

## Case Study of 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year completers.

### *Summary of Timeline*

Bluefield State College's Teacher Education Program has made a commitment to capture additional, more useful and meaningful data on their completers. The program has/will utilize a case-study approach to document completers' impact on student learning and development and on completers' teaching effectiveness. There are three completers included in this research.

The completers have/will be identified and observed every spring semester beginning with Spring 2018. The goal is by the end of three years, all initial level licensure programs will be represented, with varying content areas and grade levels detailed.

#### **Spring 2022:**

- Two elementary completers 1 year out

#### **Spring 2022**

- Two elementary completer 2 years out

#### **Spring 2022**

- One elementary completer 3 years out

Five completes were used in the data collection for spring 2022. Demographic details and percent change will be calculated at both the aggregate and individual level.

The Completers were in West Virginia and Virginia schools. Due to COVID-19 the evaluator was not permitted in the classrooms. The completers were given a set of questions to complete in lieu of a classroom observation.

## Spring 2022

### Demographic Data:

Case studies were completed for four different BSC completers employed in four different counties. The four completers were employed in an elementary school. 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	Mercer	SE	141	100.00%	39.0%	90.0 % Caucasian 0% two or more 13% African/Black 0 Hispanic and Latino	0%
#2	Mercer	BE	319	100.00%	29.3%	89.1 % Caucasian 8.7 0 % two or more 0 Hispanic and Latino 2.2% African/Black	0%
#3	Tazewell	MS	64	33%	20.3%	97.4% Caucasian 5.3% two or more 5.3% Hispanic and Latino 0 % African/Black	0%
#4	Lynchburg City	SE	424	90.5%	19.8%	26.2% Caucasian 0% two or more 49.1 African/Black 15.6% Hispanic and Latino	0%
#5	McDowell	Southside	310	23%	18%	93% Caucasian 0% two or more 3% African/Black 0% Hispanic and Latino	0%

\*Percent Needy represents the % of students in a school who are economically disadvantaged.

### **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. Due to COVID-19 and not being permitted in the schools the completers were given a set of questions to complete.

Completers completed the following questions.

#### **1. KNOWLEDGE...Instructional Planning**

In detail, please describe your approach to planning standard-aligned lessons and learning opportunities for diverse students (e.g., teaching and learning modalities, evidence-based strategies, state-district-school policies, and planning approaches such as the Universal Design for Learning).

#### **2. SKILLS...Instructional Delivery**

Please elaborate on your style of instructional delivery as well as factors you consider when teaching lessons (e.g., students' strengths and needs, teaching environment, parental input, and resources).

#### **3. DISPOSITIONS...Professional Development, Collaboration, and Teaching Outlook**

Explain the extent to which you collaborate with students, parents, colleagues, and administrators, and describe how these collaborations unfold. Please elaborate on your outlook on the profession of teaching and your work as a classroom teacher.

#### **4. PROFESSIONAL IMPACT...Student Learning Outcomes**

In detail, please describe how you assess students' learning progress and communicate these outcomes to students, parents, colleagues, and administrators.

#### **5. PRACTICE AND RESILIENCE**

Please explain how current events nationally and within the state have impacted your role as a teacher (e.g., the Coronavirus pandemic).

## Case Study #1 Completer 1 First Year Out

### 1. KNOWLEDGE...Instructional Planning

**In detail, please describe your approach to planning standard-aligned lessons and learning opportunities for diverse students (e.g., teaching and learning modalities, evidence-based strategies, state-district-school policies, and planning approaches such as the Universal Design for Learning).**

In the process of planning standard-aligned lessons, I collaborate with my third-grade team to create lessons in a way that my students will be engaged, as well as be taught the material they need to know. I always make sure that the execution of my lessons includes activities that will meet all learning modalities. To meet the kinesthetic needs of the students I try to include reading and math manipulatives. To meet the needs of visual learners, I have things pulled up on my Smart TV and utilize my ELMO projector for guided instruction. For my auditory learners, I read aloud instruction, as well as have students read to one another in small group settings. By using manipulatives in reading and math lessons, it maintains student engagement, as well as helps them understand the material better.

I utilize programs such as Flocabulary, Reflex Math, IXL, Prodigy, Read Works, and Pathblazer during small group times to aid students in math fact fluency and reading comprehension. While teaching, I have students Think-Pair-Share with their pods about the selected topic that is being discussed. This assists students in their social skills and teamwork strategies.

