**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 completers
* One secondary Mathematics completer
* One secondary Social Studies completer
* One secondary Spanish completer

**Spring 2023:**

* Two elementary completers
* One secondary English completer
* One secondary Science completer

Completers have/will be 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 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 2023***

**Demographic Data:**

Case studies were completed for 5 different MU completers employed in four different counties. These completers were employed in elementary and secondary schools, both public and private. 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** | **Wayne Elementary School** | **453** | **66.9%** | **26.1%** | **1.0%** | **0.00%** |
| **#2** | **Mason** | **New Haven Elementary School** | **453** | **54.1%** | **20.5%** | **1.0%** | **0.00%** |
| **#3** | **Boone** | **Madison Middle School** | **424** | **65.8%** | **26.4%** | **>1.0%** | **0.00%** |
| **#4** | **Wayne** | **Wayne High School** | **575** | **49.6%** | **21.2%** | **1.0%** | **0.00%** |
| **Average** | **N/A** | **N/A** | **476** | **59.1%** | **23.5%** | **1.0%** | **0.0%** |

**\*\*” 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 | 1st | ELA | Mean: 55  Low: 23  High: 83 | Mean: 63  Low: 26  High: 100 | +17.0 % |
| #2 | 2nd | ELA/Writing | Mean: 40  Low: 11  High: 67 | Mean: 87.3  Low: 68  High: 100 | +47% |
| #3 | 6th | ELA | Mean: 57.6  Low: 9  High: 90 | Mean: 87.1  Low: 59  High: 100 | +29.5% |
| #4 | 9th | General Science | Mean: 32  Low: 0  High: 80 | Mean: 79  Low: 70  High: 100 | +47% |
| **Average** | **N/A** | **N/A** | Mean: 46.15  Low: 10.75  High: 80 | Mean: 79  Low: 55.75  High: 100 | **36.125%** |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2023, 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 7** | **Insights on Teaching and Learning** | 3.0 | 0 | 100%  (4) | 0 | 0 |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2023, 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 = 2**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2023, 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 |

**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 2023** | | | | | | | | | |
|  | **1st year Out**  **Case Study Evaluation**  **(n = 4)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n =4)** | | | | |
|  |  | **Percentage** | | | |  | **Percentage** | | | |
|  | **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| 1.2 Standards Driven Instruction |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| 1.3 Balanced Assessment |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| 2.2 Appropriate Learning Environment |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| 2.3 Learner-Centered Culture |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| 3.2 Motivates and engages students |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| 3.3 Assessment Driven Instruction |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |
| 4.2 Collaboration with Colleagues |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 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 | 2.75 | 0 | 75 | 25 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress |  | 3.0 | 0 | 100 | 0 | 0 | 2.75 | 0 | 75 | 25 | 0 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 5)** | | | | | **Principal Evaluation**  **(n =2)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 2.75 | 75 | 25 | 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 2023** | | | | | | | | | |
| **1st Year Out**  **Case Study Evaluation**  **(n = 2)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n =2)** | | | | |
|  | **Percentage** | | | |  | **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 | 2.5 | 50 | 50 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 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)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2023** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n =2)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 2)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 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 | 2.5 | 50 | 50 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | 2.5 | 50 | 50 | 0 | 0 |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n =2)** | | | | | **Principal Evaluation**  **(n = 2)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 2.5 | 50 | 50 | 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 Writing, 1st 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 a first-grade teacher at Wayne Elementary School in Wayne County, West Virginia. Completer #2 is beginning her 2nd year of full-time teaching at Wayne Elementary School. Last school year, she served as the 4th-grade special education teacher, servicing 9 special education students with IEPs.

The observation took place first thing in the morning as the students arrived for the day through their first content lesson. Students were greeted at the door by both Completer #1 and the classroom aide. Students put personal items in individual lockers, picked up breakfast items and drinks from a cart, and took a seat at their desks. On the desk was a “morning work” sheet containing both ELA and math items that the students were currently practicing. A timer was set for 15 minutes while students ate breakfast and completed morning work. During this time, roll was taken, and money was also collected for the book fair. There are 13 total students in the class, 7 boys and 6 girls. One of the students is visually impaired. The county visually impaired teacher came into the classroom during this time to discuss the student’s progress. She then pulled him from the classroom to work with him individually. Two other students left during this time for speech services.

