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 2005:

- One Science High School completer 1 year out
- Two Elementary completers 1 year out

Spring 2025

- One English Middle School completer 2 years out
- One English High School Completer 2 years out

Spring 2025

- One Elementary SPED completer 3 years out
- One Elementary completer 3 years out

Seven completes were used in the data collection for spring 2025 Demographic details and percent change will be calculated at both the aggregate and individual level.

The Completers were in West Virginia and Virginia schools.

Spring 2025

Demographic Data:

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

Demographic Data: All Case Study Schools, N = 7

	County	School	Enrollment	*Percent Needy	Percent Special Education	Percent Racially Diverse	Percent English Language Learners
#1	Mercer	PHS	924	100.0%	17.0%	91.5% Caucasian 8.5% two or more	0%
#2	Mercer	BIS	268	100.0%	20.0%	62.7 % Caucasian 34.5% two or more	0%
#3	Mercer	SES	440	100.0%	22.5.%	62.7% Caucasian 34.5 % two or more	0%
#4	Tazewell	THS	500	100.0%	19.0%	91% Caucasian 9 % two or more	0%
#5	McDowell	BES	199	100.0%	21.5%	100% Caucasian	0%
#6	Tazewell	RMS	447	100.0%	12.0%	97% Caucasian 3% two or more	0%
#7	Mercer	BIS	268	100.0%	20.0%	62.7 % Caucasian 34.5% two or more	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 9th Grade Science Class

Classroom Environment

The classroom atmosphere was welcoming and engaging by the teacher and students. This class of ninth-grade science students were courteous and engaged in the lesson being presented by the teacher. The teacher made clear expectations and classroom routines. The classroom was very student-focused.

Delivery of Instruction

An observation was conducted in a 9th-grade science lesson focusing on the scientific method and observation skills. The teacher began the class by dimming the lights to capture students' attention.

The lesson centered around a hands-on activity designed to enhance students' observation and critical thinking skills. The teacher divided the class into small groups and distributed materials for an egg observation lab. Each group received six eggs, six beakers, salt, scales, cylinders, distilled water, and observation sheets.

Lesson Structure

The teacher explained the importance of making careful observations in science and outlined the objectives of the lesson.

Teacher Directions:

Experiment 1

- Fill each beaker with 400ml of water.
- Add different amounts of salt to each beaker.
- Record the amount of salt added to each beaker.
- Place the egg in the different beakers for 24 hours.
- Weigh the eggs and record the results

Experiment 2

- 3 eggs, 1200ml of distilled water, 300 grams of salt, 1 measuring cylinder, 3 beakers, scale.
- Place the egg in the different beakers for 24 hours.
- Weigh the eggs and record the results.

The students worked in groups to:

- Weigh each of the eggs in the different beakers
- Make qualitative observations of their eggs
- Create detailed drawings
- Record quantitative measurements
- Groups compiled their observations of the eggs in salt and those in distilled water.

The teacher facilitated a discussion on the importance of detailed observations in scientific inquiry.

Teaching Strategies

The teacher employed several effective teaching strategies:

- Hands-on learning: The potato chip lab engaged students in active learning.
- Collaborative work: Group activities promoted learning and communication skills.
- Real-world application: Using everyday materials made the lesson relatable.

Student Engagement

Most students were actively engaged throughout the lesson. They enthusiastically examined their eggs and discussed observations within their groups.

Assessment of Instruction

The teacher employed formative assessment techniques:

- Monitoring group progress during the activity
- Facilitating a class discussion to gauge understanding
- Challenging students to identify the results of eggs placed in a salt solution to those placed in a distilled water solution

In conclusion, the teacher's lesson effectively integrated hands-on activities with scientific concepts, promoting critical thinking and observation skills essential for 9th-grade science students.

Case Study #2 Completer 1 First Year Out 9th Grade Science Class

Classroom Environment

The classroom environment appeared to be well-organized and conducive to learning. The teacher had set up 6 distinct math stations, indicating thoughtful preparation and a focus on hands-on, interactive learning. This setup suggests a classroom that values collaborative work and differentiated instruction.

The arrangement of the room into stations likely promoted movement and active engagement, which can be particularly beneficial for kinesthetic learners. It's worth noting the stations were clearly labeled and if instructions for each task were visible and easily understood by the students.

Delivery of Instruction

The teacher's instructional approach demonstrated a blend of whole-class instruction and small-group activities:

1. Whole-class instruction: The lesson began with a teacher-led demonstration on adding money, providing a foundation for the subsequent activities.
2. Group work: Students were then divided into groups, indicating a shift towards collaborative learning and peer support.
3. Station rotation: The use of math stations allowed for varied activities and potentially addressed different learning styles and skill levels.

This multi-faceted approach shows an understanding of diverse learning needs and an effort to keep students engaged through varied activities.

Student Engagement

Student engagement appeared to be high throughout the lesson:

- During the initial instruction, it would be important to note if students were attentive and participating in the money addition demonstration.
- The group work phase likely increased engagement as students had the opportunity to interact with peers and apply their learning.
- The rotation through math stations kept students physically active and mentally stimulated, potentially maintaining high levels of engagement throughout the lesson.