### 2. SKILLS...Instructional Delivery

**Please elaborate on your style of instructional delivery as well as factors you consider when teaching lessons (e.g., students' strengths and needs, teaching environment, parental input, and resources).**

When teaching a lesson, I am constantly up walking around the classroom and teaching from different areas. I take into consideration the strengths and weaknesses of the students in my classroom. For strengths in the classroom, I try to think of activities that challenge students while keeping in mind accommodations and modifications that I can present to some of the weaknesses in the classroom. While teaching, I also keep in mind proximity control with students that require behavioral reminders. In my classroom, I have created a safe learning environment for my students to learn. I have designed a positive mindset in which students know that it is okay to ask for help.

### **3. DISPOSITIONS...Professional Development, Collaboration, and Teaching Outlook**

Explain the extent to which you collaborate with students, parents, colleagues, and administrators, and describe how these collaborations unfold. Please elaborate on your outlook on the profession of teaching and your work as a classroom teacher.

I collaborate with my students daily about their understanding in the content area. This is mostly done whole group using the thumbs-up thumb-down strategy to check for understanding. I also speak to my students weekly about their progress on weekly assessments. I have one-on-one student meetings while other students are completing independent work assignments. This assists in keeping students accountable and responsible for their grades.

I collaborate with my colleagues on a daily basis about lesson material and teaching strategies that students will benefit from most. I try to call and check in with parents one to two times every nine weeks, or as the need presents itself. I make a point to call parents when I see a major growth in a student or if they have been displaying praiseworthy behavior. This helps in continuing to build trusting parent-teacher relationships.

I communicate with my administrator about classroom behavioral issues, as well as the academic needs of my students. I also communicate with my administrator after a quarterly observation to see how I can improve my instruction. I attend all Professional Development sessions if at all possible. Many of them assist me in how to react to situations with my students, as well as how to improve my teaching strategies and assist students in the best way possible.

Teaching is a profession that, I feel, one's heart has to be in, completely. It is not an occupation that can be taken lightly. The students need more than just academic support. They require emotional, social, and academic support. I feel as though the teacher needs to have a passion to meet these three needs for the students. A teacher should be seen as a safe, trustworthy individual so that the students feel as though they can confide in them. In the teaching aspect of this occupation, teachers need to present the content material with excitement and enthusiasm in order to get students engaged and invested in their learning. Although this job is high in stress, it tends to be very rewarding when a student has a "lightbulb" moment or when that one individual finally comes out of their shell and participates in a group activity.

As a classroom teacher, I lead students in teaching the daily lessons along with many other things that I personally didn't realize until I began my first year of teaching. There have been many late nights in the classroom collecting data for SAT meetings, lesson planning, and comparing data with other teachers to decide on interventions that can be put into place to set students up for success.

#### **4. PROFESSIONAL IMPACT...Student Learning Outcomes**

**In detail, please describe how you assess students' learning progress and communicate these outcomes to students, parents, colleagues, and administrators.**

My students are assessed by using formative and summarize assessments. I use daily formative assessments such as thumbs-up thumbs-down, white board share and show sessions, graphic organizer activities, and observations. These types of assessments are ones that allow me to see where my students are in the lesson that is being taught, as well as what they are retaining from the lesson. I have weekly summative assessments in ELA that test students on the Comprehension, Vocabulary, Grammar, Spelling, and Phonics skills for the week. I have also utilized pre and post assessments in order to meet set goals for the students.

The grades are shared with parents and students via Schoology weekly. I compare grades with colleagues and my administrator as needed through a collaborative meeting setting.

#### **5. PRACTICE AND RESILIENCE**

**Please explain how current events nationally and within the state have impacted your role as a teacher (e.g., the Coronavirus pandemic).**

The Coronavirus pandemic has impacted the role of teaching tremendously. My 3rd grade students have been affected majorly by the amount of learning loss. Within the last two years, most of my students have been on virtual learning. This has put them behind on their academic learning level. There have been many students across the 3rd grade that require additional assistance in explicit phonics instruction. Due to the lack of understanding and the amount of learning loss, I had students on a pre-k reading level at the start as well as letter strokes and the sounds of letter and letter clusters. Some of those students have moved up to a 1st-2nd grade reading level but are still very below the level they should be on in 3rd grade. I have worked closely with the Title 1 support within our school to include interventions in these students' instruction that can help them reach the goals that have been set for them.

