

Case Study of 1st, 2nd, and 3rd year completers.

Summary of Timeline

Bluefield State University's Teacher Education Program has committed 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 completers' teaching effectiveness. There are five 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 2024:

- One English Middle School completer 1 year out

Spring 2024

- One elementary SPED completer 2 years out

Spring 2024

- One Elementary completer 3 years out
- Two elementary SPED completers 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 place of a classroom observation.

Spring 2024

Demographic Data:

Case studies were completed for five different BSU completers in two counties. Four of the completers were employed in an elementary school and one in a middle school. The chart below details demographic data for the specific schools where the completers were employed

Demographic Data: All Case Study Schools, N = 5

	County	School	Enrollment	*Percent Needy	Percent Special Education	Percent Racially Diverse	Percent English Language Learners
#1	Tazewell	RH	462	100.00%	17.0%	96.4% Caucasian 3.6% two or more	0%
#2	Mercer	PP	475	100.00%	22.0%	90.0 % Caucasian 0% two or more 7.7% African/Black 0 Hispanic and Latino	0%
#3	Mercer	ST	171	100.00%	9.3.%	71. 0% Caucasian 17.0 % two or more 0 Hispanic and Latino	0%
#4	Mercer	MH	282	100.00%	21.8%	95.7% Caucasian 3.9 % two or more 0 Hispanic and Latino	0%
#5	Mercer	BP	352	100%	21.3%	51.7% Caucasian 15.9% two or more 0 Hispanic and Latino 29.5 % African/Black	0%

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

Impact on Student Learning Data:

Classroom observations were conducted and the following were observed:

Classroom Environment

Delivery of Instruction

Student Engagement

Assessment of Instruction

Case Study #1 Completer 1 First Year Out 8th Grade English

Classroom Environment

The class was welcoming and engaging which supported learning for these eighth-grade English students. The teacher made clear expectations and classroom routines. The classroom was very student-focused. The classroom was divided into two parts. The first part was student seats for the lecture. The second half of the room was a computer lab for composing writing.

Delivery of Instruction

The teacher began the class with a bell ringer. The students were to write two sentences about the author Tupac Shakur from a lesson from the previous day. Before beginning the discussion on the poem the teacher asked the students to predict what the poem might be about based on the title. The teacher began the lesson with a short clip of The Rose That Grew from Concrete. This was a great way to get the students' mindset on the poem they were going to discuss. After watching the clip the teacher proposed the following questions: What is the rose? What is concrete? The short video clip gave the students the perspective of the questions and they were able to formulate answers.

The teacher read the poem: The Rose That Grew from Concrete. She proceeded to ask the students how many stanzas the poem had. What was the rhyme scheme? What is the internal rhyme? The teacher went line by line and the students pointed out the rhyming words. The teacher emphasized that the word concrete in the poem symbolized the environment. The teacher and students discussed what the rose and concrete had to everyday life. The students discussed what the author was trying to tell the reader. The students discussed the feeling the poem was trying to convey. The teacher and students discussed the symbols in the poem and their meanings. The teacher and students discussed the emotions they felt as they listened to the video clip. The teacher asked the students what they felt the author was trying to get across to the reader through the poem. The teacher proposed to the students who they thought the intended audience was after reading the poem.

Student Engagement

The poem encouraged students to explore themes from the poem. The students point out rhymes in the poem as well as analyzing the language and themes. The students pointed out examples of figurative language in the poem such as metaphor and personification. This gave them a deeper symbolic meaning. The students discussed the connection between the poem's themes and their own life. The students discussed the information on Tupac Shakur and his life experiences that may have influenced the poem. Students were engaged with the teacher in reading and working through the different questions. The students created a graphic organizer when working through the questions.

Assessment of Instruction

The teacher asked questions throughout the lesson to check for understanding and also to keep the students focused. The students addressed figurative language in the poem as well as the themes. The students discussed the literary devices, poetic structure, and thematic significance of the poem. The students did identify the symbol of the rose, and concrete after reading and discussing each. The students were asked to discuss how to overcome adversity and how the author was getting this across in the poem through the symbols of the rose and concrete.