After the timer ended, Completer #1 reviewed the correct answers with the students. Students put completed work in their assigned mailboxes, cleaned up trash from breakfast, and then sat in assigned spots on a large carpet in the front of the room. Using the Smart Board, Completer #1 began reviewing the calendar, discussing the day of the week, the month of the year, and how many days students had been in school. Other items, such as weather and birthdays, were also discussed. One student, the “leader” for the day, assisted with the calendar, using a pointer and clicking directly on the board.

Using the ELMO, Completer #1 displayed a journal sheet with a writing prompt. The prompt stated, “If I had a pot of gold, I would \_.” Students were then given one minute to brainstorm what they would do with a pot of gold. After one minute, Completer #1 asked students for their responses and wrote them on a whiteboard in the front of the classroom. Some responses included “buy a whole mansion”, “spend it”, and “share it”. Completer #1 then provided an example of the completed journal with sentences and illustrations. Students were reminded of what good sentences contain, including capital letters, punctuation, and complete thought. The students returned to their seats and began working. The timer was set for 15 minutes. Completer #1 and the classroom aide circulated throughout the classroom, checking for understanding and ensuring students were on task. Any student who completed before the time expired read silently in their assigned Accelerated Reader book. After the timer, students were allowed to come to the ELMO and share their completed work with their classmates. Students stored completed work in binders and lined up for a bathroom break before their related arts class.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | 1st | ELA | Mean: 55  Low: 23  High: 83 | Mean: 63  Low: 26  High: 100 | +17.0 % |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2023, 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 2023** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 1)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 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)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**Observation Notes:**

Completer #1

* Room is bright and well-decorated. It is somewhat organized.
* Students are allowed to move about the room to work with other students as long as they are following classroom rules (hands to self, low voices)
* Completer #1 has learning targets posted.
* Completer #1 and the classroom aide seem to work together very well.
* Transitions were completed with little distraction.
* Students were excited to share their work on the whiteboard.

**Assessment Data**

***STAR Testing Assessment Data***

***Benchmark 2***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Student Name*** | ***Benchmark 1*** | ***Benchmark 2*** | ***Growth (+/-)*** |
| **B.A.** | **111** | **128** | **+17** |
| **C.A.** | **137** | **156** | **+19** |
| **E. B.** | **122** | **120** | **-2** |
| **C.C.** | **90** | **95** | **+5** |
| **C.A.C.** | **156** | **169** | **+14** |
| **W.C.** | **109** | **124** | **+15** |
| **I.D.** | **83** | **100** | **+17** |
| **P.D.** | **50** | **56** | **+6** |
| **F.K.** | **179** | **215** | **+36** |
| **J.S.** | **155** | **200** | **+45** |
| **M.S.** | **134** | **155** | **+19** |
| **K.T.** | **145** | **172** | **+27** |
| **C.W.** | **66** | **68** | **+2** |
| **Average** | **118.2** | **135.23** | **17.03** |

**Case Study #2: Elementary ELA/Writing, 2nd 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 his classroom at New Haven Elementary School in Mason County, West Virginia. Completer #2 was a Content Teacher of Record (CTR) for his student teaching semester at another Mason County School and was hired at New Haven this fall. This is Completer #2’s first year teaching 2nd grade. He previously taught 5th grade ELA. He is now teaching all subjects in his 2nd-grade classroom and is a team member with 3 other 2nd-grade teachers.

Students were completing guiding reading group rotations during my observation. There are 15 students in the classroom (4 girls and 11 boys), but there were only 13 students present during this observation. Student groups were displayed on the Promethean board using Completer’s Apple iPad. These slides included the students in each group, the rotation pattern, the expectations at each rotation, and a timer. Students spent 14 minutes at each station with a 1-minute rotation timer. The stations included: a guided reading table with the teacher facilitating, a vocabulary iPad game, using spelling words in sentences, and a phonics iPad game. Students stationed with Completer #2 at the guided reading station were given reading-level-appropriate materials. They discussed components of the book, and the story itself (characters, plot, setting) and worked on their skill of the week, making predictions.

