Mid-way Case Study Data (Observing our graduates in the field)

The total average score on the student teaching evaluation has increased from the first observation in September to the second observation in December, from 2.33 to 2.49 (0.16-points). The range of individual scores has narrowed from 0.63-points to 0.16-points.

Rubric Item 6 (Plans for meaningful instruction for all students by drawing on curriculum knowledge of their discipline and related content areas, as well as on knowledge of students and the community) has the greatest increase in scores over time as being one of the lowest scoring items in the 1st Observation (1.58) to one of the highest scoring items in the 2nd Observation (2.75). So this item increased in score by 1.17 points. All individuals also increased in their scores for this item.

All items, except the following, have increased in scores or remained the same from the 1st to 2nd Observation:

· 11 (The teacher candidate facilitates active student engagement)

o 1st Observation: 2.58

o 2nd Observation: 2.50

o Decrease of 0.08-points

· 14 (The teacher candidate demonstrates appropriate and effective use of resources, media,

and technology)

o 1st Observation: 2.50

o 2nd Observation: 2.25

o Decrease of 0.25-points

· 16 (Takes responsibility for professional growth)

o 1st Observation: 2.75

o 2nd Observation: 2.50

o Decrease of 0.25-points

· 18 (Seeks opportunities to collaborate with students, families, colleagues and other

professionals, and the community in order to enhance the student growth)

o 1st Observation: 2.75

o 2nd Observation: 2.50

o Decrease of 0.25-points

The highest scoring Rubric Item overall is 17 (Demonstrates strong moral character and professionalism) with a score of 3.00.

 The lowest scoring Rubric Items are (scores below Acceptable – 2):

· 4a (Attends to the individual differences and cultural and communal experiences that affect creating an inclusive teaching and learning environment) with a score of 1.88

o This score has increased by 0.25 points from the 1st to the 2nd Observation

· 12 (The teacher candidate uses multiple methods of assessment to plan instruction, monitor progress, evaluate student learning, and adjust instruction), with a score of 1.94

o This score has increased by 0.12 points from the 1st to the 2nd Observation

**Common Themes:**

Materials:

· Three teachers have students use notebooks or writing organizers

· Two teachers use computers although one is using a computer to project the lesson while the other has computers that the students are using

· Two teachers use word cards with high frequency and/or sight words

· All teachers use some form of a book: two used mini books the students all had, another read a book to the class, and the other assigned math homework from a textbook

Learning Objective:

· Two teachers are saying words and having students predict/identify the sound/word

· Two teachers are asking students to remember information from the text (one teacher is specifically looking for themes found in the literature).

Standards:

· Two elementary teachers listed specific standards the lesson will be aligned with.

Assessment Strategies:

· All four teachers use some form of observation (checklist, circulating the classroom, having students read to them [2 teachers]).

· Three teachers use some form of questioning (during the lesson, in their notebooks, and displaying their answers to the class).

Activities:

· The three ELA teachers used reading as an activity (individual or guided)

Research:

· Two teachers are using explicit instruction

Professional Development:

· Two teachers mention using professional development. Both mention recent professional development and the newest teacher also mentions recent coursework.

Successes:

· All 4 teachers found their lessons to be successful, stating that students met the learning objectives.

· All 4 teachers found students writing in journals/notebooks or solving problems on the board to be successful activities.

· Two teachers found using connections to previous learning as a success.

Artifacts of Student Learning:

· Two teachers did observations

· Two teachers did questioning

· Two teachers had writing samples

Depart from plan / unsuccessful events:

· All 4 teachers departed in some way from their original lesson plan

· Three teachers departed to be able to provide more support and modeling where needed

· The two teachers with less experience expressed being unable to complete all activities planned due to time constraints.

· The two most experienced teachers found that there were no unsuccessful activities.

Do differently:

· Two teachers said they would have additional time and/or another day for the lesson and more application of skills

Student behavior:

· Two teachers found students chatting to take away from instructional time.

· Two teachers found proactively planning and setting up groups to aid the positive classroom culture. Another teacher reflected that changing seating arrangements in the future will help.

**Differences:**

Materials:

· The Math teacher’s materials differ the most as they are teaching a math lesson (all other teachers did an ELA lesson) and is also teaching at the adolescence level (all other teachers are elementary).

Learning Objective / Prior Knowledge:

· Again, the math teacher’s learning objective differs completely from the ELA objectives due to different subject matter.

· The more experienced teachers listed several learning objectives and several sources of prior knowledge while the newest teacher listed one learning objective and one source of prior knowledge.

Assessment Strategies:

· The Math teacher was the only one to provide a summative assessment of the learning objective.

Activities:

· The math teacher provided multiple activities for learning the lesson (modeling, partner work, display work on the board, class discussion) while the ELA teachers had two activities.

Differentiation:

· All teachers provide differentiation within their lessons but in very different ways:

o Adolescence: Least amount of differentiation (number of problems and provides answers)

o Experienced childhood: Already a differentiated small group but pay closer attention to student with IEP to be able to provide more support if needed

o Most experienced childhood: Most amount of differentiation (spend extra time with lower level learners, provide written word with dictation, give extended time as needed)

o Newest childhood: Split the class into three groups based on current performance in ELA; provide more modeling, scaffolding, and questioning to those approaching proficiency

Research:

· All teachers use research for their lesson strategies but again very different research:

o Adolescence: No specific research mentioned (partner work)

o Childhood: Name specific research methods but the teacher with the most experience, sites many specific research methods and their benefits

Successes:

· One teacher mentioned that it was also successful because it was well organized and the learning environment was proactive and positive.

· The most experienced teacher used multiple assessments in planning their lesson, multimodal activities, and several forms of assessment during the lesson.

Did students learn what was intended?

· Each teacher interpreted this question differently:

o AD Teacher – Use of knowledge from previous lesson

o Most Experienced Elementary Teachers – States specific ways (informal assessments) they know students learned what was intended

o Newest Elementary Teacher – States that students show understanding (no specific ways mentioned for knowing about this understanding)

Artifacts of Student Learning:

· One teacher used a checklist during observations

Depart from plan / unsuccessful events:

· The AD teacher changed plans by removing an element of the lesson to provide more time for students to work independently.

· The AD teacher also found that the second problem proved to be too complex at this point in students’ learning.

Do differently:

· One teacher would provide more opportunity for students to discover learning on their own rather than having the teacher present the information.

· Another teacher thought having another assessment tool like an exit ticket would be beneficial.

All teachers learned something different from informal assessment and how it did and will impact their teaching.