

Case Studies on Standards I, II, III and Indicator IV

Case Study: Standard I-Curriculum, Planning, and Assessment

Valerie Smith is an experienced 5th grade ELA teacher on a 2-year self-directed growth plan. Her personal goal is to increase the amount of informational text used in her instruction by 20% to prepare her students to meet the demands of the common core standards in all subjects. She used the following pieces of evidence to show that she is addressing indicators A, B, and C of Standard I on the Teacher Evaluation Rubric.

Indicator I-A

-A unit plan for nonfiction literature circles where students are grouped and assigned a novel by reading level. Students will be expected to work individually at times and with their group at times to both read the text and answer higher order thinking questions about the text. They will also be expected to choose as a group from a menu of various CEPA's which they will complete to show their understanding of the text they read.

I-A-2 Proficient: Demonstrates knowledge of the developmental levels of students in the classroom and the different ways these students learn by providing differentiated learning experiences that enable all students to progress toward meeting intended outcomes.

I-A-3 Proficient: Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.

Indicator I-B

-Galileo Scores and a formative assessment that show weaknesses in informational text skills.

-A graphic organizer submitted by a group of students that shows the proposed plan for their CEPA. This organizer includes places for the teacher to provide feedback and suggestions and is accompanied by a short narrative describing how the teacher uses the organizer to drive instruction.

I-B-2 Proficient: Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.

Indicator I-C

-Notes from weekly curriculum meetings with the other 5th grade ELA teacher and special educator that include conversations about the nonfiction literature circle unit addressing how the students are doing with their project and what modifications or changes need to be made in regards to elements such as time or expectations.

I-C-2 Proficient: Regularly shares with appropriate colleagues (e.g., general education, special education, and English learner staff) conclusions about student progress and seeks feedback from them about instructional or assessment practices that will support improved student learning.

Case Study: Standard II

Joanne Baker is a teacher who has a student learning goal of improving reading comprehension skills as evidenced by identifying story elements and analyzing text. As evidence toward her goal, she has provided her evaluator with the following artifacts:

-A **reading guide** that outlines key concepts and asks guiding questions for each chapter of the assigned book with a corresponding lesson, taught by the SpEd Teacher, which introduced and modeled the use of the reading guide. (**video of lesson** uploaded as evidence and saved to show students who may have missed or needed a “refresher” of the “how to” lesson.)

- A **rubric** that clearly outlines the expectations of the final book report project. **Choices for final project** include a movie/ skit, poster display, creating an online profile for the character of the chosen book and a diorama.

- A copy of a completed **Think/ Pair/Share worksheet** that was used in class to support vocabulary development. This includes a narrative description of students working first in pairs, and then in small groups to determine the meanings of the target word.

-**Photos** of the “thinking hats” activity from class with a narrative explaining the purposeful assigned hats to students of varying levels and the visuals used to scaffold and/or support students within the class. (**Bookmarks with visuals and checklists** for answering questions)

-**Photos of posted classroom displays:**

- Classroom rules- includes visual icons (created as a group at the start of the school year)
- “Pride Wall” which showcases the work of students- varying levels of ability are posted to showcase individual success.
- “I Can” statements and “Did I remember to...” guiding questions to encourage independent learning.

-**Observation notes from evaluator** that include:

- Feedback about smooth student transitions and student demonstration of established routines.
- Notes that speak to peer to peer support observed with a posted visual schedule when a student with autism was noted to be off task.
- Lesson with break out groups that include a small group with the teacher for re-teaching, an ESP moving about the room to answer questions and a pair of students working on the computer to complete an enrichment project.

-A reading **assessment** that had been **modified** for students with low level reading/writing skills that includes picture support for key words, the option to write or draw their answers and a word bank.

Case Study: Standard III

Sam Baker is a teacher who has a Professional Practice Goal of improving positive two-way communication with all families as evidenced by tracking outreach in a communication log, taking notes during parent/teacher conferences, and collecting sign-in sheets from events. As evidence toward his goal, he has provided his evaluator with the following artifacts:

-**Communication Log** containing differentiated communication strategies to convey positive information regarding student's academic and social experiences that the parent can discuss and use at home:

- **Email correspondence**
- **Letters to families**
- **Phone call notes**
- **Open office hours**
- **Formal meetings**

-**Newsletter** containing:

- Activities and strategies that align with instructional practice and learning standards to support learning at home and a survey to assess the parent/guardian's comfort level with implementing the strategies shared, frequency of implementation and what additional support they may need.
- Suggested strategies for differentiation of activities.
- Dates and times for parent conferences.
- Dates and times for evening events to support sharing of data and instructional practices.

-**Photos** and **agendas** from evening parent/child events that he coordinated to provide parents and students with the opportunity to practice the instructional strategies he employs in the classroom with his support.

-**Observation and Walkthrough notes from evaluator** that include:

- Feedback regarding strategies observed when conferencing with families and sharing data.
- Notes that detail individual data conferencing with students

-**Communication notes** from collaborating with the school and external community partners to ensure that communications are in families' home languages and are culturally appropriate.

Case Study - Indicator IV

This teacher's goal is to improve student results on interpretive tasks (listening and reading) in her classroom. She has noted through her self-assessment that in her unit and lesson plans there are limited interpretive reading tasks and that this is a weak area. Textbook readings are not authentic (intended for natives of that language) and not engaging. Students (through past data) have struggled in this area and often do not do well with these tasks - data shows that they often do not respond to many of the questions, cannot pick out supporting evidence and score poorly on assessments. Her goals include benchmarks - the teacher will attend conferences and workshops in order (1) to learn more about the development of assessment tasks incorporating authentic materials (authentic materials are documents and videos developed for native speakers of that language) (2) to learn pedagogical techniques to support students in working with interpretive tasks, (3) to develop activities and assessments based on the national model for these interpretive assessments, (4) to gather thematically connected, interesting authentic resources and (5) to collaborate with other educators to share ideas, activities and resources. She also set a benchmark of developing and incorporating into her units of study 4 authentic interpretive reading or listening tasks/assessments during this one year cycle.

The following is a listing of the artifacts the teacher presented as evidence in her portfolio.

- Her **detailed conference and workshop reports** which she wrote up (per contract) and submitted to her superintendent, her evaluation supervisor, the curriculum director, and her department.
- **An article** she wrote for her state professional association about her work with authentic resources and the development of associated interpretive tasks which was published in the association's newsletter.
- **Screen captures of resources** of authentic documents she has gathered and **links** to her edmodo library where she was curating resources with other professionals throughout the country and to her DIIGO collaborative curated library where her evaluator could see that she had formed a group to gather and organize thematically authentic resources, view the resources as they were organized and see the participation level of

those in the group. Group suggestions on how to incorporate these resources could also be seen at these links.

- **Her dated and accepted professional practice goal** with the detailed data and reflective analysis which explained why this had been chosen as the goal.
- **Two of the four interpretive performance tasks** developed by the teacher using authentic thematic resources with **student performance data**, an **analysis of that data** and a **reflective analysis** of what elements of the tasks/resources were successful and what needs to be improved. She also included modifications needed for next use of these documents.
- **Handouts and PowerPoint slides** from a presentation she made on authentic resources and interpretive tasks at a faculty meeting. The handouts were generic and were intended to help her colleagues in other disciplines to work with informational text and close reading.
- **A request for PictoChart Web 2.0 app purchase** which was sent to the Technology committee with a detailed explanation of why she felt this would be the best of the various infographic web 2.0 apps so that the committee could consider getting this inexpensive web 2.0 tool for the entire school to use.
- A **photo of the awards** she received for perfect attendance the past two academic years.