**Case Studies of 3rd year 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. 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 completers’ teaching effectiveness. Both 1st and 3rd year teachers have/will be included in the research.

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

**Fall 2017:**

* Two elementary completers (Kindergarten and 2nd grade)
* One special education completer (5th grade)
* One Music, Wellness, or Art completer

**Fall 2018:**

* One elementary completer
* One secondary Music, Wellness, or Art completer
* One secondary Social Studies completer
* One secondary Special Education completer

**Fall 2019:**

* Two elementary completers
* One secondary Music, Wellness, or Art completer
* One secondary Social Studies completer
* One secondary English completer

**Fall 2020**

Case studies were not conducted in fall 2020 due to the coronavirus pandemic. Visitors were not permitted into most schools, and many students participated in virtual learning, rather than a traditional face-to-face environment.

**Fall 2021:**

* One elementary completer
* One secondary Music, Wellness, or Art completer
* One secondary English completer
* One secondary Social Studies completer

**Fall 2022:**

* One elementary completer
* One secondary Music, Wellness, or Art completer
* One secondary Mathematics completer

**Fall 2023:**

* Two elementary completers (kindergarten and 4th grade)
* One secondary Science completer
* One Music, Wellness, or Art completer

The Assistant Director of Clinical Experiences has observed and will evaluate completers utilizing Task 3, Task 6, and Task 7.1 of the WVTPA. Quantitative and qualitative data have been collected, and pre-and post-test data will also be available. Demographic details and percentage change will be calculated at both the aggregate and individual levels.

Additionally, the Assistant Director of Clinical Experiences has observed and will evaluate completers using the WV Evaluation Rubric for Teachers. Principal evaluations have been included when available.

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, the Assistant Director of Clinical Experiences has observed and will evaluate completers using the WV Evaluation Rubric for Teachers. Principal evaluations have been included when available.

***Aggregate Data for 3rd Year-Out Case Studies***

***Fall 2023***

**Demographic Data:**

Case studies were completed for 4 different MU completers employed in two different counties. These completers were employed in elementary and secondary schools, all public. 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** | **Kellogg Elementary School** | **322** | **66%** | **27%** | **7%** | **0.00%** |
| **#2** | **Kanawha** | **Dunbar Primary School** | **271** | **82%** | **21%** | **44%** | **0.00%** |
| **#3** | **Cabell** | **Huntington Middle School** | **649** | **61%** | **25%** | **37%** | **0.00%** |
| **#4** | **Cabell** | **Village of Barboursville Elementary School** | **612** | **43%** | **27%** | **10%** | **0.00%** |
| **Average** | **N/A** | **N/A** | **464** | **63%** | **25%** | **25%** | **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 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”.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | 4th  | Social Studies | Mean: 36%Low: 9%High: 69%  | Mean: 93%Low: 50%High: 100% | + 57% |
| #2 | K | ELA | Mean: 46%Low: 3%High: 81% | Mean: 88%Low: 38%High: 100% | +42 % |
| #3 | 7th | Science | Mean: 39%Low: 10%High: 80% | Mean: 85%Low: 45%High: 100% | + 46% |
| #4 | 5th  | Music | Mean: 74%Low: 40%High: 100% | Mean: 97%Low: 80%High: 100%  | +23% |
| **Average** | **N/A** | **N/A** | Mean: 49%Low: 16%High: 83% | Mean: 91%Low: 43%High: 100% | **+ 42%** |

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

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Fall 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 3rd Year Out Elementary Completers: N = 3**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 2023, 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 7** | **Insights on Teaching and Learning** | 3.0 | 0 | 100%(3) | 0 | 0 |

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

|  |  |
| --- | --- |
|  | **1st Year Out Completer Impact on Student Learning****Fall 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 |

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

|  |  |  |
| --- | --- | --- |
| **ELEMENTS** |  | **Fall 2023** |
|  | **3rd year Out****Case Study Evaluation****(n = 4)** | **3rd Year Out****Principal Evaluation****(n =4)** |
|  | $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
|  | **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2 Appropriate Learning Environment |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3 Learner-Centered Culture |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development |  | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 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 =4)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

