Data Chart for Caitlyn (Spring 2018)

Context
Caitlyn works in an urban elementary school that serves approximately 600 students. 100% of the students at this school qualify for Free and Reduced lunches. The school is diverse, and 88.5% of the students are from minority groups, the largest percentage being Hispanic (69.3%). Additionally, 9.8% of students are Black, 5.3% of students are two or more races, 3.7% of students are Native American/ First People, and .5% of students are Asian. 52% of the students at this school are classified as English Language Learners, and 13% receive Special Education services. There is a 10.7% mobility rate. This school serves students from Pre-K to 5th grade, and Caitlyn teaches Kindergarten. Out of 24 students in her classroom, 10 are EL.

Apply Professional Knowledge, Skills, and Dispositions (R4.1)

InTASC	Data Sources	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
R1.1 - The Learner and Learning InTASC Standard 1: Learner Development InTASC Standard 2: Learning Differences InTASC Standard 3: Learning Environments	Self-Report Teacher Effectiveness Survey (Classroom Management sub-scale)	8	4.62	0	0	1	6	1
	Self-Report Teacher Effectiveness Survey (Diverse Classrooms sub-scale)	12	4.67	0	0	60	4	8
	Self-Report Teacher Effectiveness Survey (Student Engagement and Motivation sub-scale)	6	4.83	0	0	0	1	5

Data Sources	Participant Quotes
Journal	This student has a hard time following directions... I have started communicating with her parents more. I have also been making sure that she eats something in the morning. She often comes in late and hasn't eaten any breakfast... I have noticed that the student has had fewer fits and is quicker to follow directions. She also seems to be noticing more how her behavior is. She will often come up to me and ask me how she is doing. All though we still have a lot of work to do, we have made progress. This really helped me develop as a teacher because it made me realize that some students are behind because they just haven't been exposed to literacy like they should me. To me, this student made a significant jump in his education. He may not be on grade level but he has made very good progress from where he started

		and I have no doubt he will catch up in the next year. It really made me evaluate the amount of patience I need to have for my students and the opportunities that I am giving them in class to experience a literacy rich environment... I have also learned that children develop at their own pace.
	Interview	The strengths of my school are that we have a lot of resources to help our students. One of the biggest challenges is our language barrier. Approx. 70% of our school population is Hispanic. The strengths of my students are that they are resilient. Some of them come from tough situations, so they really have learned how to adapt and overcome some obstacles.
		I feel like my students learned a lot, and I could see growth in the students, but I know I have a lot of room to grow. I am still figuring out how to manage everything at once, as well as get more authentic evidence of student learning.
		As our class sizes increase, we get so many different learning styles and ELL students, and we need to know how to adapt and adjust our teaching to fit the needs of all of our students.
	Classroom Observation	CS appropriately praised the students for their work as they handed in their art. Around 11:30, CS could see the students starting to get fidgety, so she had them put away their iPads to get up to dance to some GoNoodle dances she played on the SMARTBoard.

R1.2 - Content InTASC Standard 4: Content Knowledge InTASC Standard 5: Application of Knowledge	**Data Sources**	**Participant Quotes**
	Journal	"My student came late in the year and had never been to school before. He did not know any letters or letter sounds or any numbers." "I go over letters and sounds every morning. I have also worked with my students in whole group and in small group instruction. My students also do Lexa, which is a curriculum on their iPad where they can make progress at their own pace."

	Interview	I have recently started using a learning scale to have them rate themselves on a standard and how well they have mastered it. I could use additional assistance on lesson planning for a whole week, including every subject. In college, we really only wrote lesson plans for one lesson/subject at a time
	Classroom Observation	The CS called on students (after raising their hands) one at a time to tell me all about the process they'd been through to hatch the chicks. The students responded well to her questioning and took turns answering when called on. One student answered a question incorrectly, so the teacher had another student "help" him with the correct answer. (STPR 6) There was an established routine of asking/answering questions that helped maintain order, fairness and respect. The students worked on their projects until 11:00 when CS instructed students to get out their iPads. For the next 30 minutes or so, students worked on a reading app – Lexia, an app that allows students to work at their own pace and on their own reading level. The students seamlessly pulled out their devices, got out their QR code cards and logged into their individual apps in a matter of seconds. The students were engaged in this activity, and I walked around helping them as they needed and requested it. Students' abilities ranged from beginning readers, identifying letters -- beginning and ending sounds of short words, while others were more advanced and were reading short passages for comprehension

R1.3 - Instructional Practice InTASC Standard 6: Assessment InTASC Standard 7: Planning for Instruction InTASC Standard 8: Instructional Strategies	Data Sources	# scale items	X scale score	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Self-Report Teacher Effectiveness Survey (Instructional and Assessment Strategies sub-scale)	10	4.7	0	0	1	6	1
	Data Sources	Participant Quotes						

	Journal	I tested this student on the F&P assessment and he was placed at a level B in reading. According to this specific assessment, C is on grade level for Kindergarten. I also tested him on letters and letter sounds. He knew 25 upper case letters, 22 lowercase letters, and 24 letter sounds."
	Interview	I do standards-based report cards, so instead of basing their academic success on mostly papers, I do a lot of checklists and observing to determine whether they have mastered a standard or not. Two technology programs that we use are Lexia and Dreambox. These are programs that allow our students to have individual learning, moving at their own pace. I also use checklists and observations.
	Classroom Observation	Since the CS had already submitted grades for the semester, the students started work on art projects around 10:20 a.m.– creating sharks by cutting and pasting colored paper. She used the document camera to model cutting and pasting each part of the shark, then allowed the students to work on their own project in between each demonstration.

