

Case Study of 1st year out completer

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.

1st year out 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 2018:

- One elementary completer (kindergarten) 2 years out

Spring 2018:

- One elementary completer (1st grade) 1 year out

Spring 2019

- One elementary completer (5th grade) 1 year out

Spring 2019

- One elementary completer (1st grade) 2 years out

Spring 2019

- One elementary completer (kindergarten) 3 years out

Completers have been observed by the Coordinator/Field & Clinical Placement and evaluated on Task 3, Task 6, and Task 7.1 of the WVTPA. Both quantitative and qualitative data have been collected. Pre/post, test was also available. Demographic details and percent change will be calculated at both the aggregate and individual level.

Additionally, one of the completers was observed by the Placement Coordinator and evaluated utilizing the WV Evaluation Rubric for Teachers. Completers 1 and 3 were teachers in the bordering state of Virginia and the evaluation for that specific county was used in lieu of the WV Evaluation Rubric for Teachers. Principal evaluations have/will be included when available.

Aggregate Data for 1st Year-Out Case Study

Spring 2019

Demographic Data:

Case studies were completed for three different BSC completers employed in three different counties. The three 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 = 3:

	County	School	Enrollment	*Percent Needy	Percent Special Education	Percent Racially Diverse	Percent English Language Learners
#1	Mercer	WPS	140	100%	14%	64% Caucasian 14% two or more 0% Hispanic and Latino 60 %African/Black	0
#2	Tazewell	DPS	300	55.6%	13.09%	90.6% Caucasian 2.0% two or more 3.01% Hispanic and Latino 6.0%African/Black	0.2%
#3	Wythe	SES	637	52.6	16.6	86.7% Caucasian 4.1% two or more 1.1% Hispanic and Latino 6.9 %African/Black	0.3%

*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. Consequently, completers have developed and teach a unit or lesson utilizing a pre-posttest design and document student growth. The

completers have/will be asked to replicate Task 3, Task 6 and Task 7.1 from the WVTPA Performance Assessment. The TPA draws on pedagogical and content knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experience. Through this performance assessment, completers have provided credible evidence of student impact. The results are listed in the data charts below. Data are provided in two separate tables: 1) Percent Change on Pre/Post-tests and 2) Scores on modified WVTPA.

Case Study #1

Case study #1 includes the following pieces of information:

- Observation Summary

Observation Summary:

Completer #1 was observed at her placement at Spiller Elementary, Wytheville, Virginia. Spiller Elementary is a K-5 school with approximately 637 students. During his observation, Completer #1 was working with students in a large, organized and bright classroom, which was very, conducive for learning. Students were arranged around the room in a rows. Completer #1 in front of the class so all students could be visibly seen. Completer #1 was instructing was playing a jeopardy game with the students. The students had been studying facts regarding the state of Virginia. He was doing a review getting the students prepared for the Virginia SOL test. Completer #1 transitioned to math. The students were working on analog time. Completer #1 passed out small white board and dry erase markers to each student. Completer #1 constantly walked around the room to check for understanding and assist those who needed additional help.

Task: Informal Classroom Observation**INFORMAL CLASSROOM OBSERVATION**

Date:

Professional Knowledge

	Evident	Not Evident
Appropriate curriculum standards		
Students' higher level thinking skills		
Links between content with past & future learning		
Accurate knowledge of & skills relevant to subject area(s)		
Demonstrates the subject area(s) taught		
High expectations		

Instructional Planning

	Evident	Not Evident
Student data guides planning	✓	
Realistic pacing & lesson aligned to standards	✓	
Differentiated instruction	✓	

Instructional Delivery

	Evident	Not Evident
Engages students	✓	
Builds on prior knowledge	✓	
Differentiates instruction	✓	
Reinforces learning goals	✓	
Uses a variety of strategies/resources	✓	
Uses instructional technology	✓	
Communicates clearly	✓	

Assessment of and for Student Learning

	Evident	Not Evident
Uses pre-assessment data		✓
Involves students in setting learning goals		✓
Uses valid assessments aligned with standards	✓	
Uses formative/summative assessment strategies	✓	
Gives constructive feedback	✓	

Learning Environment

	Evident	Not Evident
Provides safe, learning environment	✓	
Establishes clear expectations	✓	
Maximizes instruction/minimal disruption	✓	
Establishes a climate of trust/teamwork	✓	
Promotes cultural sensitivity/respects diversity	✓	
Listens & pays attention to students' needs and responses	✓	

Professionalism

	Evident	Not Evident
Collaborates/communicates effectively	✓	
Adheres to laws/policies/ethics	✓	
Incorporates professional development learning	✓	
Sets goals for improvement	✓	
Builds positive relationship with parents	✓	
Demonstrates mastery of standard oral & written English	✓	

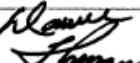
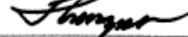
Observation Comments:

Attached Workflow

Signature -
Supervisor/
DR
Draft

Current Status

Workflow Steps

1	Signature 	Supervisor/Evaluator
2	Signature 	Direct Report

First year out completer (1) did not have pre-post data to share.

Case Study #2

Case study #1 includes the following pieces of information:

- Observation Summary
- Percent Change for Pre/Post-test
- Modified WVTPA score
- Observation Notes
- Actual assessment and data

Observation Summary:

Completer #2 was observed at her placement at Whitethorn Primary, Mercer, West Virginia. Whitethorn Primary is a K-2 school with approximately 140 students. During her observation, Completer #2 was working with on the carpet in front of the room. Completer #2 stood in front of the class so all students could be visibly seen. Completer #2 was instructing was reviewing with students the *or, ore, ar* sounds. Completer #2 would show words on the SmartBoard (park, chore, storm, sore, sharp, sport, wore, star, arm, and star). The students would pronounce the word and then tell the teacher if the word followed the *or, ore, ar* pattern. Completer #2 then began a new lesson on words with the *ir* sound. Completer #2 displayed the following words on the SmartBoard: first, skirt, dirt, shirt, fir, third, birch, sir. Completer #2 blended and sounded out each word. Completer #2 then pointed to individual words and had the students blend with her. Completer #2 transitioned to the reading selection. The students returned to their seats and took their reading books from their desks. Completer #2 used the SmartBoard to locate the reading series and played the story being read aloud. The students followed along as the story was being read. Completer #2 stopped the story at different times and lead a discussion with the students. Completer #2 did this in an effort to check for understanding. After the story was completer Completer #2 instructed the students to take out their skill books and gave directions for the skill they would be working on that day.