## Case Study # 2 Completer 2 First Year Out

### 1. KNOWLEDGE...Instructional Planning

**In detail, please describe your approach to planning standard-aligned lessons and learning opportunities for diverse students (e.g., teaching and learning modalities, evidence-based strategies, state-district-school policies, and planning approaches such as the Universal Design for Learning).**

In my self-contained/resource autism room I use a county wide curriculum call UNIQUE that is different from the WV standards; therefore, lesson planning in this classroom is very different from that of a general education classroom. I cannot teach a whole group of students and we work in stations in small groups or one-on-one with our students. I use the provided curriculum as well as supplemented resources to differentiate for each of my students. My students each have different goals in their IEP's therefore I cannot plan the same lesson/activities for each child. I try to find similar activities to meet my student's Ela/math goals and we work on the same skills all week long and progress monitor at the beginning and end of the week. If I feel that my students need more time with a certain skill/goal then we will continue to work on these skills the following week. The UNIQUE curriculum provides weekly activities for each student based on their benchmark test that is given at the beginning of the year so for each part of our day such as math, English Language Arts, social skills, we do an activity on each students' UNIQUE page, we work on fine and gross motor skills, and we complete supplemented activities to work towards their IEP goals.

### 2. SKILLS...Instructional Delivery

**Please elaborate on your style of instructional delivery as well as factors you consider when teaching lessons (e.g., students' strengths and needs, teaching environment, parental input, and resources).**

My instructional delivery is different for each student and as mentioned, I work with my students in stations either in a small group or one-on-one. Most of my students are very young and cannot yet work independently therefore they cannot/will not complete a task unless I am there to prompt them and keep them on task. While I work with one student to complete a task, my paraprofessional will work with another student, and the other students are given simple/educational toys and activities to complete until it is their turn to work. Each student also gets a turn at the iPad station where they can work on different educational sites until it is their turn for one-on-one instruction. I not only have to consider my student's strengths and weakness but also their behavior/social emotional issues when deciding what to work on each day.

### **3. DISPOSITIONS...Professional Development, Collaboration, and Teaching Outlook**

**Explain the extent to which you collaborate with students, parents, colleagues, and administrators, and describe how these collaborations unfold. Please elaborate on your outlook on the profession of teaching and your work as a classroom teacher.**

In my classroom I collaborate closely with parents, colleagues, and administration. I collaborate with parents daily as I convey how my student's day went regarding behavior, toileting, and academic progress. I have built a close relationship with my parents and we have an open line of communication of what is happening in the classroom. I have expressed strongly to each family that consistency is key for my students and I have urged that they try to work on the same skills/goals at home that we are working on here at school. I also work closely with my colleagues as I do have students who spend half of their day in my classroom and half of their day in the general education environment. My colleagues and I share lesson plans, so that we can consistently present the same material to my students in both classrooms. We share ideas and discuss the progress that we see in both classrooms. There have been instances where the general education teachers needed support in how to deescalate students in the gen. ed. environment as well as how to support them with supplementary services such as flexible seating, fidgets, etc. I work closely with my administration in making sure my students are in the most least restrictive environment throughout their school day. My administrator also guides in me in the best way to handle certain situations as well as finding different strategies to help my students participate in the general education environment. The profession of teaching is more of job than just your typical 9-5. The work that we are expected to do which is educate and help our students grow, is our 9-5, but there are other aspects of keeping up your classroom, planning, paperwork, collaboration, and many other tasks that must be completed, but in our own time. I feel that the expectations of teachers are often overlooked by not only the public and parents, but also by those who are higher up in the education system. In my first year I have been told by someone of the public that I am a "glorified babysitter" because of the severity of some of my students and lack thereof "academic activities" that I can do with these students. I have also been instructed on how to handle a behavior issue by a behavior specialist in which I, a first-year teacher that spends every day with these students, deescalated a student quicker and easier than the specialist herself could base on the "researched strategies" she had given me in only meeting this student one time. We are often given strategies and advice on how to handle students and certain situations, but we are also given more and more students to do this with and less support from the county and administration to properly support and help our students the way we are instructed/advised. I love teaching and helping my students make progress even if it is not apparent to others, but feeling as though there is no real support or guidance has been difficult to take in and navigate as a first-year teacher.

