

Case Study of 1st, 2nd, and 3rd 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 2023:

- One elementary completer 1 year out

Spring 2023

- Two elementary completers 2 years out

Spring 2023

- One elementary completer 3 years out

Three completes were used in the data collection for spring 2023. Demographic details and percent change will be calculated at both the aggregate and individual level.

The Completers were in West Virginia schools. The completers were given a set of questions to complete in leu of a classroom observation.

Spring 2023

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	PP	499	100.00%	39.0%	90.0 % Caucasian 0% two or more 10 % African/Black 0 Hispanic and Latino	0%
#2	Mercer	BE	319	100.00%	29.3%	50.0% Caucasian 17.0 % two or more 0 Hispanic and Latino 33.0 % African/Black	0%
#3	Mercer	MH	623	100.00%	21.8%	70.4% Caucasian 17.0 % two or more 0 Hispanic and Latino 16.6 % African/Black	0%
#4	Tazewell	MS	64	30%	21.3%	95.0% Caucasian 5.0% two or more 0 Hispanic and Latino 0 % African/Black	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).

I am based in Town A* West Virginia in a self-contained classroom with students who have mild-moderate intellectual disabilities at Town A Primary School*. When planning my lessons, I must align them with 3 different grades (K-2) as well as with their goals in their IEP's. Where I have such a diverse group of learners I always use small groups and pull out individual time in order to meet all of their needs. I refer often to Orton Gilligham, Heggerty, and Secret Stories when teaching my students. When grouping students looking the different ability levels. I look to all types of modalities when planning and I always plan using the backwards planning design.

*School name and town changed for confidentiality purposes

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 classroom is considered to be "cozy and welcoming" so that my students are not over-stimulated. I do not use overhead lighting, only lamps. I incorporate the rainbow theme in pastels, and calming sensory music during instructional time. I also incorporate many ways of communication through visuals, visual schedules, and puck light communication boards.

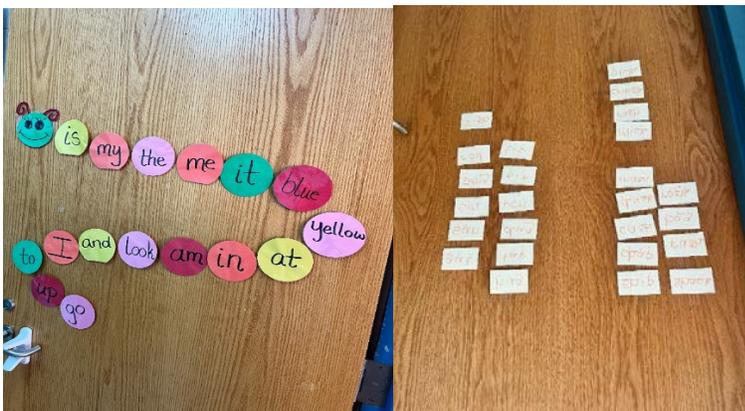


When teaching lessons to students who are non-verbal I use instances of touch and choice cards to instill accuracy and to make sure these students are comprehending and are heard.

Most of my students struggle with abstract thought and procedures so when teaching I incorporate hand motions, repeated stories, tactile learning sand, fine motor sensory finds, touch, and singing.



I also must keep very high energy when teaching as some of my students may be oppositional and they need a high energy environment in order to actively participate in the learning environment. Furthermore, my students need opportunities for practice so I make ways for students to stand and say things such as sight words or CVC words in order to make sure practice is taking place



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

I often collaborate with special educators around me for ideas, my room aides, and parents. I also collaborate with my principal when I have an IEP meeting. I believe that when it comes to collaboration with parents the number one aspect that should always be told up front is how much you care about their student and their success. My work colleagues and I have a very close relationship about students and often when collaborating about someone they have wonderful insight and cheer me on. I have been told I am doing a phenomenal job by my principle, the director of special education, and by my colleagues. I absolutely love my career and every aspect about it. I feel as though my work as a classroom teacher has made an impact on my students lives.

3. 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 make teacher made tests, progress is discussed through IEP meetings, texts, class dojo, and calls.

4. 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 have had to miss a week of work due to COVID and they did not have any COVID relief days anymore so that knocked me out of the end of the year bonus sadly.

Case Study # 2 Completer 2 Second 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).