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

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2023** |
| **3rd Year Out****Case Study Evaluation** **(n = 4)** | **3rd Year Out****Principal Evaluation****(n =4)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.2 Standards Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 1.3 Balanced Assessment | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT** |  |  |  |  |  |  |  |  |  |  |
| 2.1 Unique Characteristics of Learners | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.2 Appropriate Learning Environment | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 2.3 Learner-Centered Culture | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 3: TEACHING** |  |  |  |  |  |  |  |  |  |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 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 = 4)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

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

|  |  |
| --- | --- |
| **ELEMENTS** | **Fall 2023** |
| **3rd year Out****Case Study Evaluation****(n =1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 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)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**Individual Case Studies**

The exact same procedure was followed for each case study. Completers were observed by the Assistant Director of Clinical Experiences and evaluated utilizing the Task 3, Task 6, and Task 7.1 of the WVTPA. Both quantitative and qualitative data were collected. Pre/post test data are included. Additionally, completers were observed by the Assistant Director of Clinical Experiences and evaluated utilizing the WV Evaluation Rubric for Teachers. Principal evaluations are included when available.

For each completer/case study, the following pieces of information are cited: 1) Observation summary detailing the observation, 2) A calculation of percent change for the pre/post-test data, 3) The scores received on the modified West Virginia Teaching Performance Assessment (WVTPA), 4) The evaluation scores for the West Virginia Teaching Evaluation Rubric, 5) Actual observation notes, and 6) The actual assessment data.

**Case Study #1: Elementary Social Studies, 4th 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 fourth-grade teacher at Kellogg Elementary School in Wayne County, West Virginia. Completer #1 was observed during the student’s dedicated social studies class. Completer #1 explained that while many schools integrate science and social studies, her school is departmentalized, and therefore she only teachers science and social studies to 4th-grade students. She does, however, work to integrate other subjects, especially writing.

The observation took place after lunch with her 3rd group of 4th-graders that day (there are 4 different groups total). Students transitioned quietly into the classroom and found their desks. The learning targets for the week were posted, as well as a question of the day: Would you rather live in a city or live in the county? Students were given 5 minutes to complete the short writing prompt in their dedicated writing journals for the class. A timer was visible on the Promethean board. Once the 5-minute writing was complete, Completer #1 selected 5 different students to share their writing. The students then recorded the data from the question and discussed it.

During this class, students were working on their social studies projects for the upcoming school social studies fair. Completer #1 had introduced the topic and discussed how the projects would be completed the previous day and reviewed that information to start. Students would select a topic that fit into one of the designated categories. They could work individually or within a group of 2, but if they chose a group project, they must complete and sign a “group project contract” to ensure everyone did their fair share. Once students chose a topic, and it was approved by Completer #1, they would begin their research. Completer #1 had a form for the research to ensure students were able to find needed information. Completer #1 also had a form that represented a trifold where students would sketch out what their displays would look like and list any extra items, they would bring for the table display.

Students had several solid ideas that they presented to Completer #1, and she was able to adjust their project themes as necessary. For example, one student presented the idea of a project on Wayne County. She instead guided them into a project on famous landmarks in Wayne County. Other project ideas included the life of Dolly Parton, how Taylor Swift’s Eras Tour changed concert ticket sales, WV state capital and social media and elections.

Completer #1 talked to me following this class during her planning period and expressed how much she is enjoying teaching just 2 subjects this school year. She said she was very apprehensive when the idea was originally presented to her but hopes that the school remains in this schedule next year. She rotates the subjects every 1-2 weeks, depending on the unit focus and how in-depth it is. She said that the other 4th grade teachers also agree that this is a great set up and students are responding well. Their growth in the main content areas has shown that this format works well for them.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #1 | 4th  | Social Studies | Mean: 36%Low: 9%High: 69% | Mean: 93%Low: 50%High: 100% | +57% |

 **Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | **Fall 2023** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 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 = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**Observation Notes:**

Completer #1

* Classroom is located on the 2nd floor of the school where all 4th and 5th grade classrooms are found.
* Students rotate from room to room through the day but have a “home base” where their locker is located along with their personal belongings. Students bring a 3-ring binder (required) to each class.
* Classroom is very well decorated and reflects Completer #1 personal style (posters of famous landmarks around the world, flexible seating, various forms of lighting)
* Group 3 has 17 students (8 girls and 9 boys).
* Students have assigned seats but are able to move about the room when working independently or in small groups.
* One student in the classroom is on the autism spectrum and 2 others are learning disabled. There is no additional aide that assists with these students.
* Behavior management is very good, however, the student with autism does have some difficulty with his peers. Completer #1 used proximity control to ensure behaviors were managed and students were on task.