#### **4. PROFESSIONAL IMPACT...Student Learning Outcomes**

**In detail, please describe how you assess students' learning progress and communicate these outcomes to students, parents, colleagues, and administrators.**

I assess my students by tracking data with each task that they complete throughout the day. I have binders for each student with the goals that we are currently working toward and we track how many times they do or do not correctly complete tasks that are presented. I do pre and post assessments for the tasks that my students complete to see how they are making progress while we work on these skills and goals. For the UNIQUE curriculum my students take multiple benchmark tests to determine how well they are learning and comprehending the material. I share this information with the parents and general education teachers so that we can all remain consistent and working on the goals that my students are closest to reaching. By sharing this information and collaborating with the other adults and teachers that spend the most time with my students we can brainstorm different ideas and discuss how my students do in different environments.

#### **5. PRACTICE AND RESILIENCE**

**Please explain how current events nationally and within the state have impacted your role as a teacher (e.g., the Coronavirus pandemic).**

I feel that the Covid-19 pandemic has impacted my role as a teacher in many different ways. First, my students are young and have never experienced a "normal" school day so learning rules and routines has been a very difficult adjustment for my AU students. Second, ALL students are very behind. This is supposed to be our "growth" year as I have heard it referenced, but in reality, a lot of students have experienced loss and hardships throughout the pandemic which have led to a more difficult home life. This has greatly increased the number of students that we have missing school, coming to school sleepy and hungry or in a bad mood, etc. Some of my students sleep for half of the day and eat everything in sight for fear they may not eat when they get home. We are providing more than just education, even more so this year. We are raising our students and teaching them morals, values, etiquette, and so much more. We are providing these students a loving and safe environment and unfortunately for more of our students than we realize, our classroom is the only place they receive this. Third, continuing with students being very behind, my special education students who are capable of being included in the general education environment, are even more behind their classroom peers. Several of my students have been "virtual" throughout the pandemic and unfortunately some of them have not had the support of help at home, and the program used for special education students that are/were virtual was not accommodating enough for all students. I have a very high functioning student who has the potential to be working on his grade level but cannot keep up in his 1st grade classroom simply because of the pandemic and a mediocre way

of learning the past year or so. Knowing that this student will have to take the state test that I'm sure most of his grade level peers will struggle with as well, is just unfortunate because he will score much lower than even they will. I feel that it will take several years for us to get back to a place where students will be where they need to be both academically and socially.

### **Case Study #3 Completer Second Year Out**

#### **KNOWLEDGE...Instructional Planning**

In detail, please describe your approach to planning standard-aligned lessons and learning opportunities for diverse students (e.g., teaching and learning modalities, evidence-based strategies, state-district-school policies, and planning approaches such as the Universal Design for Learning).

Our school uses the Virginia SOL's as a guide, but where we are a Christian school we do not follow them completely because our curriculum is different from public school's. Several standards for my grade do not align with what I am doing, and there are some that are not available. We are currently working on developing our own standards to be more geared towards what we teach. I plan based on student needs and I (as well as the school as a whole) am working on getting better at integrating subjects, so I keep that in mind when I plan as well. My class this year has a mixture of very diverse learners. One student has to go to another grade for math. We also have an aide who will take students out to work with them independently or in small groups when needed (based on their levels, things they're struggling with, etc.). Several of my students need visuals, manipulatives, and reteaching. Some also need tests read aloud to them and/or use text to speech on their computer due to their writing abilities. I try to develop a variety of teaching methods, strategies, and tools for my "teacher tool box" because each student and their needs vary throughout the year. If I am ever uncertain, I research or ask for advice from a fellow teacher to learn more approaches.

#### **SKILLS...Instructional Delivery**

Please elaborate on your style of instructional delivery as well as factors you consider when teaching lessons (e.g., students' strengths and needs, teaching environment, parental input, and resources).

I use a variety of instructional methods such as lectures, guided practice, hands on independent and partner learning, and group and partner learning. For some subjects I also use a PowerPoint to facilitate learning and make it interactive (i.e. they have to solve problems or answer questions on their dry erase sheets). We tend to do a lot of whole group and guided learning this year due to student abilities, and then myself or our aide

works with some students individually or in small groups depending on ability and needs.

#### DISPOSITIONS...Professional Development, Collaboration, and Teaching Outlook

Explain the extent to which you collaborate with students, parents, colleagues, and administrators, and describe how these collaborations unfold. Please elaborate on your outlook on the profession of teaching and your work as a classroom teacher.