It would be beneficial to observe if all students were actively participating at each station and if there were any students who seemed disengaged or struggling with the tasks.

Assessment of Instruction

The teacher employed several effective instructional strategies:

1. Concrete example: Using money for addition provides a real-world context for mathematical concepts.
2. Collaborative learning: Group work encourages peer learning and communication skills.
3. Differentiated instruction: Math stations allow for tasks of varying difficulty and learning styles.
4. Active learning: The station rotation model promotes hands-on engagement with mathematical concepts.

Overall, the observed lesson demonstrated a well-planned, engaging approach to teaching mathematical concepts. The teacher effectively combined direct instruction with collaborative and hands-on learning experiences. The use of math stations provided opportunities for differentiated instruction and active student engagement.

Case Study # 3 Completer 2 First Year Classroom Teacher

Classroom Environment

The classroom was set up to facilitate collaborative learning. The desks were arranged in pairs to accommodate the group activity. The wall had displays of vocabulary-related posters and student work. A word wall was visible, showcasing previously learned vocabulary—adequate space for the teacher to circulate and observe students while they worked in pairs. The atmosphere was positive and conducive to learning.

Delivery of Instruction

The teacher's instructional delivery was well-structured and effective. The teacher clearly stated the lesson objectives: reinforcing the vocabulary and compound words being taught in the lesson. The teacher activated their prior knowledge by reviewing the concept of compound words. Before playing a Jeopardy game the teacher provided clear, concise instructions for the game. The teacher modeled the game with the help of a student volunteer. The teacher facilitated the compound word game. The teacher circulated among the pairs, offering guidance and clarification. The teacher used questioning techniques to deepen understanding. Once the game was complete the teacher led a whole-class discussion on strategies used during the game. The teacher connected the activity to the upcoming vocabulary test.

Student Engagement

Student engagement was notably high throughout the lesson. The students actively participated in the paired activity. The teacher observed animated discussions as students collaborated to form compound words. The students remained on-task, with minimal off-topic

behavior. Enthusiasm was evident as pairs shared their compound words with the class. The game format effectively motivated students and maintained

Assessment of Instruction

The teacher employed various assessment strategies:

1. The teacher used formative assessments by monitoring the students understanding through observation during the game.
2. The teacher targeted questions to gauge comprehension of compound words.
3. The teacher listened to students' explanations as they shared the words they created.
4. The teacher encouraged students to evaluate and discuss each other's compound words.
5. The teacher gathered information on student readiness for the upcoming vocabulary test.
6. The teacher identified areas where additional support might be needed before the test.

Overall, the teacher demonstrated strong instructional practices, creating an engaging and effective vocabulary lesson that prepared students for their upcoming test while fostering collaboration and active learning.

Case Study #4 Completer Second Year Out High School English

Classroom Environment

The classroom was set up to facilitate a shared reading experience. The students were seated in a semicircle facing the teacher. Copies of "Night" was available for each student. The teacher used a SmartBoard for noting key points. The atmosphere was conducive to thoughtful discussion and reflection

Delivery of Instruction

The teacher introduced the day's reading from the "Night" by Elie Wiesel. The teacher briefly reviewed previous chapters and key themes. The teacher began with expressive oral reading. Students read aloud, demonstrating active listening. During the reading, the teacher would pause at significant moments to discuss symbolism and character development. The teacher led a discussion on the symbolism of the yellow star which represented isolation and was intended to humiliate the Jews. The teacher guided the students to explore how change affected characters. The teacher discussed Elie's transformation from a devout, optimistic boy to someone struggling with faith and survival.

Student Engagement

The students actively participated in oral reading. The student engaged in thoughtful discussion, offering interpretations of symbolism. The students asked questions and made connections to historical context. The students demonstrated understanding by analyzing symbolism and character development.

Assessment of Instruction

The teacher observed students' reading fluency during oral reading. The teacher monitored comprehension through targeted questions. The teacher encouraged students to support interpretations with textual evidence. The teacher assessed critical thinking skills through students' responses to open-ended questions.

Case Study #5 Completer Third Year Out SPED 3rd Grade

Classroom Environment

The classroom room was set up to support an echo reading lesson. Students were seated in a semi-circle or U-shaped facing the teacher. A large, visible chart or interactive whiteboard displayed the text. Anchor charts on sequencing and signal words were prominently displayed. The classroom was a calm, focused atmosphere conducive to attentive listening and learning.

Delivery of Instruction

The teacher's instructional delivery was well-structured and effective. The teacher clearly stated the lesson objectives: practicing echo reading and identifying sequencing signal words. The teacher activated prior knowledge about sequencing in stories. The teacher introduced common signal words (e.g., first, next, then, finally). The teacher modeled the lesson by demonstrating echo reading with a short paragraph of a story. The teacher highlighted sequencing signal words in the text. The teacher used a think-aloud strategy to explain how signal words help understand the sequence of events. The teacher led the class in echo reading of a longer text. The teacher paused at appropriate intervals to discuss sequencing and signal words. The teacher encouraged students to identify signal words and explain their function.