Our county has a specific special education curriculum that we use in self-contained classrooms such as the one that I am teaching in. When planning lessons, I use the resources that the curriculum provides and then decide how I will present the material to the students. I have 8 students in my classroom, so my teaching style consists of a lot of small group and one-on-one instruction. Each of my students has a work box that I prepare with the material that we will be working on for each student. I differentiate this material based on my student's IEP goals and

their ability levels. I align my lessons based on the standards that the special education curriculum requires as well as trying to align with the state standards as closely as I can for my student's ability levels. My students complete a lot of hands-on work and activities as well as visual and kinesthetic activities because that's how they learn the best.

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 teaching style consists of small group and one-on-one work because my students have such specialized needs. I have some students that are nonverbal, and all of my students have IQ's that are lower than 55. As I mentioned in the prior question, I use the materials provided from the curriculum that the county uses and then I supplement with other materials that align with their IEP goals and ability levels. We use a lot of hands-on activities that not only help with their working memory but also provide occupational skills that they need to work on as well. A lot of my students are hyperactive, so we do a lot of activities that require them to get up and move around, not too much sitting for too long, etc.

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.

Professional development unfortunately in our county is often not as useful for myself as a special education teacher as it is for general education teachers in our county. This is something that I note at the beginning and end of each year that I wish we could have more of. Trainings on how to handle difficult behaviors in a self-contained classroom or with students that have special needs, better instructional strategies for these types of classrooms, better trainings on writing IEP's, progress reports, BIP's, really all special education paperwork. As a special education teacher, I collaborate with parents often as we send home daily communication logs about academics and behavior. If you create a straight line of communication with parents, then you can typically gain their trust and work together on how to help their child be successful in your classroom as well as at home. Collaboration with other teachers is a little rare for me because most of my students only have myself as a teacher for the whole day, but I do collaborate with the other special education teachers in my school about instruction, behavior and classroom management, etc. These collaborations typically take place during my planning or after school in a more informal manner. Collaboration with my administrator is fairly often, sometimes informally after school and sometimes formally during IEP meetings as we are discussing how to better help our students in my classroom, school environment, and at home

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.

A lot of my assessments are done informally and through student work and observations that I track. We send home progress reports every 9 weeks and I use the data that I collect from these assessments and observations to complete the progress reports on each student's IEP goals. These progress reports are filed in the student's school file in the office and are sent home to parents to review. Observations are done more on my students that are nonverbal or that are not yet writing, and I have a portion of my day that I work one-on-one with students to make these observations and see the progress that each student is making with their goals. There are also benchmark assessments that I can utilize on the special education curriculum site to track how my students are doing on the standards that align with the curriculum.

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 Covid-19 pandemic has impacted my role as a teacher because my students that are only K-2 grew up in an era where we were wearing masks, social distancing, not coming to the school buildings, and for students with special needs these are qualities that can hinder their development such as speech and language and social skills. I also feel that it has impacted teaching as a whole because parents became so reliant on using devices such as iPad and cell phones to keep their children busy while at home instead of interacting with them, and students are struggling to keep their attention span in class because they would rather be on a device than doing something fun with an adult. This has especially been difficult for students that are nonverbal or have more severe disabilities and they have relied on the iPad for distance learning and now that we are back in the building they do not understand why we cannot use the iPad all day at school.

Case Study #3 Completer Second 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).

My approach to planning lessons is that plan each standard where students have multiple opportunities and multiple different ways to show mastery level. I also must get to know my students' strengths and weaknesses. I like to utilize partner work, and I group students based on skill level.

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).

For delivery of my lessons, I consider the strengths of my students and their weaknesses. We do a lot of test prep and grade level instruction. I focus some days on filling in those gaps of skills that students are missing.

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.

Being a special education teacher, I am constantly speaking with and collaborating with admin, parents, and other teachers. I also utilize choice boards a lot in my classroom. Students usually have to pick two assignments on the choice board to complete based on what our standards and topics are for the week.

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.

Students take STAR math and reading tests and practice IMAs once a month. I have a folder set up for each student in which has all of their scores and IEP goals. Students can see their progress visually and become an active participant in their learning.

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).

Current events have caused me to think outside the box when developing my lessons. I like to use technology in my classroom frequently add to my students' learning. One site my students enjoy is called Legends of Learning. I can assign questions based on standard to my students and they are learning while they are engaged in games.

Case Study #4 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).