Modified WVTPA Score:

1 st Year Out Completer Impact on Student Learning Spring 2018, N = 1						
		Mean	Distinguished	Accomplished	Emerging	Unsatisfactory
Task 3	Alignment with Learning Goals	3	0	3	0	0
	Assessment Criteria/Technical Soundness	3	0	3	0	0

Task 6	Balance of Assessments	3	0	3	0	0
	Clarity and Representation of Evidence	3	0	3	0	0
	Interpretation of Data	3	0	3	0	0
	Evidence of Impact	3	0	3	0	0
Task 7	Insights on Teaching and Learning	3	0	3	0	0

Indicators of Teaching Effectiveness Data:

Completers have/will be observed by the Coordinator/Field & Clinical Placement and evaluated utilizing the WV Evaluation Rubric for Teachers. Principal evaluations also have/will be included when available. The results are listed in the data charts below. Scores are provided in the tables: 1) Completer #2.

WV Teaching Evaluation Rubric Score:

All 2nd Year Out Completers: N=1

ELEMENTS	Spring 2018									
	1 st year Out Case Study Evaluation (n = 1)					1 st Year Out Principal Evaluation (n =1)				
	\bar{x}	Percentage				\bar{x}	Percentage			
		D	A	E	U		D	A	E	U
STANDARD 1: CURRICULUM & PLANNING										
1.1 Content Knowledge	3.0	-	100%	-	-	4.0	100%	-	-	-
1.2 Standards Driven Instruction	3.0	-	100%	-	-	4.0	100%	-	-	-
1.3 Balanced Assessment	3.0	-	100%	-	-	4.0	100%	-	-	-
STANDARD 2: THE LEARNER AND THE LEARNING ENVIRONMENT						4.0				
2.1 Unique Characteristics of Learners	3.0	-	100%	-	-	4.0	100%	-	-	-
2.2 Appropriate Learning Environment	3.0	-	100%	-	-	4.0	100%	-	-	-
2.3 Learner-Centered Culture	3.0	-	100%	-	-	4.0	100%	-	-	-
STANDARD 3: TEACHING										
3.1 Instructional Strategies	3.0	100%	-	-	-	4.0	100%	-	-	-
3.2 Motivates and engages students	4.0	-	100%	-	-	4.0	100%	-	-	-
3.3 Assessment Driven Instruction	3.0	-	100%	-	-	4.0	100%	-	-	-
STANDARD 4: PROFESSIONAL RESPONSIBILITIES FOR SELF-RENEWAL										
4.1 Professional Development	4.0	-	-	-	-	4.0	100%	-	-	-
4.2 Collaboration with Colleagues	4.0	-	-	-	-	4.0	100%	-	-	-
STANDARD 5: PROFESSIONAL RESPONSIBILITIES FOR SCHOOL AND COMMUNITY										
5.1 School-Wide Collaboration	4.0	100%	-	-	-	4.0	100%	-	-	-

5.2 Working with Parents and Community	4.0	100%	-	-	-	4.0	100%	-	-	-
5.3 Practices and Policies	4.0	100%	-	-	-	4.0	100%	-	-	-
STANDARD 6: Student Learning										
6.1 Measurable Progress	3.0	-	100%	-	-	4.0	100%	-	-	-

ELEMENTS	Case Study Evaluation (n = 1)					Principal Evaluation (n = 0)				
	\bar{x}	Percentage				\bar{x}	Percentage			
		MS	BS	U	N/A		MS	BS	U	N/A
STANDARD 7: PROFESSIONAL CONDUCT										
Policy and Procedure	4.0	100%	-	-	-	4.0	100%	-	-	-
Attendance	4.0	100%	-	-	-	4.0	100%	-	-	-
Schedule	4.0	100%	-	-	-	4.0	100%	-	-	-
Respect	4.0	100%	-	-	-	4.0	100%	-	-	-

Observer: Principal School: Whitethorn Primary Teacher: Completer #2

Core: X Target: Intensive:

Date: March 13, 2019

Grade 1

Subject: Language Arts

Classroom Environment	English/Language Arts	Writing	Math
<u> X </u> Teacher Well Prepared <u> X </u> Lesson Plans <u> </u> Data Driven Instruction <u> </u> Next Generation Standards <u> </u> Addressing Test Deficiencies <u> </u> Targeting CCSOs <u> </u> CKH <u> X </u> Anchor Chart/Graphic Organizers <u> X </u> Time on Task <u> X </u> Student Engagement <u> </u> Teacher Feedback/Facilitator <u> </u> Higher Order Thinking/Questioning <u> </u> Cooperative Groups <u> X </u> Instruction Paced Properly <u> </u> Teaching Tools (Manipulatives/Hands On Approach) <u> X </u> Evidence of Student Work <u> </u> Differentiated Instruction <u> </u> Challenging Students	<u> </u> Phonemic Awareness <u> X </u> Phonics/Spelling/Dictation <u> </u> Vocabulary <u> </u> Fluency <u> </u> Comprehension <u> X </u> Ashlock Strategies <u> </u> Reading <u> </u> Listening <u> X </u> Speaking/Presenting <u> </u> Viewing <u> </u> Text Complexity/On Or Above <u> </u> Grade Level <u> </u> Read Aloud/Text Types <u> </u> Reading Across Curriculum <u> </u> Science <u> </u> Math <u> </u> Social Studies <u> </u> Reading For Pleasure <u> X </u> Informational Text <u> </u> Weekly Reader <u> </u> Documents <u> </u> Newspaper/Periodicals <u> </u> Menus	<u> </u> Rubrics <u> </u> Writing <u> </u> Mechanics <u> </u> Planning/Writing <u> </u> First Draft <u> </u> Editing Process <u> </u> Revisions <u> </u> Publishing <u> </u> Writing Across Curriculum <u> </u> Writing Journals/Feedback <u> </u> PENMENSHP <u> X </u> Manuscript <u> </u> Cursive <u> </u> Practice <u> </u> Neatness <u> </u> Appropriate Model on Display <u> </u> Manuscript <u> </u> Cursive	<u> </u> Strands <u> </u> Numbers And Operations <u> </u> Algebra <u> </u> Measurements <u> </u> Geometry <u> </u> Data <u> </u> Analysis/Probability <u> </u> Rigor Targeted In Standard <u> </u> Conceptual Understanding <u> </u> Procedural Skill and Fluency <u> </u> Application <u> </u> Real World Problems (Data, Word Problems?) <u> </u> Hands-On <u> </u> Modeling <u> </u> Participation <u> </u> Number Sense

<input checked="" type="checkbox"/> Modeling Expectations <input type="checkbox"/> Use of Technology <input type="checkbox"/> Students Interacting With Tech Tools <input type="checkbox"/> Hands On Science/Math <input type="checkbox"/> Modeling Expectations <input type="checkbox"/> Student Led <input type="checkbox"/> Effective Management	<input type="checkbox"/> Reference Books <input type="checkbox"/> Journals		
Teacher monitored as calling out words. <ul style="list-style-type: none"> Students check work 	Students were taking a spelling test. Students were on task. As students finished they gave a thumbs up.		Very organized. Lesson plans easy to follow. The students know the routines and procedures.

Mercer County School Walk Through Evaluation

Observer: Darrell Thompson		School: Whitethorn Primary	
Teacher: Completer #1			
Core: <input checked="" type="checkbox"/> Target: _____ Intensive: _____		Date: March 13, 2019	
Subject: Language Arts		Grade: 1	
Classroom Environment	English/Language Arts	Writing	Math
<input checked="" type="checkbox"/> Teacher Well Prepared <input checked="" type="checkbox"/> Lesson Plans <input type="checkbox"/> Data Driven Instruction <input checked="" type="checkbox"/> Next Generation Standards <input type="checkbox"/> Addressing Test Deficiencies <input type="checkbox"/> Targeting CCSOs <input type="checkbox"/> CKH <input checked="" type="checkbox"/> Anchor Chart/Graphic Organizers <input checked="" type="checkbox"/> Time on Task <input checked="" type="checkbox"/> Student Engagement <input type="checkbox"/> Teacher Feedback/Facilitator <input type="checkbox"/> Higher Order Thinking/Questioning <input type="checkbox"/> Cooperative Groups <input type="checkbox"/> Instruction Paced Properly <input type="checkbox"/> Teaching Tools (Manipulatives/Hands On Approach) <input checked="" type="checkbox"/> Evidence of Student Work <input type="checkbox"/> Differentiated Instruction <input type="checkbox"/> Challenging Students <input type="checkbox"/> Modeling Expectations <input type="checkbox"/> Use of Technology <input type="checkbox"/> Students Interacting With Tech Tools <input type="checkbox"/> Hands On Science/Math <input type="checkbox"/> Modeling Expectations <input type="checkbox"/> Student Led <input checked="" type="checkbox"/> Effective Management	<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics/Spelling/Dictation <input checked="" type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension <input checked="" type="checkbox"/> Ashlock Strategies <input checked="" type="checkbox"/> Reading <input type="checkbox"/> Listening <input type="checkbox"/> Speaking/Presenting <input type="checkbox"/> Viewing <input type="checkbox"/> Text Complexity/On Or Above Grade Level <input type="checkbox"/> Read Aloud/Text Types <input type="checkbox"/> Reading Across Curriculum <input type="checkbox"/> Science <input type="checkbox"/> Math <input type="checkbox"/> Social Studies <input type="checkbox"/> Reading For Pleasure <input type="checkbox"/> Informational Text <input type="checkbox"/> Weekly Reader <input type="checkbox"/> Documents <input type="checkbox"/> Newspaper/Periodicals <input type="checkbox"/> Menus <input type="checkbox"/> Reference Books <input type="checkbox"/> Journals	<input type="checkbox"/> Rubrics <input type="checkbox"/> Writing <input type="checkbox"/> Mechanics <input type="checkbox"/> Planning/Writing <input type="checkbox"/> First Draft <input type="checkbox"/> Editing Process <input type="checkbox"/> Revisions <input type="checkbox"/> Publishing <input type="checkbox"/> Writing Across Curriculum <input type="checkbox"/> Writing Journals/Feedback PENMENSHIP <input checked="" type="checkbox"/> Manuscript <input type="checkbox"/> Cursive <input type="checkbox"/> Practice <input type="checkbox"/> Neatness <input type="checkbox"/> Appropriate Model on Display <input type="checkbox"/> Manuscript <input type="checkbox"/> Cursive	<input type="checkbox"/> Strands <input type="checkbox"/> Numbers And Operations <input type="checkbox"/> Algebra <input type="checkbox"/> Measurements <input type="checkbox"/> Geometry <input type="checkbox"/> Data <input type="checkbox"/> Analysis/Probability <input type="checkbox"/> Rigor Targeted In Standard <input type="checkbox"/> Conceptual Understanding <input type="checkbox"/> Procedural Skill and Fluency <input type="checkbox"/> Application <input type="checkbox"/> Real World Problems (Data, Word Problems?) <input type="checkbox"/> Hands-On <input type="checkbox"/> Modeling <input type="checkbox"/> Participation <input type="checkbox"/> Number Sense