Contribution to P-12 Student-Learning Growth (CAEP 4.1)

Self-Report Survey	# scale items	X scale score	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Teacher Effectiveness Survey (Impact on Learning)	2	5.0	0	0	0	0	2

Data Sources	Participant Quotes
Journal	"My student came late in the year and had never been to school before. He did not know any letters or letter sounds or any numbers.... Just last week I tested this student on the F&P assessment... He knew 25 upper case letters, 22 lowercase letters, and 24 letter sounds."
Interview	
Classroom Observation	

Analysis of case study

This teacher was highly reflective about her own growth and the growth of her students. She recognized how varied the learning needs of each student is and the importance of creating multiple ways for students to access the content and demonstrate their mastery. This teacher asked for additional resources and support for English language learners.

Evidence of this teacher's effective application of professional knowledge and skills in support of student learning is evidenced in a number of ways:

- *Employing a variety of instructional supports/accommodations to help students access the content in ways to meet their individual needs.*
- *Employing a variety of effective instructional and assessment practices including the use of technology.*
- *The use of assessment practices that help students track their own learning.*
- *Using different student groupings to support learning. Teacher self-report ratings on subscales of the Teacher Effectiveness Survey*

Application of critical dispositions is demonstrated through her recognition of the culture and lived experiences of her students and engaging in reflective practice.

There is minimal evidence of contribution to student-learning growth. The benchmarks data provided by the participant was not in a format that could be used to make inferences about student growth.

Case Study Data Chart for Jasmin (Spring 2019)

Context
Jasmin works in an urban high school that serves approximately 300 students. 100% of the students at this school qualify for Free and Reduced lunches. The school is diverse, and 90% of the students are from minority groups, the largest percentage being Black (49.7%). Additionally, 31% of students are Hispanic, 5.5% of students are two or more races, 2.1% of students are Native American, and 1.8% of students are Asian. 15.6% of the students at this school are classified as English Language Learners, 8.9% Gifted/Talented, and 19.2% receive Special Education services. There is a 15.2 % mobility rate. This school serves students from 9th to 12th grade, and Jasmin teaches 10th through 12th grade World History.

Apply Professional Knowledge, Skills, and Dispositions (R4.1)

InTASC	Data Sources	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
R1.1 - The Learner and Learning InTASC Standard 1: Learner Development InTASC Standard 2: Learning Differences InTASC Standard 3: Learning Environments	Self-Report Teacher Effectiveness Survey (Learner and Learning sub-scale)	8	5.0	0	0	0	0	8
	Self-Report Teacher Effectiveness Survey (Classroom Management sub-scale)	8	4.62	0	0	0	3	5
	Self-Report Teacher Effectiveness Survey (Diverse Classrooms sub-scale)	12	4.67	0	0	0	4	8
	Self-Report Teacher Effectiveness Survey (Student Engagement and Motivation sub-scale)	6	4.83	0	0	0	1	5

Data Sources	Participant Quotes
Journal	I have had problems with one students grade being low. .. we talked about goal setting with her grade... to keep this student engaged in class and focused on her grade I have given her tasks to do through the class. For example, she will be the team captain for the group or she'll start off class discussions... the student's grade has increased.

| | Interview | My students are very strong-willed, open-minded, and always willing to have a discussion. My students live in an urban area and have struggling home lives. My students come to school hungry sometimes and bring their problems from home to school which effects their behaviors in class.

I believe I can reach to a majority of my students but I need to develop more skills for myself and my students who need extra help in class (ELL/SPED). The more I expose myself to training and the more time I have teaching I know I will feel more confident in teaching ELL/SPED students.

I was surprised at how great I am with connecting with my students. Having relationships with students makes teaching easier and more exciting. Once you connect with your students they are more productive and engaged. |

R1.2 - Content InTASC Standard 4: Content Knowledge InTASC Standard 5: Application of Knowledge	Data Sources	# scale items	X scale score	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Self-Report Teacher Effectiveness Survey (Content sub-scale)	4	4.75	0	0	0	1	3

	Data Sources	Participant Quotes
	Journal	
	Interview	I will modify reading assignments by highlighting certain texts so my kids aren't overwhelmed when they rea. I have my students using different reading strategies like CUSS, SOAPSTONE, and HIPPOS. To help my kids think about their learning I discuss with them the learning goal that they should reach by the end of the day, week, or unit. I also write out the agenda for the week so my students know what we are doing for the week. By preparing my students at the beginning of the week is calms my students down. When I plan for how I want them to reach their goal I think about how they learn and what lessons they liked the most. My kid's love group work, gallery walks,

and hands-on activities so I try to put those into my lessons. The more my students enjoy class and the more fun the lesson is, the more they remember the information and reach their learning goal.