The timer on the Promethean board signaled the transitions between each rotation. During the rotations, there were a few classroom management issues (some talking and one student was distracted and off task). When the hour-long rotation was completed, students returned the materials to the appropriate places in the classroom, including plugging iPads into a charging station.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #2 | 2nd | ELA | Mean: 57.6%  Low: 9%  High: 90% | Mean: 87.1%  Low:59%  High: 100% | 29.5% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2023, 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 2023** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 3.0 | 0 | 0 | 2.0 | 0 | 0 | 2.0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 3.0 | 0 | 0 | 2.0 | 0 | 0 | 2.0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 | 0 | 0 |

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

**Observation Notes**

* The classroom is bright, well-decorated and well-organized. There is no clutter visible.
* Completer #2 is very energetic and seems very connected with his students.
* Completer #2 uses sound signals (doorbell, songs, claps) for attention-getters and transitions.
* All students seemed to be engaged throughout the observation and all but one stayed on task the entire hour.
* Completer #2 is not sure if he will return to New Haven next year due to teacher cuts within the county. He is hoping to move to a neighboring county to teach if this is the case.

**Assessment Data**

**Unit 2 Vocabulary Pre-and Post-Test**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Number** | **Pre-test score (100)** | **Post-test Score (100)** | **Change** |
| 1 | 26 | 75 | +49 |
| 2 | 55 | 89 | +34 |
| 3 | 60 | 95 | +35 |
| 4 | 37 | 88 | +51 |
| 5 | 46 | 88 | +42 |
| 6 | 18 | 70 | +52 |
| 7 | 34 | 92 | +58 |
| 8 | 66 | 100 | +34 |
| 9 | 47 | 88 | +39 |
| 10 | 50 | 95 | +45 |
| 11 | 52 | 100 | +48 |
| 12 | 11 | 68 | +57 |
| 13 | 19 | 79 | +60 |
| 14 | 67 | 100 | +33 |
| 15 | 12 | 80 | +68 |
| Average |  |  |  |

**Case Study #3: Secondary English, 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 her classroom at Madison Middle School in Boone County, WV. Completer #3 is the main 7th-grade ELA teacher in the school, and she also teaches a section of creative writing. The observation was completed during her 3rd-period, 7th-grade English class. The bellringer was clearly posted on the Smartboard when the students came into the room and took their seats. The first was a vocabulary word, repugnant. Students discussed what they thought the word may mean. The discussion went well and was productive. Students created several sentences using the vocabulary word. A writing prompt was then posted, and a timer was set for 4 minutes. The prompt stated “In an alternate universe, all teens have a coming-of-age ceremony. What is the ceremony and why do they do this?” Students were given 4 minutes to write on the prompt.

After the timer was finished, students put away their journals and retrieved their current novel, I Am David, by Anne Holm. Students are midway through the book. Completer #3 began a discussion of various concepts of the book to this point. Her use of questioning was higher level and well done. The discussion was student-led for the most part.

Completer #3 introduced a “mailbox” in the back of the room. Students were given the assignment to write letters to 4 different characters in the book. The parameters for the letters were discussed. Completer #3 also reviewed with students the proper way to address an envelope. As students completed their letters, they placed them in the “mailbox”.

Throughout the lesson, Completer #3 moved around the classroom, checking each group’s progress and interacting. Every student was on task during the class period.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #3 | 7th | ELA | Mean: 40%  Low: 11%  High: 67% | Mean: 87%  Low: 68%  High: 100% | Mean:  +47% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2023, 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 7** | **Insights on Teaching and Learning** | 3.0 | 0 | 100%  (1) | 0 | 0 |

**WV Teaching Evaluation Rubric Score:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Spring 2023** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 1)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 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)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**Observation Notes**