Teacher well prepared for the lesson being taught. Student work displayed in the classroom.	Excellent lesson plans. The plans were clear and easy to follow.	Students were engaged and gave a thumbs up when completed a task.	Good classroom management. Always checking for understanding.
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Time Out

Date of Observation 03/3/19Subject/Lesson Observed Language Arts

Student Engagement

- Grouping
- ☒ Whole Class
 - ☐ Small Group/Paired
 - ☐ Individual

Rigor Rate

- ✓ Remembering: Define, Label, List, Name, Memorize
- ✓ Understanding: Demonstrate, Describe, Review, Extend
- ✓ Applying: Calculate, Change, Construct, Show
- Analyzing: Break Down, Contrast, Outline, Infer
- ✓ Evaluating: Defend, Prove, Measure, Justify
- ✓ Create: Arrange, Compose, Make, Design

Instructional Strategies

- ☐ Differentiation
- ☐ Direct Instruction
- ☐ Class Discussions
- ☐ Check for understanding
- ☐ Cooperative Learning
- ☐ Think-Pair-Share
- ☐ Manipulatives/Hands-on
- ☐ Technology
- ☐ Other

Focus on Instruction

- Evidence of Lesson Plans-
clear, well-organized,
sequential
- Objectives/Posted/written
or verbally stated
- Class Discussions
- Evidence of district/campus
goals initiated
- Formal/Informal methods
are used to measure
progress
- Lessons aligned to state
standards

Classroom Environment & Culture

- ① Organized, neat, uncluttered
- ③ Learning goals or objectives displayed
- ④ Student work displayed
- ② Visuals/posters/charts displayed

Classroom Management

- ① Safe, orderly
- ① Routines and procedures evident
- ① Establishes, communicates and maintains clear expectations
- ① Positive behavior expectations evident
- ① Negative behavior addressed
- ① Teacher visible throughout the room; monitors activities
- ① Good use of instructional time

Culture

- Student/Teacher relationships are positive and respectful
- Students feel safe to share ideas; easily participates
- Student leadership skills are being shown
- Teacher supports all learners
- Teacher leads a mutually respectful/collaborative class of actively engaged learners

Additional Observations

- ✓ Teacher models instructional tasks (thinks aloud, procedures, step-by-step demonstrations)
- ✓ Teacher provides direct and explicit instruction; makes connections, sets the purpose
- ✓ Multiple opportunities for students to practice
- ✓ Corrective and constructive feedback
- ✓ Students are successful in completing activities
- ✓ Lesson encouraged higher order thinking

What are students expected to be doing?

My Notes:

Observed:
Raula Thompson

Conference

- ☐ Conference requested by evaluator
☐ Conference not needed at this time; teacher may request a conference

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 stephane.mcconnell@gmail.com

Observation Notes:

- All 19 students were present today.
- Students seated on the carpet.
- Bright and cheerful classroom with many learning charts displayed.
- SMART board is low and at student level.
- The daily schedule is posted in clear view for all students to see.
- The learning objectives were posted in the classroom.
- The teacher instructed the students on cause and effect.
- Props were used in the lesson to help the students to understand cause and effect.
- Transition from one activity to another was smooth with no disruptions.
- Teacher would ask question, checking for understanding.
- Teacher allowed me to review lesson plans—very organized.

Actual Data:**First Grade Star Progress Monitoring**



Growth Report

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1

School: [REDACTED]

School Year: 8/8/2018 - 8/5/2019
School Year: 8/8/2018 - 8/5/2019

Report Options
Reporting Parameter Group: All Demographics [Default]
Group By: Class
Sort By: Last Name

Score Definitions			
GP: Grade Placement	VS: Visual Discrimination	VO: Vocabulary	Early Emergent Reader: SS 300 - 487
SS: Scaled Score	PA: Phonemic Awareness	SC: Sentence-Level Comprehension	Late Emergent Reader: SS 488 - 674
AP: Alphabetic Principle	PH: Phonics	PC: Paragraph-Level Comprehension	Transcendental Reader: SS 675 - 774
CW: Concept of Word	SA: Structural Analysis	EN: Early Numeracy	Probable Reader: SS 775 - 900

Class: FOLDEN - 11

Teacher: [REDACTED]

Student	SGP	Test Date	Age (yrs)	GP	SS	EORF*	Sub-Domain Scores										Literacy Classification
							AP	CW	VS	PA	PH	SA	VO	SC	PC	EN	
[REDACTED]	50	9/10/2018	6.9	1.03	707	27	87	88	92	69	68	60	69	64	59	85	Transitional
		2/12/2019	7.3	1.53	791	57	94	95	97	83	82	77	83	80	75	93	Probable
			+0.4	+0.50	+84	+30.0	+7	+7	+5	+14	+14	+17	+14	+16	+16	+8	
[REDACTED]	89	9/10/2018	7.1	1.03	606	14	76	77	84	53	51	42	53	45	42	73	Late Emergent
		3/18/2019	7.6	1.65	765	44	92	93	95	78	78	72	78	75	70	91	Transitional
			+0.5	+0.62	+159	+30.0	+16	+16	+11	+25	+27	+30	+25	+30	+28	+18	
[REDACTED]	77	9/12/2018	6.8	1.03	618	15	77	79	85	54	53	44	55	47	43	75	Late Emergent
		3/18/2019	7.1	1.65	799	56	94	94	97	82	82	77	82	80	75	93	Probable
			+0.5	+0.62	+172	+41.0	+17	+15	+12	+28	+29	+33	+27	+33	+32	+16	
[REDACTED]	81	9/17/2018	6.9	1.05	634	17	79	81	87	57	55	47	56	50	46	77	Late Emergent
		3/18/2019	7.4	1.65	804	64	95	96	97	85	85	80	85	83	78	94	Probable
			+0.5	+0.60	+170	+27.0	+16	+14	+10	+28	+30	+33	+27	+33	+32	+17	
[REDACTED]	57	9/12/2018	6.9	1.03	688	25	85	86	91	66	65	57	66	60	55	83	Transitional
		3/18/2019	7.4	1.65	794	59	94	95	97	83	83	78	83	81	76	93	Probable
			+0.5	+0.62	+106	+34.0	+9	+9	+6	+17	+16	+21	+17	+21	+21	+10	