I had to learn how to adapt to my student's needs. Going into teaching straight from college I did a lot of notes the first six months of teaching because that's what I was used to. But this year I do notes maybe once every two weeks, sometimes none at all. I'm now doing a lot of hands-on activities and lessons

R1.3 - Instructional Practice InTASC Standard 6: Assessment InTASC Standard 7: Planning for Instruction InTASC Standard 8: Instructional Strategies	Data Sources	# scale items	X scale score	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Self-Report Teacher Effectiveness Survey (Instructional and Assessment Strategies sub-scale)	10	4.7	0	0	0	3	7
	Self-Report Teacher Effectiveness Survey (Instructional Practice)	8	4.33	0	0	0	6	2

Data Sources	Participant Quotes
Journal	During my PLC my colleagues helped me create a retake assignment for the kids who needed to redo their quiz. When analyzing data with my colleagues we found the patter that my ELL and SPED babies didn't do well on my open ended questions.
Interview	I use rubrics for everything in my classroom and I make charts to show students their growth.

The only tech in my classroom that my kids can use are Chrome Books and my SMART board. But we use the SMART board a lot to do "I do, we do, you do" when we analyze documents. By doing this it makes my kids more confident when they analyze documents by themselves. I use Chrome Books to do research projects. |

		I will do different types of assessments: fun ones like Kahoots, DBQ's, and political cartoon's. By switching up my assessments it tests my kid's skills and keeps them on their toes. It makes sure that my tests don't be boring or routine. When creating a lesson plan you can plan out how long you want a certain activity to take but it doesn't always work out the way as planned. For example, a discussion is going really well so I keep the discussion going and cut out the next activity I had planned.

Contribution to P-12 Student Learning Growth (CAEP 4.1)

Impact on Learning	**Self-Report Survey**	**# scale items**	*X scale score*	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
	Teacher Effectiveness Survey (Impact on Learning)	2	5.0	0	0	0	0	*2*

Pre-Test Post Test Student Data	**Teacher Criteria for mastery**	**# who met mastery**		*X* **pre-test (11 pts.)**	*X* **post test (11 pts.)**	**Effect size (Cohen's d)**	*Stat. signif.*
Students will be able to assess the causes, course, and effects of the Holocaust summarize world responses resulting in the Nuremberg Trials and the move to establish a Jewish homeland in Palestine.	Increase score by 4 points out of 11	27/51 18/ 51 near mastery		3.51	8.36	2.62	< .0001

Data Sources	**Participant Quotes**
Analysis of pre- post data	If the student increased their score by four points that showed me that they expanded their knowledge on the Holocaust. For example, most of my students scored a four or five out of eleven the first time they took the test. The second time around most of my students scored an 8 or higher. Overall, a majority of my student mastered my test. This is what my data looks like: twenty-seven of my student scored mastery, eighteen of my students scored near mastery (most only missing one question to hit mastery), and lastly four students need remediation. The four students who need remediation will retake the quiz. I noticed that some of my ELL/SPED students didn't do as well as their classmates. Since they are ELL/SPED they are allowed to take the test and I want them to retake it with me. I have had one student retake his test with me reading it to him and his score jumped significantly.

		I believe that ELL/SPED students would have done better on their quiz if my co-teacher was in class the day we took it, especially in my 5th hour because I have a lot of ELL/SPED students. My students who didn't do well will retake it and I am sure they will receive a higher grade. I know my SPED/ELL students will increase their grade when taken again, because they do better when the quiz is read to them. By doing this it allows them to comprehend the quiz better. I didn't have the resources in class the day my kids completed the test. Now not all my SPED/ELL received a low score, it was only a handful of students that have a reading comprehension struggle. Overall, almost all my kids met my learning goal and I know this through analyzing my Mastery Connect data.
	Journal	
	Interview	

Analysis of case study
Evidence of this teacher's effective application of professional knowledge and skills in support of student learning is evidenced in a number of ways: • *Employing a variety of instructional supports/accommodations to help students access the content in ways to meet their individual needs.* • *Employing a variety of effective instructional and assessment practices including the use of technology.* • *The use of assessment practices that help students track their learning.* • *Using different student groupings to support learning. This teacher often grouped special education students and English language learners together as needing the most support for the classroom and would benefit from additional trainings and resources to serve them* • *Teacher self-report ratings on subscales of the Teacher Effectiveness Survey* *Application of critical dispositions is demonstrated through the teachers reflection about the learning of her students and their unique needs and her development of positive relationships with students.* *The pre-post test data an analysis of the data provides evidence of a positive impact on student-learning growth.*

Case Study Data Chart for Karen (Spring 2019)

Context
Karen works in an urban middle school that serves approximately 450 students. 100% of the students at this school qualify for Free and Reduced lunches. The school is diverse, and 55%% of the students are from minority groups, the largest percentage being Hispanic (20.7%). Additionally, 16.2% of students are Black, 8.4% of students are two or more races, 3.1% of students are Native American, and 6.2% of students are Asian. 0.7% of the students at this school are classified as English Language Learners, 44.9% Gifted/Talented, and 1.6% receive Special Education services. There is a 0.2 % mobility rate. This school serves students from 6th to 8th grade, and Karen teaches 6th and 7th grade math. All students receive accelerated, in-depth instruction in language arts, science, social studies, and mathematics. In addition, 6th-8th grade students are required to take foreign language classes. Students have the opportunity to gain up to four high school credits before graduating, allowing them to take advantage of additional upper-level math and foreign language courses in high school. Fine arts classes include orchestra, band, vocal music, music appreciation, girls' choir, mixed choir, theater and visual arts.