Communication is something my school, as well as myself, are working on prioritizing, as we all want to work towards having the same goals and expectations for our students. I collaborate with parents through the Bloomz app and parent teacher conferences, as well as newsletters. We communicate regularly about their child's needs, best practices for their child, volunteering in the classroom, etc. With colleagues, it has been a little more difficult since we rarely see each other. We typically communicate during recess or if we schedule a time, but we are currently implementing "Curriculum Trak" in our school, which will allow all teachers to see each other's curriculum plans. This will be wonderful for collaboration as we can do it on our own time. It will also allow my administrator to see my plans and know where I am at and what I am teaching. I collaborate with my administrator often through email and meetings. She checks in regularly. We also have monthly meetings with all of the staff, which allows for communication. As for communication with students, I communicate with them regularly through independent meetings as the needs arise, class meetings, and sometimes notes (this is if a student isn't wanting to discuss their need or problem out loud. I also deliver "Awesome Citations" for rewarding effort and excellent work.) I have found my work as a teacher rewarding. Although there are negatives, which there are to every job, the positives outweigh them. I enjoy getting to see my students' growth and help them discover themselves and their path in life.

#### PROFESSIONAL IMPACT...Student Learning Outcomes

In detail, please describe how you assess students' learning progress and communicate these outcomes to students, parents, colleagues, and administrators. I assess students' learning progress using a variety of formal and summative assessments. We have tests, as well as complete projects, presentations, and experiments. I also use the diagnostic tool on IXL to assess their progress, and students can see their results. I use my observations, student grades, and IXL results to assess their progress and communicate these results during conferences and in reports. I try to provide immediate feedback to all work as well for my students, either orally or written.

#### PRACTICE AND RESILIENCE

Please explain how current events nationally and within the state have impacted your role as a teacher (e.g., the Coronavirus pandemic).

This year has had its difficulties due to still navigating the pandemic, but I have learned to be even more flexible. We may need to go virtual at a moment's notice, so my plans need to be adaptable. I have started using more technology within the classroom as well so that any

possible transitions will hopefully be as smooth as possible. During the last two years I have also emphasized the importance of personal hygiene and sanitizing with my students. My students also seem to be more talkative this year, as guidelines are diminishing and they can interact with each other more. This has made it difficult for me to get through an entire lesson uninterrupted, and it has also made me rethink my classroom management strategies multiple times. It has encouraged me to research and grow by learning from my mistakes.

#### **Case Study #4 Completer Second Year Out**

##### **KNOWLEDGE...Instructional Planning**

**In detail, please describe your approach to planning standard-aligned lessons and learning opportunities for diverse students (e.g., teaching and learning modalities, evidence-based strategies, state-district-school policies, and planning approaches such as the Universal Design for Learning).**

**I begin by looking at the state standards and breaking them down even further in a way** which would benefit my particular group of students. I gradually build upon the simplified concept throughout the week so at the end of the week or period, students have a firm foundation on which their understanding of the concept is built. I attempt to incorporate a variety of modalities throughout whole group and small group lessons. Whether it is reading or math, I introduce a topic or concept using a video or interactive activity, followed by an interactive approach to practice the concept. The district has adopted IXL, among other technology resources, as an evidence-based practice. We are required to incorporate it into our math and reading blocks. I have found many ways to use IXL including small group activities and independent assessments. It provides students with immediate feedback and allows me to track their progress in real-time. IXL also provides an EL translation on some activities which allows my EL learner to have more independence. Students work at their present level, whether it be Kindergarten or second grade, or they can be assigned an activity on the present grade level concept.

##### **SKILLS...Instructional Delivery**

**Please elaborate on your style of instructional delivery as well as factors you consider when teaching lessons (e.g., students' strengths and needs, teaching environment, parental input, and resources).**

I aim to open each lesson with an engaging video or activity. I follow this with a hands-on approach to the current concept. Our unit is currently working on time. I

provide all students with a Judy clock and a dry-erase folder which contains a clock face worksheet. Students must find the time on the Judy clock and copy the hands on the dry-erase clock. Hands-on learning has been very beneficial for my Tier 3 students in

particular. I currently have several ELL students. One student came to me speaking only a few words in English (this included numbers 1-20 and colors). Since I am unable to translate in real time, I try my best to ensure he understands the processes during whole group instruction and focus on the details in small group. Due to what is now known as the COVID gap, there is a large number of students who are far below grade level.