* 21 students present: 9 male and 12 female
* Students are seated in “pods” of 4 or 5 in each group.
* The classroom is welcoming, clean, organized and decorated well.
* Alternative lighting (lamps) instead of overhead lighting is used.
* Technology is present and used throughout the observation.
* All students were engaged throughout the class period.
* There were no behavior issues to note.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Name** | **Pre-Test Score** | **Post-Test Score** | **Change (+/-)** |
| Anna | 69 | 100 | +31 |
| Wesley | 52 | 95 | +37 |
| Fisher | 55 | 90 | +35 |
| Addie | 70 | 100 | +30 |
| Cooper | 64 | 84 | +20 |
| Brooke | 40 | 88 | +48 |
| Olivia | 58 | 90 | +32 |
| Wade | 44 | 74 | +28 |
| Samantha | 75 | 94 | +19 |
| Whitney S. | 90 | 100 | +10 |
| Makayla | 66 | 90 | +24 |
| Whitney F. | 37 | 75 | +38 |
| Mikey | 9 | 59 | +50 |
| Thomas | 88 | 100 | +12 |
| Addison | 30 | 72 | +38 |
| Vannah | 18 | 60 | +42 |
| Christian | 89 | 100 | +11 |
| Lane | 69 | 89 | +30 |
| Ezra | 52 | 76 | +24 |
| Jacey | 85 | 100 | +15 |
| Maddie | 70 | 95 | +25 |
| Average |  |  |  |

**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 Wayne High School in Wayne, West Virginia. Completer #4 was a CTR student at Wayne High School in this position the previous year. This observation took place during his 9th-grade honors general science class. Fifteen students were present for the class.

To begin class, Completer #4 did a quick bellringer to ensure everyone understood the material covered the previous day. During this week, Completer #4 reviewed how to classify organisms. He reviewed the previous day’s assignments to activate prior knowledge. This included a sorting activity that students completed online. Completer #4 reviewed this activity on his Promethean board and students called out the answers. He then moved into the day’s notes that were displayed on PowerPoint slides. Some slides included links to videos on the topic. Students then worked in small groups to complete the day’s assignment, which was posted on Google Classroom. This included working through a module on how to classify organisms.

Following the observation, Completer #4 and I discussed the school year and the transition from CTR to traditional classroom teacher. Completer #4 stated that he has had some classroom management issues in some of his other classes and he feels that this has reflected poorly on him with the administration. He stated that it is difficult to manage students who are so close to his age (22) but he is working through these struggles. He has observed other teachers (in science and other subjects) and has picked up several new strategies that he is implementing. He feels as though he is growing as an educator and hopes that his future observations by the administration reflect this.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #4 | 9th | General Science | Mean: 32%  Low: 0%  High: 70% | Mean: 79%  Low: 70%  High: 100% | +47% |

**Modified WVTPA Score:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **1st Year Out Completer Impact on Student Learning**  **Spring 2023, 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 2023** | | | | | | | | | |
| **1st year Out**  **Case Study Evaluation**  **(n = 1)** | | | | | **1st Year Out**  **Principal Evaluation**  **(n = 1)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | 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 | 0 | 0 | 0 | 100 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 100 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 | 0 | 0 | 0 | 100 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **ELEMENTS** | **Case Study Evaluation**  **(n = 1)** | | | | | **Principal Evaluation**  **(n = 0)** | | | | |
|  | **Percentage** | | | |  | **Percentage** | | | |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 2.0 | 0 | 100 | 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 #4

* Fifteen students in total
* 10 girls, 5 boys
* Room is neat/clean/very well decorated. Completer #4 has some personal items displayed (football team poster, superhero poster).
* Good use of tech in lesson and assignment
* All students engaged throughout the lesson; no classroom management issues with this group.
* Students seem to connect well with Completer, but he did keep conversations professional.

**Assessment Data**

Lab Safety Module (10 questions)

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Number** | **Pre-Test** | **Post-Test** | **Change** |
| 24 | 40 | 90 | +50 |
| 25 | 20 | 70 | +50 |
| 26 | 0 | 70 | +70 |
| 27 | 30 | 80 | +50 |
| 28 | 0 | 70 | +70 |
| 29 | 10 | 80 | +70 |
| 30 | 40 | 80 | +40 |
| 31 | 10 | 80 | +70 |
| 32 | 70 | 90 | +20 |
| 33 | 80 | 90 | +10 |
| 34 | 10 | 70 | +60 |
| 35 | 50 | 90 | +40 |
| 36 | 40 | 70 | +30 |
| 37 | 30 | 90 | +60 |
| 38 | 0 | 70 | +70 |
| **Average** | **32** | **79** | **+47%** |