Apply Professional Knowledge, Skills, and Dispositions (R4.1)

InTASC	Data Sources	# scale items	X scale score	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
R1.1 - The Learner and Learning InTASC Standard 1: Learner Development InTASC Standard 2: Learning Differences InTASC Standard 3: Learning Environments	Self-Report Teacher Effectiveness Survey (Learner and Learning sub-scale)	8	3.88	0	0	2	5	1
	Self-Report Teacher Effectiveness Survey (Classroom Management sub-scale)	8	3.5	0	0	4	4	0
	Self-Report Teacher Effectiveness Survey (Diverse Classrooms sub-scale)	12	4.25	0	0	0	9	3
	Self-Report Teacher Effectiveness Survey (Student Engagement and Motivation sub-scale)	6	4.0	0	0	2	2	2

	Data Sources	Participant Quotes
	Journal	It also seems that by meeting with her one on one, she has built her trust in me and has since grown more confident in class. She is asking more questions with her group and in engaging more in whole class discussions. I have learned to have more patience with students and to always reach the extra

| | | mile to meet the students where they are rather than automatically expecting the student to be on my level of expectations.

I have been working with this student closely mainly due to his severe Oppositional Defiance Disorder. He has a difficult time completing tasks in school simply because it is a requirement to do so. I have had several one on one conferences with him and have met with his parents to come up with a solid plan to lessen the effects of his disorder in class. We agreed on a rewards system to encourage him to continuously try in class. I also re-grouped him with students he felt more comfortable engaging with. He has taught me to not give up on a student because they may be frustrating at times. I have also learned to not only rely on myself as a resource when dealing with students, but to include the students when deciding how to teach them.

This student requires an abundance of individualized care and attention, which is something I am growing more accustomed to giving.

It has become increasingly easier to plan for individualized lessons since working with this student and reflecting on progress.

I am learning that sometimes working through personal battles with students has to come before working through academic problems. She needed help boosting her confidence before she could be successful in class.

I have been working on this student recently because I believe she fell under the radar for most of the year. Since I have worked more closely with her during small group literature circles, she has become more comfortable with me and started to orally respond to questions about the material.

Over the past year, I have focused mainly on working very closely with the severely struggling students and I believe I overlooked some of the students like the one described in this journal. In the future, I plan to have a more wholistic approach. Instead of focusing intervention time on only a select few, I plan to approach it in 3 different levels of differentiation: severe intervention, moderate, and advanced (bored with current curriculum and in need of rigor). |
| | Interview | Some challenges that I see at my school are lack of family involvement, Frequent absences that result in students falling behind, Homelessness, Immigrants that have little to no English proficiency. |

<table>
<tr><td></td><td></td><td>I will provide instructions in the student's language, allow those students to always work together, and provide additional time to get work done.

Accommodations; working with ELL and SPED students and what you can offer them to help them succeed. [in response to what should UCO do to help prepare teachers].

Admin and other teachers always recognize me for my persistence in have student keep the same routines and rituals and keeping students to a high expectation of behavior to behave well.</td></tr>
</table>

R1.2 - Content InTASC Standard 4: Content Knowledge InTASC Standard 5: Application of Knowledge	Data Sources	# scale items	X scale score	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Self-Report Teacher Effectiveness Survey (Content sub-scale)	4	3.75	0	0	1	3	0

Data Sources	Participant Quotes
Journal	I have been working with her to help her with note-taking skills and they have drastically improved. She is also much more confident during class and is more focused and attentive... I have met with her, and we broke down her notes and created a KWL chart to organize her ideas.

I decided to give her additional graphic organizers and reading follow along. The organizers are chunked into smaller portions which make the work seem more doable than normal. She responded well to the materials, and I believe she is finding it easier to complete. |

	Interview	When teaching I usually start with a direct instruction mini lesson that involves notes and examples of the math concept. I do, We do, You do have been a very effective way that my students learn.

R1.3 - Instructional Practice InTASC Standard 6: Assessment InTASC Standard 7: Planning for Instruction InTASC Standard 8: Instructional Strategies	**Data Sources**	**# scale items**	*X scale score*	**Strongly Disagree**	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
	Self-Report Teacher Effectiveness Survey (Instructional Practice sub-scale)	9	3.67	0	0	3	6	0
	Self-Report Teacher Effectiveness Survey (Instructional and Assessment Strategies sub-scale)	10	4.0	0	0	1	8	1
	Self-Report Teacher Effectiveness Survey (Instructional Practice based on CEPR sub-scale)	9	4.22	0	1	0	4	4

Data Sources	**Participant Quotes**
Journal	I have learned and am continuing to learn how to allocate time to ensuring students are meeting learning goals and checkpoints during even the busiest of lessons.

I have pulled this student aside during classroom focus group time and worked individually with the student. I have also found that presenting options for this student encourages him to work more at tasks.

I monitor his progress closely and coordinate with his parents often to see what strategies are being implemented at home so they may be carried over to the classroom. I note behaviors he presents during class and talk to him individually at the end of the day.