**Assessment Data**

**Recognizing 50 states and capitals (multiple choice/map test)**

**Group 3**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Number** | **Pre-Test Data (100)** | **Post-Test Data (100)** | **Mastery?** |
| **1** | **43** | **95** | **X** |
| **2** | **20** | **88** | **X** |
| **3** | **11** | **76** | **X** |
| **4** | **18** | **88** | **X** |
| **5** | **39** | **90** | **X** |
| **5** | **56** | **100** | **X** |
| **6** | **66** | **100** | **X** |
| **7** | **25** | **98** | **X** |
| **8** | **42** | **90** | **X** |
| **9** | **12** | **72** | **--** |
| **10** | **19** | **89** | **X** |
| **11** | **69** | **100** | **X** |
| **12** | **32** | **100** | **X** |
| **13** | **53** | **100** | **X** |
| **14** | **34** | **91** | **X** |
| **15** | **61** | **100** | **X** |
| **16** | **10** | **52** | **--** |
| **17** | **9** | **50** | **--** |

**Case Study #2: Elementary ELA, Kindergarten**

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 Dunbar Primary School in Kanawha County, West Virginia. Completer #2 has worked in this county for 3 years now, but this is her first year at Dunbar Primary School. According to the principal, is a valuable part of the school’s staff. Completer #2 was observed during her daily small group/whole group ELA instruction. During this observation, there were several additional adults in the classroom, including 1 academic coach from the county board of education and 2 classroom aides. The female classroom aide was devoted to one student due to behavioral issues while the male aide was the assigned classroom aide.

Eleven students (4 female and 7 male) were present during the observation. During the whole group instruction, students were seated on the carpet at the front of the classroom in front of the Promethean board. Students clapped while saying different words in order to count the syllables. After practicing a few words, Completer #2 designated the four corners of the room with a number for the syllables. After saying the word, students had to count the syllables on their own and then move to the correct corner of the room. Completer #2 checked understanding by using a “thumbs up, thumbs down” quick check.

Students were then moved to their small reading groups. The groups and rotations, along with a time were posted on the Promethean board at front. The four groups consisted of:

* Completer #2, big book, focused on comprehension
* Female aide, word and sound sorting game
* Academic Coach, writing and making words
* Male aide, building words from phonemes and using small readers

Each group was 20 minutes long and then students would rotate to the next group. Transitions were smooth and overall student behavior was good.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #2 | 2nd  | ELA | Mean: 43%Low: 3%High: 81% | Mean: 88%Low: 38%High: 100% | +42% |

**Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | **Fall 2023** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 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 | 3.0 | 0 | 3.0 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 3.0 | 0 | 0 | 3.0 | 0 | 3.0 |  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 = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 |  |  |  |
| 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.
* Use of technology is evident.
* Manipulatives, materials, rules and expectations are posted and reviewed prior to group transition
* The classroom is very large and has its own bathroom, storage, and access to the playground.
* One student has extreme emotional and behavior issues. The student can be violent, which is the need for the personal aide.
* No behavior issues at all during the observation. Students were on task through the rotations and classroom management is very good.

**Assessment Data**

**Letter Recognition**

|  |  |  |
| --- | --- | --- |
| **Student** | **1st semester** | **2nd semester** |
| **1** | **20** | **26** |
| **2** | **9** | **20** |
| **3** | **14** | **26** |
| **4** | **19** | **26** |
| **5** | **4** | **10** |
| **6** | **12** | **26** |
| **7** | **11** | **26** |
| **8** | **7** | **24** |
| **9** | **1** | **18** |
| **10** | **21** | **26** |
| **11** | **13** | **26** |

**Case Study #3: Secondary General Science, 7th grade**

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 Huntington Middle School in Cabell County, West Virginia. This is Completer #3’s 2nd year at Huntington Middle School in this position. She previously taught high school general science in a different county. Completer #3 teaches 7th grade science during 5 different class periods and then has an individual planning as well as a team planning during the school day. Completer #3 also has additional duties at the school, including being a member of the behavior management team and the Local School Improvement Council (LSIC).