*Estimated Oral Reading Fluency (EORF) is only reported for tests taken in grades 1 - 3.
*This student is enrolled in multiple STAR Early Literacy classes.

Completer 2- 2 Years Out



Growth Report

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2

School: **[REDACTED]**

School Year: 8/8/2018 - 8/5/2019

School Year: 8/8/2018 - 8/5/2019

Score Definitions

GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

Class: **[REDACTED] 11**

Teacher: **[REDACTED]**

Student	SGP	Test Date	Age (yrs)	GP	SS	EORF*	Sub-Domain Scores												Literacy Classification
							AP	CW	VS	PA	PH	SA	VO	SC	PC	EN			
[REDACTED]	17	9/10/2018	7.0	1.03	751	39	91	92	95	76	75	69	76	72	67	89	Transitional		
		3/18/2019	7.5	1.65	735	32	89	90	94	73	73	66	74	69	64	88	Transitional		
			+0.5	+0.62	-16	-7.0	-2	-2	-1	-3	-2	-3	-2	-3	-3	-1			
[REDACTED]	6	9/10/2018	6.4	1.03	723	30	88	89	93	71	71	63	72	67	62	87	Transitional		
		3/18/2019	6.9	1.65	682	24	84	86	91	65	64	56	65	59	54	82	Transitional		
			+0.5	+0.62	-41	-6.0	-4	-3	-2	-6	-7	-7	-7	-8	-8	-5			
[REDACTED]	99	9/10/2018	6.7	1.03	725	30	88	90	93	72	71	64	72	67	62	87	Transitional		
		3/18/2019	7.2	1.65	890	142	100	100	100	99	99	98	99	99	98	100	Probable		
			+0.5	+0.62	+165	+112	+12	+10	+7	+27	+26	+34	+27	+32	+36	+13			
[REDACTED]	49	9/10/2018	7.1	1.03	710	27	87	88	92	69	68	61	70	64	59	85	Transitional		
		3/18/2019	7.7	1.65	783	53	93	94	96	81	81	76	81	79	74	92	Probable		
			+0.6	+0.62	+73	+26.0	+6	+6	+4	+12	+13	+15	+11	+15	+15	+7			
[REDACTED]	83	9/10/2018	6.8	1.03	777	50	93	94	96	80	80	74	80	77	72	92	Probable		
		3/18/2019	7.3	1.65	850	99	98	96	99	92	93	90	92	92	89	97	Probable		
			+0.5	+0.62	+73	+49.0	+5	+4	+3	+12	+13	+16	+12	+15	+17	+5			
[REDACTED]	21	9/10/2018	6.2	1.03	653	19	81	83	89	60	59	50	61	54	49	79	Late Emergent		
		3/18/2019	6.7	1.65	710	27	87	88	92	69	68	61	70	64	59	85	Transitional		
			+0.5	+0.62	+57	+8.0	+6	+5	+3	+9	+9	+11	+9	+10	+10	+6			
[REDACTED]	90	9/10/2018	8.0	1.03	652	19	81	83	88	60	59	50	61	53	49	79	Late Emergent		
		3/23/2019	8.5	1.66	819	74	96	96	96	87	87	83	87	86	82	95	Probable		
			+0.5	+0.63	+167	+55.0	+15	+13	+10	+27	+26	+33	+26	+33	+33	+16			

*Estimated Oral Reading Fluency (EORF) is only reported for tests taken in grades 1 - 3

*This student is enrolled in multiple STAR Early Literacy classes.



Growth Report

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3

School: [REDACTED]

School Year: 8/6/2018 - 6/5/2019

School Year: 8/6/2018 - 6/5/2019

Score Definitions

GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

Class: [REDACTED] - 11

Teacher: [REDACTED]