I gave her more ideas to talk about in guided discussions ahead of time and helped work with her one on one outside of class to boost her confidence. |

	Interview	I give weekly quizzes to compare to end of unit tests to determine growth. I also use bell work to remediate so if I have been working on something in bell work recently and the students are able to pass a quiz on the concept. I use Chrome books in whole class, and small group learning. I'll district websites to practice math, but I also have other websites that I've found that have good practice games. For assessments have used Kahoots, Plickers, traditional paper pencil tests that can be free response, multiple choice, matching, or True/False. I use Mastery Connect which is an online assessment program similar to paper pencil tests. Assessments. I know how to assess students and analyze it, but what should you do after that. What can we do when whole class versus just a couple students are not learning.

Contribution to P-12 Student Learning Growth (CAEP 4.1)

Impact on Learning	Self-Report Survey	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Teacher Effectiveness Survey (Impact on Learning)	2	4.5	0	0	0	1	1

Pre-Test Post Test Student Data	Teacher Criteria for mastery	# who met mastery	*X* pre-test (16 pts.)	*X* post test (16 pts.)	Effect size (Cohen's d)	*Stat. signif.*
• Students will be able to distinguish credible from non-credible sources • Students will be able to create a thesis. • Students will be able to use credible evidence to create three supporting details.			10.0	13.1	1.8	0.000

Data Sources	Participant Quotes
Journal	I have been working with her to help her with note-taking skills and they have drastically improved. She is also much more confident during class and is more focused and attentive. She is answering more questions in class and is overall more prepared. She is taking more initiative in her learning and is trying the new note taking method we went over. She is also trying harder to communicate with her group during group projects and seems to be more prepared for each upcoming class. She is starting to respond verbally to others in small groups and is less afraid to vocalize her ideas. He has turned in at least one assignment every day I have had him in class, and he has taken the initiative to speak with me about his desire to improve his performance.

		She has completed all work whereas normally she was only completing the bare minimum to get by. She is also more active in student literature circles. I believe she is having an easier time following along.
	Interview	I know if the students learned if they can think a little abstract about the math or they can pass a quiz with a score of 60% or higher.

Findings
Evidence of this teacher's effective application of professional knowledge and skills in support of student learning is evidenced in a number of ways: • *Employing a variety of instructional supports/accommodations to help students access the content in ways to meet their individual needs.* • *Employing a variety of effective instructional and assessment practices.* • *Consistent routines and adapting management strategies for individual students.* • *The use of technology to support learning and assessment.* • *Using different student groupings to support learning* • *Teacher self-report ratings on subscales of the Teacher Effectiveness Survey.* *Application of critical dispositions is demonstrated through fostering a belief that all students can learn, creating safe and positive classroom communities, and engaging in reflective practice. For example, she recognized that sometimes she focused too much on the most struggling students and needed to find ways to reach, support, and challenge all of the learners in the classroom.* *The pre-post test data an analysis of the data provides evidence of a positive impact on student-learning growth.*

Case Study Data Chart for Kera (Spring 2019)

Context
Parmelee Elementary School KERA works in an urban elementary school that serves approximately 900 students. 100% of the students at this school qualify for Free and Reduced lunches. The school is diverse, and 89% of the students are from minority groups, the largest percentage being Hispanic (69.6%). Additionally, 11.4% of students are Black, 5.4% of students are two or more races, 2.2% of students are Native American, and 0.7% of students are Asian. 48.2% of the students at this school are classified as English Language Learners, 4.9% Gifted/Talented, and 7.9% receive Special Education services. There is a 18.7 % mobility rate. This school serves students from PK to 6th grade, and Kera teaches 4th grade.

Apply skills, knowledge, and dispositions in P-12 Classrooms (CAEP 4.1)

InTASC	Data Sources	# scale items	X scale score	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
RA1.1 - The Learner and Learning InTASC Standard 1: Learner Development InTASC Standard 2: Learning Differences InTASC Standard 3: Learning Environments	Self-Report Teacher Effectiveness Survey (Learner and Learning sub-scale)	8	3.88	0	0	2	5	1
	Self-Report Teacher Effectiveness Survey (Classroom Management sub-scale)	8	3.5	0	0	4	4	0
	Self-Report Teacher Effectiveness Survey (Diverse Classrooms sub-scale)	12	4.25	0	0	0	9	3
	Self-Report Teacher Effectiveness Survey (Student Engagement and Motivation sub-scale)	6	4.0	0	0	2	2	2

Data Sources	Participant Quotes
Journal	He recently made the tennis team at school. This has changed his schoolwork habit. He has now started to at least try on all his assignments. He has gained more confidence in asking peers close by questions. I have learned to be patient, but this entire year I have had to learn to not just focus all on him. The first semester I focused all my attention on making sure I am doing what I can for him to learn how to read. He was progressing some weeks and not some weeks so this made me get frustrated. Then after I started

		the RTI process with him I recognized there really is a need. My parents are wonderful! I have learned how to use ClassDojo as a communication tool so I am in constant communication with my parents. With colleagues, we have had to meet and have tough conversations and some don't always end well, but we have to do what is best for our kids and our teaching so we all agree on that.						
	Interview	My class ranges from Kindergarten reading level, to off the chart reading levels that I can no longer test. The support I have from my parents this year is tremendous. I could not have asked for a better group of parents this year. My ELLs work with partners or read books in Spanish while we read on our own. One of my soon to be SPED students works with me or a partner and most of the time does his work at home.						

