

The REVISED Case Study – Attempt #2 will consist of a representative convenience sample of completers Year 1, Year 2, OR Year 3 for elementary, secondary, special education, and advanced program levels. Since WVDE does not share data between P-12 and IHH, case study participants will be asked to provide the rating their supervisor assigns to them on specific indicators of the West Virginia Evaluation Rubrics for Teachers (WVERT). The indicators are Critical Standard Elements 5.2, 5.3, 6.1, with performance ratings including: **Distinguished**, **Accomplished**, **Emerging**, and **Unsatisfactory**. Standard elements 7.1, 7.2, 7.3, and 7.4 can be rated as **Meets standard**, **below standard**, or **unsatisfactory**.

In the development of the revised case study, the EPP held an ad-hoc meeting (1/27/21) with initial, advanced, and special education faculty as well as public school partners and program completers. The purpose of the meeting was to review the study design and validate the semi-structured interview questions. The committee was presented with a draft of the Case Study. Feedback and recommendations were given which resulted in the final revised Case Study plan as described above. The committee also began the work of identifying Case Study participants. The committee used the “Where are they now” data chart to purposefully identify participants. Annually, EPP faculty will reach out to the participants to gather the data. The EPP faculty will be trained by the lead researcher regarding data collection and reporting procedures.

Completer	Program	Year completed	DOB	Date of interview	WVERT 5.2 - The teacher works with parents, guardians, families, and community entities to support student learning and well-being	WVERT 5.3 - The teacher promotes practices and policies that improve school environment and student learning.	WVERT 6.1 - The work of the teacher results in measurable progress of student learning of state-approved curricula	WVERT 7.1 - The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district and school level.- Policy and procedure	WVERT 7.2 - The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district and school level.- Attendance	WVERT 7.3 - The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district and school level.- Schedule	WVERT 7.4 - The teacher demonstrates professional conduct as defined in law, policy and procedure at the state, district and school level.- Respect	Can you describe how you know you have had an impact on your students learning this academic year?	Since graduating, have you pursued further professional development either through enrolling in graduate school, beginning National Board Teaching Certification, or conference attendance?
KK	ELEM	2020	19970729	KH	A	A	A	MS	MS	MS	MS	Outside of my classroom door I have a data wall that shows my students progress with their uppercase and lowercase letter names as well as their progress counting to 100. Over the course of this year my students and I, along with others who enter the school, have been able to see our progress and growth. As a kindergarten teacher I use data notebooks, clipboard checks, and other assessments	Since graduating I have participated in many different professional developments. I have participated in seesaw trainings, GoMath trainings, Kagan trainings, understanding the exceptional learners in my classroom training, Lexia data trainings, and home visiting project trainings.
BW	ELEM	2021	19990822	KH	D	A	E	MS	MS	MS	MS	I can see a major impact in my students. All my students showed progress in both reading and math. At the beginning of the year, I had students who did not know letter names and letter sounds. At the middle of the year, I sent five possible retention letters, due to covid and the time we had missed. By the end of the year, all my students were where they needed to be with sight words, reading CVC words, phonological awareness, and math. I kept a data book of my students to record their progress and growth; and it makes me so happy. They have worked so hard this year and I am so proud of them.  Based on my teacher assessment, all students have shown major progress since the beginning of the year. I am confident that they have learned and are meeting the kindergarten requirements.  By the EOY assessment 80% of students will recognize and know the counting order of numbers to 20. 75% of all students will be able to count to 100 by the EOY assessment. My goal was that 80% of all students would meet the goal of recognizing and identifying numbers to 20. 100% of students were able to recognize and identify numbers to 20. I projected that 75% of students would be able to accurately count to 100, and 86% of my students were able to count to	Since graduating I have pursued professional development opportunities, not only through Concord University, but also through the county. I try to stay for every professional development opportunity offered, even if it is not for my grade. I want to learn as much as possible so that I can be the best teacher possible. I started at Marshall University last fall and transferred back to Concord to enroll in the Reading Specialist master's program. I plan to continue my education in leadership as well as my national board in the future.
E. Myers	ELEM	2022	20000731	9.21.23 - SG	A	A	A	A	A	A	A	I had a positive impact on my students. I used iReady test scores to monitor growth. My goals for both ELA and Math were met.	I attend all professional development opportunities available. I also plan on strating my masters soon.
A. Perkins	ELEM	2020	19980406	9.21.23 - SG	A	E	A	ME	ME	ME	ME	I saw significant growth in my students as readers. The most growth was in the are of phonics which was my goal. I used iReady data and anecdotal data to see the impact.	I have attended all profesional developmen available to me. I plan to begin a master's degree in the next five years.
A.L	ENGL			10.17.23-WW	A	A	D	ME	ME	ME	ME		Has taken a couple of courses through WV learns, does PD for her schools, Policy 7600 training,
M.S	ELEM	S2023		4.25.24 - AC	A	A	A	A	A	A	A	I have a split class, 3 <sup>rd</sup> and 4 <sup>th</sup> grade together, and when I got them, the majority of the 3 <sup>rd</sup> graders were not on grade level. Now, at the end of the school year, 5 out of my 8 students are on grade level. I would say that that is the impact I have had on student learning.	