Student	SGP	Test Date	Age (yrs)	GP	SS	EORF *	Sub-Domain Scores										Literacy Classification
							AP	CW	VS	PA	PH	SA	VO	SC	PC	EN	
	41	9/10/2018 3/18/2019	6.2 6.7	1.03 1.65	569 709	9 27	71 87	72 88	80 92	47 69	46 68	36 61	48 70	38 64	36 59	66 85	Late Emergent Transitional
			+0.5	+0.62	+140	+18.0	+16	+16	+12	+22	+23	+25	+22	+26	+23	+17	
	78	9/10/2018 3/18/2019	6.7 7.2	1.03 1.65	573 788	10 55	71 94	73 94	81 96	47 82	45 82	37 77	48 82	39 80	37 75	68 93	Late Emergent Probable
			+0.5	+0.62	+215	+45.0	+23	+21	+15	+35	+37	+40	+34	+41	+38	+25	
	71	9/10/2018 3/18/2019	6.9 7.5	1.03 1.65	524 774	2 48	64 93	65 93	75 98	39 80	37 79	29 74	40 80	31 77	30 72	60 92	Late Emergent Transitional
			+0.6	+0.62	+250	+46.0	+29	+28	+21	+41	+42	+45	+40	+46	+42	+32	
	81	9/10/2018 2/12/2019	6.7 7.2	1.03 1.53	560 770	8 46	69 92	71 93	79 96	45 79	43 79	34 73	46 79	37 76	35 71	66 91	Late Emergent Transitional
			+0.5	+0.50	+210	+38.0	+23	+22	+17	+34	+36	+39	+33	+39	+36	+25	
	54	9/10/2018 3/18/2019	6.7 7.3	1.03 1.65	724 791	30 57	88 94	90 95	93 97	72 83	71 82	64 77	72 83	67 80	62 75	87 93	Transitional Probable
			+0.6	+0.62	+67	+27.0	+6	+5	+4	+11	+11	+13	+11	+13	+13	+6	
	36	9/10/2018 3/18/2019	6.2 6.7	1.03 1.65	605 729	14 31	76 89	77 90	84 93	52 72	51 72	42 64	53 73	45 68	41 63	73 87	Late Emergent Transitional
			+0.5	+0.62	+124	+17.0	+13	+13	+9	+20	+21	+22	+20	+23	+22	+14	
	41	9/10/2018 3/18/2019	6.4 6.9	1.03 1.65	693 779	25 50	85 93	87 94	91 96	66 81	65 80	57 75	67 81	61 78	56 73	84 92	Transitional Probable
			+0.5	+0.62	+86	+25.0	+8	+7	+5	+15	+15	+18	+14	+17	+17	+8	

*Estimated Oral Reading Fluency (EORF) is only reported for tests taken in grades 1 - 3.

*This student is enrolled in multiple STAR Early Literacy classes.



Growth Report

Printed Friday, March 22, 2019 12:52:51 PM

4

School: [REDACTED]

School Year: 8/8/2018 - 8/5/2019
School Year: 8/8/2018 - 8/5/2019

Score Definitions

GP: Grade Placement
SS: Scaled Score
AP: Alphabetic Principle
CW: Concept of Word

VS: Visual Discrimination
PA: Phonemic Awareness
PH: Phonics
SA: Structural Analysis

VO: Vocabulary
SC: Sentence-Level Comprehension
PC: Paragraph-Level Comprehension
EN: Early Numeracy

Early Emergent Reader: SS 300 - 487
Late Emergent Reader: SS 488 - 674
Transitional Reader: SS 675 - 774
Probable Reader: SS 775 - 900

Class: [REDACTED] 11

Teacher: [REDACTED]

Student	SGP	Test Date	Age (yrs)	GP	SS	EORF *	Sub-Domain Scores										Literacy Classification
							AP	CW	VS	PA	PH	SA	VO	SC	PC	EN	
[REDACTED]	34	9/10/2018	6.2	1.03	614	15	77	78	85	54	52	43	55	46	43	74	Late Emergent
		12/4/2018	6.5	1.31	713	28	87	89	93	70	69	61	70	65	60	86	Transitional
			+0.3	+0.28	+99	+13.0	+10	+11	+8	+16	+17	+18	+15	+19	+17	+12	
[REDACTED]	42	9/10/2018	6.2	1.03	691	25	85	87	91	66	65	57	67	61	56	83	Transitional
		3/18/2019	6.7	1.65	773	47	92	93	96	80	79	73	80	77	72	91	Transitional
			+0.5	+0.62	+82	+22.0	+7	+8	+5	+14	+14	+16	+13	+16	+16	+8	

Summary

Teacher	SGP (21 of 21 Students) Median	Averages (21 Students)					Average Sub-Domain Scores (21 Students)												
		Test Date	Age	GP	SS	EORF	AP	CW	VS	PA	PH	SA	VO	SC	PC	EN			
[REDACTED] FOLDEN, A	54	Pretest	6.7	1.03	657	21	81	82	88	61	50	51	61	55	51	79			
		Posttest	7.2	1.62	773	53	92	93	96	80	79	74	80	77	72	91			
		Change	+0.5	+0.59	+116	+32	+11	+11	+8	+19	+20	+23	+19	+22	+21	+12			

*Estimated Oral Reading Fluency (EORF) is only reported for tests taken in grades 1 - 3.

*This student is enrolled in multiple STAR Early Literacy classes.

Case Study #3

Case study #3 includes the following pieces of information:

- Observation Summary
- Percent Change for Pre/Post-test
- Modified WVTPA score
- Observation Notes
- Actual assessment and data

Observation Summary:

Completer #3 was observed at his placement at Dudley Primary School in Tazewell, VA. Dudley Primary School is a K-2 school with approximately 300 students. Completer #3 the kindergarten students gathered in the front of the room. The students were sitting on a carpet facing the teacher. Completer #3 shared a story with the students (If a Silly Cat Came to My House). Completer #3 would pause from time-to-time to ask questions and check for understanding. Completer #3 discussed different vocabulary words in the story to help give the students a better understanding of the story. Completer #3 led a discussion on the key words in the story. Completer #3 directed the students to the word wall and pointed out some of the words that were in the story. Completer #3 passed out sentence strips and had each student to write a silly sentence. Completer #3 had each student to come to the front of the room and read their sentence. Completer #3 placed the sentences on a board and after all sentences were read Completer #3 compiled a story using the sentences the students had written. The students laughed as Completer #3 read the story aloud. After Completer #3 read the story he then transitioned to a language arts lesson on the vowels, *a*, *e*, *i*, *o*, and *u*. As he pointed to each vowel the students orally gave the long and short sound each letter makes. Completer #3 placed picture cards on the Elmo and directed the students' attention to the SmartBoard where he would ask the students to identify the picture on the card and the sound the vowel makes. After a review of the vowels and Completer #3 felt confident the students could recognize and orally produce the sounds he then wrote sentences on the board leaving out words with the vowel sound in the middle. The students read the sentences orally and placed the correct word in the sentences. Completer #3 reviewed the lesson before moving on to the reading selection in the student's textbooks.