R1.2 - Content InTASC Standard 4: Content Knowledge InTASC Standard 5: Application of Knowledge	Data Sources	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Self-Report Teacher Effectiveness Survey (Content sub-scale)	4	3.75	0	0	1	3	0

Data Sources	Participant Quotes
Journal	This one particular student is reading on a Kindergarten level in his 4th grade class. I am working on him learning all his letter sounds, sight word reading, and reading fluency. The past two weeks we have been working on letter sounds and sight words.
Interview	

R1.3 - Instructional Practice InTASC Standard 6: Assessment InTASC Standard 7: Planning for Instruction InTASC Standard 8: Instructional Strategies	Data Sources	# scale items	X scale score	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Self-Report Teacher Effectiveness Survey (Instructional Practice sub-scale)	9	3.67	0	0	3	6	0
	Self-Report Teacher Effectiveness Survey (Instructional and Assessment Strategies sub-scale)	10	4.0	0	0	1	8	1
	Self-Report Teacher Effectiveness Survey (Instructional Practice based on CEPR sub-scale)	9	4.22	0	1	0	4	4

Data Sources	Participant Quotes
Journal	He is also using his resources, notebook with notes, sight word list, and peers before asking me for help. His sight words are coming along, but I think the more practice and exposure he has to with them will help.

I have also been meeting with him everyday for 20 minutes to work on sounds and sight words. The sigh twords I will sometimes let him use my magnet letters and build them and then practice saying them. Sometimes we use the whiteboards and he writes them in cursive. Other times we read his library book and practice putting letter sounds together. If we have an assessment I will read it to him and then let him respond. When we have the Chromebook I let him use google for spelling words. During reading time I let him get on my desktop classroom computers and listen to books through MyOn when I am working with other students.

Probably every day I have found a new way to do a lesson or teach something with new materials. |
| Interview | The school allows every student no matter how they are doing in class to pass, this includes their grades and their ability to read. A lot of students need to be in the RTI process, but a lot of our teachers will not start it or are not trained on how to do this so these kids get pushed on without the help they need. |

| | | We had a chart where they tracked their own learning based on pre/posttests. In the second semester I started having homework due the following morning and we graded it as a class. This showed the students whether they learned the material and if they got a 60% they had to redo the assignment or I would modify it for them to do again.

I think about the multiple intelligences when creating an assignment. I used more creative ways for them to do assignments like we did in my Creativity class. If I am creating a summative assessment I always remember all the rules that Dr. Pennington taught us.

I learned how to give grades based on what they know how to do while they are working and not grading every single assignment. |

Contribution to P-12 Student Learning Growth (CAEP 4.1)

Impact on Learning	Self-Report Survey	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Teacher Effectiveness Survey (Impact on Learning)	2	4.5	0	0	0	1	1

	Pre-Test Post Test Student Data	Teacher Criteria for mastery	# who met mastery	*X pre-test (10 pts.)*	*X post test (10 pts)*	Effect size (Cohen's d)	*Stat. signif.*
	Understand angle, length, and area as measurable attributes of real-world and mathematical objects. Use various tools to measure angles, length, area, and volume.	70% of students at/near mastery	11/27 at mastery 10/27 near mastery	5.52	6.89	1.8	0.001

	Data Sources	Participant Quotes
	Discussion of Pre- Post Data	I look at their scores and my hope is their posttest is better than their pre obviously, but my main concern is that they are near mastery. I used this assessment because my kids are used to taking pre/post tests on this system Mastery Connect this year. For every unit we did we had to give a pre/post est for it and it is easier to do it on this system. It will grade the assessment for me which is nice. I can walk around to see who is trying and who is trying to get finished with it. As a whole class there were two questions that most of my students missed. I think because it was a measuring unit and we couldn't physically measure each of these items, my students struggled with critical thinking skills or as I called it "imaginary thinking". We didn't physically fill up a bathtub with water from a tablespoon or liter which may have been hard for them to picture or "imagine".

		My teaching did not reach my SPED or ELL students as much as I would have liked. This is definitely an area I struggle with in teaching. I also know that for my SPED students I do not know what all I can do to help them because they do not get pulled from my room for extra support this year. This is my focus for next year, finding resources for teaching SPED and ELL students.
	Journal	I know especially by the reading growth that happened in my room they are learning, but I am still stuck on a soon to be SPED student who went backwards. He went down even with all the interventions I did with him for 11 weeks just for the RTI process.
	Interview	One of my ELL kids went from a Kindergarten reading level to a beginning of the year 3rd grade reading level. This was over an entire school year and I am so happy for him. When we finally reached his end of the year reading goal we both almost cried. He was so nervous the entire time we tested, but he was so excited to see how much he had grown. I had another student go from a 2nd grade reading level to a end of the year 4th grade reading level. He was also super excited. This was a student who hated to read and every day we did he hated it and wouldn't read most of the time.

