, Completer #3 can monitor each student’s progress, or lack thereof, from his personal computer. On the promethium board is a timer, along with a noise tracker, notifying students if their volume level is too loud for independent work. Completer #3 told me during an interview following the observation that he has structured his course where students’ complete activities on Duolingo on Mondays and Wednesdays, and a reading program called Newsela on Tuesday and Thursday with a summative assessment on Friday each week. He feels that this structure is one that best benefits the students. Completer #3 stated that completing the TPA during student teaching helped him understand the type of data he needed to collect and analyze to ensure his students were making progress and meeting standards. Completer #3 was hired as a Teacher in Residence during the student teaching semester. He said that even though it was challenging due to Covid protocols, he felt that he received support from both the COEPD and the school. Completer #3 had left that position at the high school level for this middle school position because it was closer to his home. However, he is returning to his original position next year. He feels that he is given more opportunities regarding his content to meet student needs. He feels that in his current position, students are simply “shuffled through”.

Percent Change:

	Grade Level	Subject	Pre-Test	Post-Test	+/- Mean Percent Correct
#5	6	Spanish	Mean: 15% Low: 0% High: 29%	Mean: 62% Low: 29% High: 86%	Mean: +47%

Modified WVTPA Score:

1 st Year Out Completer Impact on Student Learning Spring 2022, N = 1						
		Mean	Distinguished	Accomplished	Emerging	Unsatisfactory
Task 3	Alignment with Learning Goals	3.0	0	100% (1)	0	0
	Assessment Criteria/Technical Soundness	3.0	0	100% (1)	0	0

	Balance of Assessments	3.0	0	100% (1)	0	0
Task 6	Clarity and Representation of Evidence	3.0	0	100% (1)	0	0
	Interpretation of Data	3.0	0	100% (1)	0	0
	Evidence of Impact	3.0	0	100% (1)	0	0
Task	Insights on Teaching and Learning	3.0	0	100% (1)	0	0

WV Teaching Evaluation Rubric Score:

ELEMENTS	Spring 2022									
	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	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 = 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

- 17 students present: 4 seats/1table. 1 student sitting alone.
- All students are working on iPads, using Duolingo for independent practice
- Room is clean, neat, well decorated
- Music is playing in the background
- Some students are using headphones, and some are not
- Completer #4 is monitoring student progress from laptop at teacher desk
- Agenda, targets, timer, noise levels, expectations are all posted
- Uses Schoology for grades and parent communication
- No discipline issues observed
- Completer #4 moves around the room, talking to and assisting students, ensuring students are engaged and on track
- Student who is sitting alone is doing so by choice. Completer #4 tells me later that student tends to have an “explosive personality” and chooses to sit alone to help maintain composure. Instead of Spanish, he is working on German. Completer #4 says that standards “aren’t language specific” so he feels that if the student is working and learning that he is not a problem.
- Students just rotated for the grading period and have only been in this class for one week.
- Student with behavior issues has a minor outburst; Completer #4 sits with him, uses calm and quiet voice, and explains the situation (problem with iPad and internet access), gives him options, student calms and moves forward. No other students seem to recognize the outburst and continue working on their own.

Assessment Data

Quiz 1	Quiz 2	+/-
8	18	+10
3	22	+19
6	28	+22
10	27	+17
7	27	+20
3	22	+19

0	16	+16
5	17	+12
3	10	+7
8	30	+22
5	18	+13
6	25	+19