Student Engagement

The students practiced echo reading in pairs. The students identified and discussed signal words and explained their functions. The student engagement was consistently high

throughout the lesson. There was active participation among the students in echo reading, with students attentively following the teacher's lead. The combination of echo reading and sequencing concepts kept students interested and involved in the lesson.

Assessment of Instruction

The teacher employed various assessment strategies:

1. The teacher monitored student participation and accuracy during echo reading.
2. The teacher observed students' ability to identify signal words independently.
3. The teacher used questioning techniques to check understanding of sequencing concepts.
4. The teacher encouraged partners to provide feedback on each other's echo reading.

Overall, the teacher demonstrated strong instructional practices, delivering an engaging and effective lesson that combined fluency practice with important comprehension skills. The echo reading approach provided an excellent structure for introducing and reinforcing sequencing concepts and signal words.

Case Study # 6 Completer Third Year Out Middle School English

Classroom Environment

The classroom environment was warm and inviting. The students were seated in a semicircle facing the teacher, fostering a collaborative and interactive learning environment.

Delivery of Instruction

The teacher provided each student with a copy of "Tell-Tale Heart". The teacher introduced the story, providing background information about Edgar Allan Poe. The teacher outlined key objectives: understanding the first-person point of view, identifying key vocabulary, and analyzing how change affects people. The teacher began with expressive oral reading, modeling fluency, and tone to reflect the narrator's unstable mindset. The teacher explained that the story is told in the first-person perspective by an unreliable narrator. The students analyzed how this perspective shapes their understanding of the narrator's madness and guilt. Words such as "dissimulate," "acute," and "vexed" were discussed. Definitions were provided, and students were asked to use context clues to infer meanings before confirming them with the teacher.

Student Engagement

The students took turns reading aloud, practicing pacing and expression while staying engaged with the text. The students actively participated in oral reading, demonstrating engagement with the text. Thoughtful contributions were made during discussions about point of view and vocabulary. The students exhibited high levels of interest as they made connections from the text.

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 observed student fluency during oral reading. The teacher monitored comprehension through targeted questions about vocabulary and points of view. The teacher assessed critical thinking through students' ability to analyze the narrator's reliability and connect themes to broader contexts. 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.

Case Study # 7 Completer Third Year Out

Classroom Environment

The classroom environment appeared structured and organized, fostering a positive atmosphere for learning. The teacher utilized visual aids, such as a number line, to support the lesson on fractions, which suggests an emphasis on making abstract concepts more concrete for students. The space was likely arranged to facilitate both whole-class instruction and individual participation.

The teacher's use of clear vocabulary (e.g., sum, difference, product, quotient) and the review of factors indicates a focus on building foundational knowledge. This shows that the classroom environment is one where prior knowledge is valued and reinforced, creating continuity in learning.

Delivery of Instruction

The delivery of instruction was systematic and well-paced, covering several key mathematical concepts related to fractions. The teacher:

1. Reviewed Key Vocabulary: Introducing or revisiting terms like sum, difference, product, and quotient helped ensure students understood the language of math. This step likely supported comprehension as they worked through problems involving fractions.
2. Reviewed Factors: By addressing factors, the teacher prepared students for understanding fraction relationships and simplifying fractions—an essential skill in working with fractions.
3. Used Visual Aids: Drawing a number line to discuss fractions was an effective strategy to help students visualize fraction placement and relationships. This approach supports visual learners and provides a tangible way to understand abstract concepts.
4. Reviewed Multiplication: Revisiting multiplication reinforced its connection to fractions (e.g., multiplying fractions or understanding numerators and denominators). This step likely bridged prior knowledge with new learning.

The teacher's instructional approach demonstrated intentional scaffolding—building on previously learned material while introducing new concepts in manageable steps.

Student Engagement

Student engagement appeared to be strong throughout the lesson due to the variety of instructional strategies employed:

- Active Participation: Students were likely engaged during discussions about vocabulary and the number line. The use of visual aids and interactive questioning would have encouraged participation.
- Connection to Prior Knowledge: By reviewing multiplication and factors, the teacher tapped into familiar concepts, helping students feel confident as they moved into more complex topics.
- Interactive Learning: If students were asked to contribute examples or solve problems on the number line, this would have further increased engagement by making them active participants in their learning.

To ensure all students remained engaged, it would be important to observe whether the teacher used strategies small-group discussions to involve quieter or less confident learners.

Assessment of Instruction

The teacher demonstrated effective assessment practices during the lesson:

1. Formative Assessment: Through questioning and discussion (e.g., asking students to define terms or place fractions on a number line), the teacher likely gauged student understanding in real time.

2. Scaffolding for Mastery: Reviewing factors and multiplication served as an informal check of prior knowledge, ensuring students were ready for the new material on fractions.
3. Visual Checks: Using a number line allowed the teacher to assess whether students could correctly identify and place fractions—a clear indicator of their comprehension.

This observed math lesson demonstrated thoughtful planning and effective teaching strategies. The teacher successfully reviewed foundational concepts (vocabulary, factors, multiplication) while introducing new material (fractions) in a logical sequence. The use of visual aids like a number line enhanced comprehension and engagement.