Administration has required that we focus our small group time on these students in order to bring them to a second-grade level of understanding. I have been able to further break down the concept using a variety of manipulatives as well as incorporating technology in small groups. I believe incorporating a variety of modalities has given my students the support they need to be successful in math. My current school has a great store of resources to be used for both math and reading.

The teaching environment of my room is one where there is consistent feedback and interaction between teacher and students. My students readily raise their hand if they have any misunderstanding. I have aimed to show students that mistakes are the best

way to learn. I regularly make mistakes on the board and students are excited to use their understanding to correct it. This has encouraged even shy students to speak up and gain a better understanding of processes because they are not afraid to make mistakes or ask “silly” questions. I began the year by building relationships with all of my students. This was beneficial in a variety of ways including behaviorally and academically.

Parental involvement is very low. I do have a few parents who have been active in seeking out resources to better help their child. The school has provided a great resource called Seesaw which allows teachers to send homework/practice remotely. Our district also uses DOJO which has been a great communication tool between parents and staff.

**DISPOSITIONS...Professional Development, Collaboration, and Teaching Outlook Explain the extent to which you collaborate with students, parents, colleagues, and administrators, and describe how these collaborations unfold. Please elaborate on your outlook on the profession of teaching and your work as a classroom teacher.**

At the start of the year, the district provided ample professional development opportunities. Over the course of the year, more opportunities for learning were added after considering feedback from teachers. There are weekly TLC and PLC meetings in which administration meets with each grade level and addresses concerns, new requirements, data review, etc. This has been incredibly helpful due to the quick and consistent response.

I am currently part of a 2nd grade level unit which plans together. This allows input from teachers with varying perspectives and teaching approaches. This has enhanced my own teaching practice so that I am able to incorporate ideas which I had not previously considered. The unit consists of two veteran teachers and two new teachers who each have a unique set of skills. The veteran teachers are able to provide sound instruction after years of practice, and the newer teachers are able to provide new perspectives and teaching approaches which are well received.

Over the course of the last two years, I have learned an incredible amount which has changed my teaching practice daily. I am constantly evolving and growing. One of the greatest pleasures of this profession is seeing the individual contribution of such a diverse group of students. Each student has something to offer which enhances the instruction on a new level and benefits the class as a whole. Being able to help students on their individual level has been an incredibly rewarding experience. There are many challenges which may, at times, feel as though they outweigh the rewards. However, the work of a classroom teacher is an incredible experience and I am thankful to be a part of such a profession. These incredible, resilient students have perhaps taught me more than I have taught them.

### **PROFESSIONAL IMPACT...Student Learning Outcomes**

**In detail, please describe how you assess students' learning progress and communicate these outcomes to students, parents, colleagues, and administrators.**

Students take an overall assessment in each quarter. In reading, students are regularly assessed using PALs. In the 3rd quarter, running records were used to determine progress because PALs provide only 3 tests during each school year. The district has begun using IXL to monitor the progress of students this year. Each quarter students take a pinpoint assessment which is based on Virginia SOLs. These overall scores for both reading and math are placed into a monitoring document for review after each grading period. The monitoring form is then reviewed during weekly meetings with administration. Parents are notified of reading levels and math scores each quarter on their grade report. In regard to notifying students, a quarterly award assembly is conducted which recognizes students on A or A/B honor roll as well as a Good Citizen nomination. The school also recognizes the hard work of students in each grade level weekly for their IXL scores both in math and reading during morning announcements.

## **PRACTICE AND RESILIENCE**

**Please explain how current events nationally and within the state have impacted your role as a teacher (e.g., the Coronavirus pandemic).**

The Coronavirus pandemic has had a major impact on education as a whole. There is a large learning gap for students in all grades, but in the elementary grades in particular. We have been able to observe an incredible resilience in students who missed the foundational levels. Second grade students missed half of their kindergarten year. However, their first-grade year was majorly impacted due to gaps in online instruction, etc. The majority of students entering second grade in 2021 were reading on a kindergarten level. Due to the actions of teachers and programs such as Title I, these students have made great leaps to achieve progress. The first semester was incredibly difficult due to such great disparities. There was also a large turn-over rate within the division due to national events. It was difficult to find support and information in the division, although the immediate administration tried their best to support teachers in every way they could. With the new semester came more stability and support within the school system. Masks also had a major impact on students' phonics and phonemic awareness due to being unable to watch the formation of the mouth or clearly understand speech patterns. The mask requirements have recently been lifted and it seems to already have affected their spelling. Due to these factors, among others, the teaching profession has become even more challenging. The pandemic has brought to light how vital this structure is for students from all backgrounds and demographics. Even through all the hardships, being able to be a part of a system which provides such vital structure and care for children of all ages has been an honor.