Modified WVTPA Score:

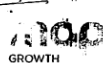
2 nd Year Out Completer Impact on Student Learning Spring 2018, N = 1						
		Mean	Distinguished	Accomplished	Emerging	Unsatisfactory
Task 3	Alignment with Learning Goals	3	0	3	0	0
	Assessment Criteria/Technical Soundness	3	0	3	0	0
	Balance of Assessments	3	0	3	0	0
Task 6	Clarity and Representation of Evidence	3	0	3	0	0
	Interpretation of Data	3	0	3	0	0
	Evidence of Impact	3	0	3	0	0
Task 7	Insights on Teaching and Learning	3	0	3	0	0

Observation Notes:

- 23 of the 23 students were present on the day of the observation.
- The students were sitting on a carpet in front of the classroom in direct contact with Completer #3
- Completer #3 shared a story with the students.
- The students were asked “what is an author?”
- Completer #3 discussed different vocabulary words from the story.
- Students returned to their seats and were divided into small groups.
- The students played a learning game, I have, who has.
- Discussion on the use of capitalization, when to use (names, beginning of a sentence, etc).
- Completer #3 passed out writing paper for the students to use in their writing workshop.

Actual Date:

Kindergarten Star Math Data



Achievement Status and Growth Summary Report

EvansReading KG 4(A)

Term Tested: Winter 2018-2019
Term Rostered: Winter 2018-2019
District: Tazewell County Public Schools
School: Dudley Primary

Norms Reference Data: 2015
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Optional Grouping: None
Small Group Display: No

Mathematics

				Achievement Status				Growth							Comparative	
				Fall 2018		Winter 2019		Student							Conditional Growth Index	Conditional Growth Percentile
ID	Name	W19 Grade	W19 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth			
1018407638		K	11/27/18	129-132-135	23-30-37	154-157-160	56-65-74	145	13	25	4.5	12	Yes		2.3	99
1018407641		K	11/27/18	151-154-157	76-82-87	169-172-175	89-93-96	163	9	18	4.5	9	Yes		1.6	95
1018407630		K	11/27/18	135-138-141	36-45-53	144-147-150	29-37-46	150	12	9	4.6	-3	No ‡		-0.5	31
1018407646		K	11/27/18	148-151-154	70-77-83	159-162-165	70-77-84	161	10	11	4.5	1	Yes ‡		0.2	58
1018407650		K	11/27/18	129-132-135	23-30-37	140-143-146	20-27-36	145	13	11	4.6	-2	No ‡		-0.3	38
1018407647		K	11/27/18	120-123-126	9-13-18	135-138-141	12-17-23	137	14	15	4.6	1	Yes ‡		0.2	58
1018441507		K	12/3/18	111-115-119*	3-5-8*	124-127-130	2-4-7	130	15	12	4.9†	-3	No ‡		-0.6	28
1018282503		K	11/27/18	124-127-130	14-19-26	146-149-152	34-43-52	140	13	22	4.6	9	Yes		1.6	95
1018279344		K	11/27/18	130-133-136	25-32-40	150-153-156	45-54-63	145	12	20	4.5	8	Yes		1.4	92
1018282504		K	11/27/18	149-152-155	72-79-84	160-163-166	72-79-85	162	10	11	4.5	1	Yes ‡		0.2	60
1018407629		K	11/27/18	143-146-149	57-65-73	161-164-167	75-82-87	157	11	18	4.5	7	Yes		1.4	92
1018407624		K	11/27/18	149-152-155	72-79-84	163-166-169	79-85-90	162	10	14	4.6	4	Yes ‡		0.8	79
1018278755		K	11/27/18	150-153-156	74-80-86	162-165-168	77-83-88	163	10	12	4.5	2	Yes ‡		0.5	68
1018279212		K	11/27/18	143-146-149	57-65-73	158-161-164	67-75-82	157	11	15	4.5	4	Yes ‡		0.8	80
1018421482		K	11/27/18	145-148-151	62-70-77	163-166-169	79-85-90	158	10	18	4.6	8	Yes		1.4	92
1018279367		K	11/27/18	153-156-159	80-85-90	157-160-163	65-73-80	165	9	4	4.5	-5	No		-1.0	17
1018407599		K	11/27/18	132-135-138	29-37-45	155-158-161	59-66-76	147	12	23	4.7	11	Yes		2.0	98
1018509681		K	12/3/18	***	***	141-144-147	22-30-38									
1018508554		K	11/27/18	135-138-141	37-45-53	147-150-153	37-46-55	150	12	12	4.5	0	Yes ‡		0.1	52
1018278745		K	11/27/18	137-140-143	42-50-58	148-151-154	39-49-58	151	11	11	4.5	0	Yes ‡		-0.1	47

Explanatory Notes

** Due to statistical unreliability, summary data for groups of less than 10 are not shown. If Small Group Display is selected, summaries for small groups will be displayed.

*** Student did not have a valid growth test event in this term.

† SE on Observed Growth is greater than normal. Use metric with caution.
* SE or SEM greater than normal. Use metric with caution.
‡ Indicates that projected growth falls within standard error of observed growth.
[Click here for more information on Met Projected Growth.](#)

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Completer 3 - 3 Years Out



Achievement Status and Growth Summary Report

EvansReading KG 4(A)

Term Tested: Winter 2018-2019
Term Rostered: Winter 2018-2019
District: Tazewell County Public Schools
School: Dudley Primary

Norms Reference Data: 2015
Growth Comparison Period: Fall 2018 - Winter 2019
Weeks of Instruction: Start - 4 (Fall 2018)
End - 20 (Winter 2019)
Optional Grouping: None
Small Group Display: No