This observation took place during Completer #3’s 7th period class. When chatting after the observation, she stated that this group is one of her most difficult ones. She thinks that it has to do with it being at the end of the day after lunch, as well as several of the students in the classroom have IEP’s for learning struggles and behavior. She stated, though, that she really does love working with this group and they have great ideas. It is just difficult to keep them on task.

Students entered the room and found their assigned seats, which were arranged in pods of 4. There are typically 16 students in this group, but 2 were absent that day. All students in the county have their own technology (iPads) and Completer #3 stated that she uses this to her advantage to ensure students stay engaged in the material. Completer #3 uses Google Slides, and the slides were already up and ready on the Promethean board at front. The slide students started with included a timer and was a review of the material they covered the previous day (ecosystems). Students logged into a matching game to begin, matching the animal to its ecosystem.

Once attendance was taken and the timer went off, Completer #3 began a discussion of the rainforest ecosystem. This included a 10-minute video on the rainforest that students seemed to enjoy and were engaged while viewing. Following the video, Completer #3 discussed the notes slides for the day, focusing on the important points of this ecosystem. Students then opened the next slide, which included a chart that they were adding to daily of traits of each ecosystem. Once completed, students worked in small groups for 10 minutes to complete a Venn Diagram of the rainforest and savanna ecosystems. After 10 minutes, the group came together and checked their work as a class. They discussed the similarities and differences of both ecosystems.

Students did struggle to stay on task during the independent small group work, but Completer #3 consistently monitored the classroom to ensure that when off task, students were reminded to get back on task.

At the end of the class period, students completed an exit ticket on Google Classroom, stating one thing they learned today and one thing they still had questions about. Completer #3 said that these exit tickets have helped her tremendously in monitoring student understanding.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #3 | 7th  | Science | Mean: 39%Low: 10%High: 80% | Mean: 85%Low: 45%High: 100% | Mean: +46% |

**Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** | **Fall 2023** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 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)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **MS** | **BS** | **U** | **N/A** | **MS** | **BS** | **U** | **N/A** |
| **STANDARD 7: PROFESSIONAL CONDUCT** |  |  |  |  |  |  |  |  |  |  |
| Policy and Procedure | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Attendance | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Schedule | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |
| Respect | 3.0 | 100 | 0 | 0 | 0 | 3.0 | 100 | 0 | 0 | 0 |

**Observation Notes**

* 14 students present, 2 students were absent
* 9 females, 5 males
* All students but 2 were prepared for class with charged iPads. These 2 students had to return their tech to the charging station and buddy up with a partner for the first half of the class.
* Students were engaged during the movie, and Completer #3 stopped 2 times to allow students to ask questions.
* Completer #3 classroom is clean and organized and contains some personal items, including college banner and posters (Avengers, Ted Lasso).

Lab Safety Test

(20 questions)

6th period

|  |  |  |  |
| --- | --- | --- | --- |
| Student | Pre | Post | Pass? |
| 1 | 8 | 18 | Yes |
| 2 | -- | 14 | No  |
| 3 | 12 | 20 | yes |
| 4 | 11 | 20 | yes |
| 5 | 10 | 20 | yes |
| 6 | 11 | 20 | yes |
| 7 | 7 | 18 | yes |
| 8 | 9 | 19 | yes |
| 9 | -- | -- | No |
| 10 | 2 | 9 | No |
| 11 | 16 | 20 | yes |
| 12 | 11 | 18 | yes |
| 13 | 10 | 20 | yes |
| 14 | 8 | 20 | yes |
| 15 | -- | 17 | yes |
| 16 | 11 | 19 | yes |

**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 Village of Barboursville Elementary School in Cabell County, West Virginia. Completer #4 is the school’s dedicated music educator, and services all students, kindergarten through 5th grade. Completer #4 taught special education during his first teaching year at a local high school due to a lack of music jobs. He was able to secure this position at the end of his first year. During his time at VOBE, Completer #4 has started a 5th grade ensemble group that now has nearly 40 students. Completer #4 has also organized Christmas performances as well as spring performances for each grade level. The principal could not say enough good things about Completer #4 and the impact he has had on the school and community.