### **Case Study #5 Completer Third Year Out**

#### **1. KNOWLEDGE...Instructional Planning**

**In detail, please describe your approach to planning standard-aligned lessons and learning opportunities for diverse students (e.g., teaching and learning modalities, evidence-based strategies, state-district-school policies, and planning approaches such as the Universal Design for Learning).**

When planning standard-aligned lessons and learning opportunities, I always ensure to look at my standards booklet according to which state I am teaching in. Some standards need broken down for students to understand them; McDowell County schools call this using "student friendly" language. I post my standards daily (this is what we are learning in class); I refer to

these as learning targets. For example, my current math standard is West Virginia M.2.20 – Solve word problems including dollar bills, quarters, dimes, nickels, and pennies using the cent and dollar symbols appropriately. First, I broke this standard down into the learning target: I can identify and tell the value of a quarter, dime, nickel, and penny. Once students learned this, my next learning target was: I can use quarters, dimes, nickels, and pennies to find to total value of a given amount under one dollar. Lastly, when students are comfortable counting and adding together coins, we solve word problems. In each and every word problem we do, students utilize the BUCKS problem solving method.

B – box the question

U- underline important information and facts

C- circle key words and numbers

K- knock out unnecessary information

S- state the strategy and solve

Breaking down these standards helps learning for all individuals within my class!

## **2. SKILLS...Instructional Delivery**

**Please elaborate on your style of instructional delivery as well as factors you consider when teaching lessons (e.g., students' strengths and needs, teaching environment, parental input, and resources).**

Having an inclusion class with an inclusion teacher makes instructional delivery different. First, I utilize whole group instruction. I utilize Kagan strategies to check for understanding. Students will then collaborate, while I and my inclusion teacher monitor or pull for small group work or individual one-on-one instruction. Lastly, students work independently. I end each lesson with whole group and reviewing the learning target of that day. Families receive weekly newsletters about what their child(ren) is learning. I also make bi-weekly positive phone calls to brag on students. Additionally, I participate in the Home-Visiting Project, where teachers choose families not as involved with their child(ren)'s education and meet with them twice to develop goals and dreams for their child(ren).

## **3. DISPOSITIONS...Professional Development, Collaboration, and Teaching Outlook**

**Explain the extent to which you collaborate with students, parents, colleagues, and administrators, and describe how these collaborations unfold. Please elaborate on your outlook on the profession of teaching and your work as a classroom teacher.**

I collaborate with other colleagues and my administrators daily. The entire school has bi-weekly PLC meetings. Grades K-2, 3-5, 6-8, and SPED are the groups as to how we meet. We always discuss successes in our classroom and things that may be or might not be working in the classroom. My administrators check in daily or every other day. They are involved with how our students are progressing and if we need any additional support and/or supplies. My inclusion teacher and I collaborate the most, as we plan ways to scaffold learning to reach all individuals within the classroom.

#### **4. PROFESSIONAL IMPACT...Student Learning Outcomes**

**In detail, please describe how you assess students' learning progress and communicate these outcomes to students, parents, colleagues, and administrators.**

We have parent-teacher nights where student learning, goals, and struggles can be discussed. My students take ownership of their learning by keeping data notebooks. In these data notebooks, students track their reading fluency, grades on comprehension assessments, and grades on their pre and post math assessments. Outside of my classroom, we keep a class data wall based on two learning goals I sat at the beginning of the school year. As a class, students see the continuous growth throughout the year and see how close they are to reaching their goal.

#### **5. PRACTICE AND RESILIENCE**

**Please explain how current events nationally and within the state have impacted your role as a teacher (e.g., the Coronavirus pandemic).**

The pandemic has impacted my class and teaching. Students are missing many prerequisite skills that must be learned. Thus, I ensure students learn those before moving on. I look at this as a domino effect. It will take several years to have students caught up. I try to provide my students with the best support possible. I reach out to families more frequently and give them simple tasks they can work on with their child(ren) at home. Working together with families can ensure students are moving / learning in the right direction.