We currently follow Virginia state standards at my school, but our curriculum does not always line up with them, especially in math. Our math curriculum spirals, so some concepts are taught year after year to review and with an added skill to them. Currently, I develop monthly lesson plan summaries to develop an overview of what I am teaching for the month, then I use those to create my weekly lesson plans. I am also working on my curriculum mapping through Curriculum Trak. When planning, I try to incorporate as many learning styles as possible in my

lessons so that I can reach as many students as possible. We do read alouds, watch videos, use demonstrations, experiments, etc. I take into account my students' abilities and adapt as needed (for example, I have some who need their tests read aloud to them, some who needed modified assignments, some students who are gifted and need an extra challenge, etc.). When planning I always consider these students and how to best teach and assess the concept taught for them. Sometimes this requires research or collaboration with another teacher.

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).

I use the "I do, we do, you do" method in my math classes. I will demonstrate, then they walk me through a few problems step by step, then they complete problems on the new concept/skill on their own before moving on to review. This has worked well for my classes this year. I utilize my SmartBoard as I can have problems already written and reveal them as we go, so it helps the lesson move along more smoothly and efficiently. It allows me to still display multiple problems on the board as well when needed. My 6th and 7th graders are very social, so they complete a lot of partner/group work in Science classes. Most of my science instruction is lecture based, but I include discussion questions throughout and require students to take notes. There are two students I have to supplement notes for due to disabilities, but I encourage them to get down what they can and we will get the rest from a friend later or make a copy of someone else's notes to attach to theirs. I also include relevant experiments and research projects when applicable. I have communicated with parents very often this year to help determine best methods to help their child. For instance, I have one student on a 3rd grade math level, and our aide works with her during math. At the start of the year, she would consistently rush through her work and have our aide walk her through step by step instead of attempting anything independently. Recently, while talking with her mom, we developed the idea to set an alarm. During that time, she has to work on a certain amount of problems on her own before the aide can assist her. So far it has worked well and has encouraged her to become more independent during math.

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.

We have monthly staff meetings at my school, but I collaborate with my co-teachers in middle school daily. Recently the English teacher began a persuasive writing unit and we got together

and planned for the students to write a persuasive paper on a science topic we have been learning about using her guidelines. I often go to her or my administrator for advice and opinions as well. We also are in the process of developing curriculum mapping through Curriculum Trak, and we can use that for collaborate as well. As for parents, I talk with them often using Bloomz to make them aware of upcoming assignments/tests and how they can help their child prepare for them. An example of student collaboration is setting aside time daily for them to update their agendas and communicating upcoming tests/assignments with them. It is their responsibility to keep up with the agenda and prepare however necessary. They may communicate with me in person or via email/Bloomz if they have questions or concerns. I also try to take their interests and ideas and incorporate them in lessons when possible, especially if they have been very vocal and passionate about something.

I believe that teaching is my calling, and while not all aspects of it are what I expected or are things I necessarily enjoy doing, I know they have to be done in order to sufficiently do my job, and I want to do my job well to benefit my students and the future. My students are a major priority in my life, and I strive to teach lessons that not only instruct them, but make lasting impacts on their minds and hearts.

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 student progress in multiple ways, both formative and summative. During math, I put problems on the board individually, have students solve them independently on dry erase sheets, then reveal their answers at the same time. I also monitor the room as they work and assist as needed. In both the math and science classes I teach I summative assess using tests. I also assess using projects, experiments, and essays in science. Recently, my 7th graders wrote a persuasive paper for or against one of the following topics: human cloning, genetic engineering, or stem cell transplants. I communicate outcomes with parents using Bloomz, notes sent home, and report cards. As for students, I communicate outcomes with them via feedback as they work and on assignments, their grades, and one on one conferences. With the administrator, I communicate with her often. I will praise students, ask for advice with struggling students, and utilize her assistance and advice, which I am very grateful for.

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).

Current events have prompted me to be more cautious while on the playground and in the building to protect my students. We have glass doors in our lunchroom, so I make sure to sit where I can see both sets of doors to monitor them. Our doors also tend to occasionally get stuck and not latch properly, so I find myself checking them often when I am in the hallway to make sure they are locked and securely shut. I think about where to best hide them in the classroom during a lockdown and how to secure my door.

Illness has also encouraged me to take more time for sanitizing the classroom. Students disinfect their desks after each class and are reminded to wash their hands after using the restroom and before eating, as well as use hand sanitizer in between. I have hand sanitizer available as they enter my room so they can use it as they enter/leave.

These events have made me more aware of the fact that I am not just in charge of student academics but their health and safety as well while they are in my care. I spend more time reflecting on ways I can improve in helping my students in these areas.