Mathematics

				Achievement Status				Growth							
				Fall 2018		Winter 2019		Student						Comparative	
ID	Name	W19 Grade	W19 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Conditional Growth Index	Conditional Growth Percentile
1018407602		K	11/27/18	141-144-147	52-60-68	154-157-160	57-65-73	155	11	13	4.5	2	Yes ‡	0.4	66
1018407600		K	11/27/18	135-138-141	36-45-53	150-153-156	45-54-63	150	12	15	4.5	3	Yes ‡	0.6	73
1018421483		K	11/27/18	147-150-153	67-75-81	163-166-169	79-85-90	160	10	16	4.5	6	Yes	1.1	87

Summary for: Mathematics

Percentage of Students who Met or Exceeded their Projected RIT	81.8%
Percent of Projected Growth Met	130.0%
Count of Students with Growth Projection Available and Valid Beginning and Ending Term Scores	22
Count of Students who Met or Exceeded their Projected RIT	18
Median Conditional Growth Percentile	71

Explanatory Notes

** Due to statistical unreliability, summary data for groups of less than 10 are not shown. If Small Group Display is selected, summaries for small groups will be displayed.

*** Student did not have a valid, growth test event in this term.

† SE on Observed Growth is greater than normal. Use metric with caution.

* SE or SEM greater than normal. Use metric with caution.

‡ Indicates that projected growth falls within standard error of observed growth.

[Click here for more information on Met Projected Growth.](#)

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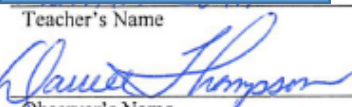
Individual Case Studies

The exact same procedure was followed for each case study. Completers were observed by the Coordinator/Field & Clinical Placement and evaluated utilizing the Task 3, Task 6, and Task 7.1 of the WVTPA. Both quantitative and qualitative data were collected. Pre/post test data are included. Additionally, completers were observed by the Coordinator/Field & Clinical Placement and evaluated utilizing the WV Evaluation Rubric for Teachers. Principal evaluations are included when available.

For each completer/case study, the following pieces of information are cited: 1) Observation summary detailing the observation, 2) A calculation of percent change for the pre/post-test data, 3) The scores received on the modified West Virginia Teaching Performance Assessment (WVTPA), 4) Tazewell County Observation Form and Teacher Summative Performance Report was used for Completer #2, 5) Actual observation notes, and 6) The actual assessment and data.

Formal Classroom Observation Form

Directions: This form is to be used for probationary teachers and teachers with continuing contract status. Observers should use the form to provide feedback to teachers about the observation.

<div style="background-color: #4a86e8; height: 20px; width: 100%;"></div> Teacher's Name	03/12/19 Date Observed	9:10 Time
 Observer's Name	The teacher is: <input checked="" type="checkbox"/> Probationary <input type="checkbox"/> Continuing Contract	

1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Effectively addresses appropriate curriculum standards. • Integrates key content elements and facilitates students' use of higher level thinking skills in instruction. • Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications. • Demonstrates an accurate knowledge of the subject area(s) taught. | <ul style="list-style-type: none"> • Demonstrates skills relevant to the subject area(s) taught. • Bases instruction on goals that reflect high expectations and an understanding of the subject. • Demonstrates an understanding of the intellectual, social, emotional, and physical development of the age group. • Communicates clearly and checks for understanding. |
|--|---|

Comments:

2. Instructional Planning

The teacher plans using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.

- | | |
|--|---|
| <ul style="list-style-type: none"> • Uses student learning data to guide planning. • Plans time realistically for pacing, content mastery, and transitions. • Plans for differentiated instruction. | <ul style="list-style-type: none"> • Aligns lesson objectives to the school's curriculum and student learning needs. • Develops appropriate long- and short-range plans and adapts plans when needed. |
|--|---|

Comments:

3. Instructional Delivery

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Differentiates instruction to meet the students' needs.
- Reinforces learning goals consistently throughout lessons.
- Uses a variety of effective instructional strategies and resources.
- Uses instructional technology to enhance student learning.
- Communicates clearly and checks for understanding.

Comments:

4. Assessment of and for Student Learning

The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with established curriculum standards and benchmarks.
- Uses assessment tools for both formative and summative purposes and uses grading practices that report final mastery in relationship to content goals and objectives.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Gives constructive and frequent feedback to students on their learning.

Comments:

5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

- Arranges the classroom to maximize learning while providing a safe environment.
- Establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly.
- Maximizes instructional time and minimizes disruptions.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes cultural sensitivity.
- Respects students' diversity, including language, culture, race, gender, and special needs.
- Actively listens and pays attention to students' needs and responses.
- Maximizes instructional learning time by working with students individually as well as in small groups or whole groups.

Comments:

6. Professionalism

The teacher maintains a commitment to professional ethics, communicates effectively, and takes responsibility for and participates in professional growth that results in enhanced student learning.

- Collaborates and communicates effectively within the school community to promote students' well-being and success.
- Adheres to federal and state laws, school policies, and ethical guidelines.
- Incorporates learning from professional growth opportunities into instructional practice.
- Sets goals for improvement of knowledge and skills.
- Engages in activities outside the classroom intended for school and student enhancement.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community.
- Builds positive and professional relationships with parents/guardians through frequent and effective communication concerning students' progress.
- Serves as a contributing member of the school's professional learning community through collaboration with teaching colleagues.
- Demonstrates consistent mastery of standard oral and written English in all communication.

Comments:

7. Student Academic Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

- Sets acceptable, measurable, and appropriate achievement goals for student learning progress based on baseline data.
- Documents the progress of each student throughout the year.
- Provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other measures of academic progress.
- Uses available performance outcome data to continually document and communicate student progress and develop interim learning targets.

Comments:

Additional Comments:

Teacher's Name _____

Teacher's Signature _____ Date _____

Observer's Name _____

Observer's Signature *Daniel Thompson* Date 03/12/19