Findings

Evidence of this teacher's effective application of professional knowledge and skills in support of student learning is evidenced in a number of ways:
- *Employing a variety of instructional supports/accommodations to help students access the content in ways to meet their individual needs.*
- *Employing a variety of effective instructional and practices including the use of technology.*
- *Recognizing the need to differentiate instruction base on development and needs of students.*
- *Using different student groupings to support learning.*
- *Using formative assessment to that help students track their own learning.*
- *Teacher self-report ratings on subscales of the Teacher Effectiveness Survey. Classroom management remains an area for growth.*

Application of critical dispositions is demonstrated through fostering a belief that all students can learn, maintaining positive relationships with parents, and engaging in

reflective practice.

Assessment data and analysis of the data provides evidence of a positive impact on student-learning growth.

Case Study Data Chart for Ruth (Spring 2019)

Context
Ruth is a contract teaching artist with Prairie Dance Theatre. It's a non-profit dance organization bringing dance education into OKCPS elementary schools where funding has been cut and students are not receiving regularly scheduled arts education through the school. She teaches Dance, PK-5th grade and has 4 schools on the southside, 2 schools in the inner metro area and midtown, and 2 school on the eastside. The communities surrounding each school vary, but all of them are underserved low-income areas. Many of the students are Hispanic/Latinx.

Apply skills, knowledge, and dispositions in P-12 Classrooms (CAEP 4.1)

InTASC	Data Sources	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
R1.1 - The Learner and Learning InTASC Standard 1: Learner Development InTASC Standard 2: Learning Differences InTASC Standard 3: Learning Environments	Self-Report Teacher Effectiveness Survey (Learner and Learning sub-scale)	8	4.62	0	0	0	3	5
	Self-Report Teacher Effectiveness Survey (Classroom Management sub-scale)	8	4.13	0	0	3	1	4
	Self-Report Teacher Effectiveness Survey (Diverse Classrooms sub-scale)	12	4.33	0	0	1	6	5
	Self-Report Teacher Effectiveness Survey (Student Engagement and Motivation sub-scale)	6	3.83	0	1	0	4	1

Data Sources	Participant Quotes
Journal	I started including more visuals and imagery in lessons to incorporate sports and other physical activities that are important to him. Many of my 5th grade students enjoy popular Fortnite dances, so we did an activity in which we identified the different dance elements in each Fortnite dance. He was so engaged in this activity, and it may have helped spark an interest in the rest of our dance unit. The situation with this student is common for many of my 4th-6th grade students who do not initially see the benefits of dance, movement, art, and music. This

reinforced my need to relate each lesson to true life experiences that students can identify with and understand on a personal level.

This student was able to practice the basic steps of this movement while other students added new elements such as posture, energy, and performance. By doing this together, students could work at their own pace to complete their challenge without too much pressure on individuals to execute the movement at the same level as others

Continuing with this unit, I'll set aside more time for learning activities that help all students develop their skills at their own pace.

| Interview | I have many students whose first language is not English. Most of my instruction includes physical demonstrations just because of the nature of dance class, so students can easily follow simply by mirroring. I use storytelling and lots of movement to transition and introduce new activities, for when students need a bit more help I usually pair them with another student who speaks their first language and make sure their Dance Spots are next to each other from the very beginning of the year. I determine student gains for my ELL students the same as my other students, through observation and class discussion/comprehension questions.

In my dance classes, student gains are focused in more character-building aspects, such as confidence, ability to work with others, body autonomy, self-control, and work ethic among other things. These gains in character and self in turn have an effect on student's lives as successful members of society, and also helps with core subjects and other academic areas.

I've made an effort to connect with other public school dance teachers in OKC. It's so helpful to hear stories and get advice from other teachers who are dealing with similar issues and experiences. It would be awesome to have some official professional development outreach for dance teachers. |

R1.2 - Content InTASC Standard 4: Content	Data Sources	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Knowledge InTASC Standard 5: Application of Knowledge	Self-Report Teacher Effectiveness Survey (Content sub-scale)	4	3.75	0	0	0	1	3

Data Sources	Participant Quotes
Journal	This student has been struggling to execute basic technique skills such as three-step-turns and chassés. We took time to focus on these two movements as a "skills challenge" activity where we broke it into 4 dance elements. This student was able to practice the basic steps of this movement while other students added new elements such as posture, energy, and performance. In Dance, it's important to use creative learning activities outside of "demonstrate, practice, perform, repeat" to help students understand concepts and develop skills. If all my students had been able to execute these 2 technique skills, I probably would have continued with choreography and not used a Skills Challenge activity. This activity was helpful for all students to continue their learning of the concept and practice their skills.
Interview	In my class we talk a lot about body/mind connection. I make it a point to address the concepts that we're learning, the way they connect to each student's decision making, and the movements students create around that. In creative movement activities, students are fully in charge of the movements they create, and we explore how our dance elements guide and shape those creations. They are encouraged to be creative and are taught that creativity is a form of intelligence. Through the program I learned so much about childhood development, psychology, and philosophies of learning. At UCO I developed a much greater understanding of dance and its purpose in society, and I learned how to use my subject to impact students in a more effective and positive way. Now I'm teaching more than just "how to dance"

R1.3 - Instructional Practice InTASC Standard 6:	Data Sources	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