Case Study # 2 Completer 2 Second Year Out SPED Self-Contained

Classroom Environment

The classroom atmosphere was very warm and inviting. The teacher was constantly giving praise and high-fives during the instruction. The students were always wanting a hug. It was obvious that the teacher was very caring and loving. The students were reassured with lots of smiles and positive remarks from the teacher. The teacher created a learning, fostering rapport with the students. The classroom was very neat with lots of color and educational materials posted throughout the classroom. The students were aware of classroom procedures as well as classroom rules. The classroom environment enhanced student engagement, motivation, and overall learning outcomes.

Delivery of Instruction

During the lesson, students engaged in activities focused on letters and sounds. The vocabulary was enriched with new words introduced throughout the session.

The students participated in language and literacy activities. The students utilized dice to roll and identify letters, associating them with their corresponding sounds. Letters of the alphabet were displayed on a whiteboard for students to recognize and articulate the sounds they represent. Individualized instruction was provided to students focusing on color words to enhance their language skills.

The students also participated in math activities. One group of students utilized blocks for counting, with each cube displaying numbers for identification as they rolled. Another group concentrated on number recognition using cubes. A separate group explored various shapes to strengthen their understanding of geometry. Additionally, one student worked on a counting chart to reinforce numerical concepts. The lesson incorporated a variety of engaging activities tailored to individual student needs, fostering a comprehensive learning experience.

Student Engagement

The students were engaged in the lessons being taught by the teacher. The students were engaged in lots of hands-on activities that provided small muscle development. The students were involved in kinesthetic activities as well as visual, and auditory activities. These different activity techniques cater to the different learning styles in the classroom.

Assessment of Instruction

Lots of formative assessment. Constant positive feedback to the students. Students were very receptive to the feedback, lots of smiles positive reinforcement from the teacher.

The teacher constantly incorporating a comprehensive instructional assessment strategy involves a blend of formative assessments and positive feedback to enhance student engagement and learning outcomes. By consistently providing constructive feedback and fostering a positive learning environment, students are more likely to be receptive and motivated to excel. Continuous formative assessments serve as valuable tools for gauging student progress and adjusting instructional methods accordingly. This approach not only encourages active participation but also cultivates a supportive and encouraging classroom atmosphere conducive to student success.

Case Study #3 Completer Third Year Out SPED 8th Grade Math Resource

1. Classroom Environment

The classroom room was designed to facilitate hands-on, lots of opportunities to engage with different materials. The classroom gave the students a choice of seating. This was great for this age group and supported their different learning styles. There were numerous math manipulatives and visual aids for the students to use when working on math problems. The resource classroom was organized in a way that students had the freedom to move about the classroom without disturbing others.

2. Delivery of Instruction

The classroom teacher presented the students with ideas on creating projects dealing with building a model of a house. This classroom activity had been going on for several days before this observation took place.

The students were working in pairs on group projects. The projects allowed the students to work in pairs on an engaging math project. The projects allowed the students to participate and exchange ideas while working as a team. The students collaborated and came up with solutions in the classroom setting. The students had constant feedback from the classroom teacher.

The teacher provided the students with boxes, sticks, rulers, and hot glue sticks to aid in constructing their projects.

3. Student Engagement

The students appeared interested and enthusiastic about the project they were working to create. The students had great discussions as they gathered the materials and decided on a plan to create their team projects. The pairs were very persistent when things didn't seem to go as planned. The classroom teacher was constantly monitoring the students as they gathered the materials and began the structure of their projects. The teacher provided feedback

4. Assessment of Instruction

Formative assessments took place during the observation. The summative assessment will be taken when the final project has been completed.

Case Study #4 Completer Third Year Out

1. Classroom Environment

The classroom was very warm and friendly. The classroom was designed to support learning and student engagement. The physical layout of the classroom was designed in a way that students were able to move about the classroom safely. The lighting in the classroom was conducive to learning. The teacher was constantly smiling and providing positive reinforcement to the students. Classroom rules were posted and visible to all students.