Completer #4 was observed during his 5th grade ensemble afterschool practice. Students in this group must try out for the group and meet certain criteria, including a good GPA and a recommendation from their classroom teacher. These students also sign a contract with their parents that they will be able to participate in afterschool activities. For their performances, students have a dress code, which includes an embroidered polo shirt in school colors, black pants and black shoes. Students who are part of the afterschool group take great pride in their performances.

Students were given a snack at the beginning of practice (first 10 minutes) while Completer #4 took roll and discussed their upcoming performance (at a senior citizen facility in the community). Students then began their warmup, singing various scales while Completer #4 accompanied them on piano. Students took their places on the risers in the classroom and then began practicing the songs for the upcoming performances (True Colors by Cyndi Lauper, Happy by Pharrell Williams and Brave by Sara Bareilles). Students have been practicing these songs for quite some time, so this was simply a practice to fine tune the performance. All songs had some sort of dance/clapping motion, which students also practiced.

**Percent Change:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Grade Level | Subject | Pre-Test | Post-Test | +/- Mean Percent Correct |
| #4 | 5th  | Music | Mean: 74%Low: 40%High: 100% | Mean: 97%Low: 80%High: 100% | +27% |

**Modified WVTPA Score:**

|  |  |
| --- | --- |
|  | **3rd Year Out Completer Impact on Student Learning****Fall 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** |
| **3rd year Out****Case Study Evaluation****(n = 1)** | **3rd Year Out****Principal Evaluation****(n = 1)** |
| $$\overbar{x}$$ | **Percentage** | $$\overbar{x}$$ | **Percentage** |
| **D** | **A** | **E** | **U** | **D** | **A** | **E** | **U** |
| **STANDARD 1: CURRICULUM & PLANNING** |  |  |  |  |  |  |  |  |  |  |
| 1.1 Content Knowledge | 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** |  |  |  |  |  |  |  | 100 | 0 |  |
| 3.1 Instructional Strategies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.2 Motivates and engages students | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 3.3 Assessment Driven Instruction | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL** |  |  |  |  |  |  |  |  |  |  |
| 4.1 Professional Development | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 4.2 Collaboration with Colleagues | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY** |  |  |  |  |  |  |  |  |  |  |
| 5.1 School-Wide Collaboration | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.2 Working with Parents and Community | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| 5.3 Practices and Policies | 3.0 | 0 | 100 | 0 | 0 | 3.0 | 0 | 100 | 0 | 0 |
| **STANDARD 6: Student Learning** |  |  |  |  |  |  |  |  |  |  |
| 6.1 Measurable Progress | 3.0 | 0 | 100 | 0 | 0 |  3.0 | 0 | 100 | 0 | 0 |
|  |  |  |  |  |  |  |  |  |  |  |

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

**Observation Notes**

Completer #4

* 35 students were present at practice (a few were out sick due to a stomach virus)
* All students were very well behaved during the observation
* All students were engaged throughout
* Completer #4’s classroom is a very large classroom with several storage areas. This classroom includes several music instruments, including a piano, guitar, drum set, and other items.

**Assessment Data**

Note/term Recognition (20)

5th grade, Parlier

|  |  |  |
| --- | --- | --- |
| **Student Number** | **Pre-Test** | **Post-Test** |
| Taylor K. | 20 | 20 |
| Ashley  | 11 | 20 |
| Savannah  | 18 | 20 |
| Gabby | 17 | 20 |
| Conner  | 10 | 20 |
| Nathan | 17 | 20 |
| Lindsey | 12 | 20 |
| Aaron | 15 | 18 |
| Christopher | 16 | 20 |
| Jaime | 18 | 20 |
| Cade | 8 | 16 |
| Maddie A.  | 18 | 20 |
| Maddie K.  | 19 | 20 |
| Smith | 11 | 20 |
| Hunter | 12 | 16 |
| **Average** | **15** | **19** |