Assessment InTASC Standard 7: Planning for Instruction InTASC Standard 8: Instructional Strategies	Self-Report Teacher Effectiveness Survey (Instructional Practice sub-scale)	9	3.67	0	0	3	6	0
	Self-Report Teacher Effectiveness Survey (Instructional and Assessment Strategies sub-scale)	10	4.5	0	0	1	3	6
	Self-Report Teacher Effectiveness Survey (Instructional Practice based on CEPR sub-scale)	9	4.44	0	0	2	1	6

Data Sources	Participant Quotes
Journal	This student has shown growth as a performer. Last semester, this class learned two new dances and each time we finished a dance I split the class into two groups, and they performed for one another. During these assessments, this student exhibited little effort in his performance. In the past three weeks of this semester, we have learned a new dance, and during the performance assessment he demonstrated a higher level of personal effort and energy in his performance. I noticed a breakthrough with this student when I asked for a volunteer to demonstrate runs and leaps, and he quickly sat up in dance "learning position" and raised his hand. I let him demonstrate and he showed excellent effort running across the stage, leaping over the polydot, and getting into "ready position" in front of the whole class.
Interview	I use observation and class discussions to assess student learning gains. In dance classes, students are consistently demonstrating the skills we are working on, so the best way for me to determine their learning gains is by observing their execution of skills. The concepts we learn through dance are determined through class discussion at the end of each class. Nothing in my classes could have fully prepared me for being in front of 45 3rd

		graders, keeping their attention and engagement, trying to make my voice heard, setting and achieving behavior expectations, on top of implementing every element of what I had created in a lesson plan. Controlling a classroom is something I had to learn on the job. From what I remember, there was a lot of work in the teacher prep program that prepared classroom teachers for classroom management in the form of "setting your classroom up for success". I don't think there was enough on the subject of elective teachers in terms of classroom management. How do you keep kids attention and engagement when they only see you for 30 minutes a day/week? There are a lot of skills I've learned from other dance, PE, and music teachers about classroom expectations, time effective actions/consequences, quick ways to get students attention, many skills that are very different from what a typical classroom teacher would have to do.

Contribution to P-12 Student Learning Growth (CAEP 4.1)

Impact on Learning	Self-Report Survey	# scale items	*X scale score*	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Teacher Effectiveness Survey (Impact on Learning)							

	Pre-Test Post Test Student Data	Teacher Criteria for mastery	Pre-Assessment of Performance (100%)	Post Assessment of Performance (100%)	Change (%)	Grade level
	• How do dancers work with space, time and energy to communicate artistic expression? • What must a dancer do to prepare the mind and body for artistic expression? • How does a dancer heighten artistry in a public performance?	Executing skill with accuracy	50%	89%	39%	3rd
			71%	99%	28%	4th
			46%	69%	23%	5th

Data Sources	Participant Quotes
Discussion of Pre Post Data	After using multiple strategies to encourage students to jump higher, most 5th graders were refusing to jump at all and replaced it with bouncing knees or just standing. While the majority of 5th graders are capable of jumping they would not jump in dance class. I made the observation that the 4th graders were incredible jumpers, and asked the 5th graders if they used to be good at jumping in 4th grade. Most of them said yes. Then I asked the class to give some answers to why they could jump high in 4th grade, but won't jump now that they're in 5th grade. Answers included: "it's cringy" "it's weird" "I'm embarrassed" "jumping is for babies" "I don't want to look dumb like you" Adjustments can be made to adapt the Laundry Dance for 5th grade students, challenging their physical abilities while still meeting their level of social emotional development.

		My SPED students in the 4th grade class had the lowest pre-assessment Accuracy, but their post-assessment Accuracy is equal to the rest of the class.
	Journal	He's showing that he understands the concepts we've been learning and can execute the choreography we've been rehearsing.
		Steps of this movement after the first lesson introduction and have improved with practice. This student was unable to perform the task at all during the first lesson but has since then practiced in class and is able to perform the task at its most basic level although not yet at the same level as her peers.
		The student can complete the tasks listed above when given a slow tempo on the drum accompanied by verbal step-by-step instruction.
	Interview	

Findings

Ruth had a previous background teaching dance but UCO gave her the research-based science of learning like child development and learning philosophies. This teacher desired more clinical experiences through UCO to be able to understand the difference between teaching dance at a private studio and in a K-12 school, especially classroom management for large elective classes.

Evidence of this teacher's effective application of professional knowledge and skills in support of student learning is evidenced in a number of ways:
- *Connecting instruction to the personal experiences of students.*
- *Employing a variety of instructional supports/accommodations to help students access the content in ways to meet their individual needs.*
- *Employing a variety of effective instructional and assessment practices.*
- *Considering learner development and characteristics when designing instruction and adapting instruction to meet the individual needs of students.*
- *Using different student groupings to support learning.*
- *Formative assessment to provide feedback in support of student learning.*
- *Teacher self-report ratings on subscales of the Teacher Effectiveness Survey. Classroom management is an area for growth.*

Application of critical dispositions is demonstrated through fostering a belief that all students can learn, recognizing the cultural and lived experiences of students, and engaging in reflective practice. For example, identifying the need for strategies to improve classroom management.

Assessment data and analysis of the data provides evidence of a positive impact on student-learning growth.