2. Delivery of Instruction

The teacher and students were reading: *The Way to Make Sunshine*. The teacher gave a short lesson on the author, Renee Watson, and showed a short video about her life and work as an author. The teacher and students discussed the various points from the video.

The teacher used the Smart TV to present the book and present questions for the students and teacher to discuss. As the teacher read the passage students listened and followed along on the Smart TV. After each passage, the students answered questions from the passage read.

The Way to Make Sunshine by Renée Watson is a heartwarming and relatable middle-grade novel that follows the story of Ryan Hart, a young African American girl living in Portland, Oregon.

The book introduces Ryan as a confident and kind-hearted 4th grader who loves to cook and spend time with her friends and family. However, Ryan's life is disrupted

when her family faces financial difficulties, leading them to sell their second car and move into a smaller, older house. Despite these changes, Ryan remains positive and determined to make the best of the situation.

Throughout the story, Ryan navigates various challenges, such as dealing with an annoying older brother, anxiety about a school talent show, and the complexities of self-image and beauty standards for Black girls. Watson skillfully portrays Ryan's experiences in a genuine and nuanced way, allowing readers to connect with her struggles and triumphs.

One of the standout aspects of the book is the way it celebrates Ryan's African American identity and culture. The story includes details about her family's traditions, her pride in her name, and the importance of her hair and appearance. These elements are seamlessly woven into the narrative, providing valuable representation and insight for young readers.

Additionally, the book's setting in Portland is vividly described, with Watson's keen eye for detail bringing the city to life. Readers are immersed in the local landmarks, food, and community, creating a strong sense of place.

Overall, *The Way to Make Sunshine* is a delightful and uplifting read that celebrates the resilience, creativity, and joy of a young African American girl navigating the ups and downs of life. Watson's engaging writing style and the relatable, well-developed characters make this an excellent addition to middle-grade literature.

After reading *The Way to Make Sunshine* the classroom teacher and students did an activity called: Beary **Scared**

Students read oral selections of the story.

Students made predictions as they read selections in the story.

Concluding how the characters were feeling. After reading the story the students charted how the different characters were feeling during the story.

After the story was read and discussed the students were instructed to write down a different ending to the story.

3. Student Engagement

The students were actively engaged with the teacher as she read the story and were eager to answer the questions. The students summarized the key points from the story by listing two things they learned. The teacher used the 3-2-1 strategy with the students; three things I learned, two interesting things I read, and one question I still have. The point of this was to encourage deeper understanding a comprehension of the story. The students shared with classmates what they considered key points from the story. Lots of good discussion during the lesson.

1. Assessment of Instruction

Throughout the lesson, there was the constant formative assessment by the teacher. Through questioning and observing the teacher checked for understanding. This allowed the teacher to make decisions about the lesson. The teacher was constantly providing feedback to the students. The questions during the lesson provided constant feedback to the students.

Case Study # 5 Completer K-2 SPED Resource Reading and Math Third-Year Out

1. Classroom Environment

The classroom was designed in a way to meet the diverse learning needs of the students. The classroom was welcoming, nurturing, and inclusive which made the students feel safe and supported—the classroom at various learning centers to meet the various needs of the students.

2. Delivery of Instruction

The teacher worked with five students during the math lesson. The students used cubes during the lesson to help solve the problems. The students work with blocks in groups to solve problems. The teacher used multisensory approaches and incorporated visual, auditory, and kinesthetic elements into the lesson.

The teacher demonstrated scaffolding and modeling during the lesson to help the student understand and grasp the material. The instruction was tailored for individual student needs in this K-2 special education resource classroom.

3. Student Engagement

The students used manipulatives when working with addition problems. The students worked at their own pace when counting and sorting cubes to come up with the correct math answer. This lesson gave the students hands-on experience. For many of the students manipulatives and visual objects gave them support to come up with the correct answer to the math problems.

4. Assessment of Instruction

The teacher was constantly checking for understanding, and lots of praise was given to the students. The teacher constantly used formative assessments throughout the lesson to check for understanding. The teacher was constantly asking questions, observing, having students identify number cubes, and using a pencil paper activity to see how well they had grasped the material.