

Pre-Assessment Part Two

Prompt:

Review all three case studies (novice teacher, skilled veteran teacher, struggling veteran teacher). Write an analysis of these cases studies, in two parts:

1. Identify and describe the similarities and differences you note across case studies and reflect on the implications to you as an evaluator
2. Select one case study, reflect on the information you have been provided and identify areas of teacher strength and growth

Case Study Format

- School profile
- Class profile
- Student growth data
- Student attendance data
- Teacher profile

School Profile

Carmen Elementary is a school of 800 students, grades K-8, in a suburban area.

School Profile from Illinois Report Card

Racial/Ethnic Diversity	
White	55%
Black	30%
Hispanic	10%
Asian	2%
American Indian	0%
Two or More Races	2%
Pacific Islander	1%
Low Income	20%
Students with Disabilities	23%
Homeless	4%
English Learners	8%
Student Attendance	92%

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Student Mobility	3%
Chronically Truant Students	1%
Academic Progress	
PARCC	35% ready for the next level (met or exceeded)
DLM (dynamic learning maps, alternative assessment for students with cognitive disabilities)	28% proficient
Teacher Retention Rate	83%
Principal Turnover	2 in the last 6 years

Case #1: Mr. Jones (Novice Teacher)

Class Profile

<i>Subject Area</i>	<i>Grade Level</i>	<i>Number of Students</i>
English Language Arts	8	27
<i>Students with Disabilities</i>	<i>English Learners</i>	<i>Low Income</i>
4	2	5

Student Growth Data

Mr. Jones and his evaluator have identified two assessments for measuring student growth:

1. A common writing assessment used by all English Language Arts teachers at Carmen Elementary (Type II), assessed using a common rubric.
2. A classroom-based assessment developed by Mr. Jones and approved by his evaluator (Type III) that Mr. Jones uses during the fall semester.

During the evaluation cycle, Mr. Jones demonstrated to his evaluator that he had established baseline student learning measures, collected formative assessments and reflected on the results and adjusted instruction. At a midpoint meeting with his evaluator, Mr. Jones proposed adjusting growth goals on the Type III assessment for 5 of his students. The evaluator agreed.

Mr. Jones' growth outcomes were as follows:

1. Type II assessment - 74 percent of his class met or exceeded the growth goal
2. Type III assessment - 70 percent of his class met or exceeded the growth goal

Student Attendance Data

In Mr. Jones's class 2 students would be considered chronically absent, having missed 10 or more days in the fall semester. Mr. Jones has indicated concern about 1 other student, who have been absent 1-2 days a week for the past 2 weeks, due to a family crisis. One student has also recently returned to class after a serious illness, which required 1 week of homebound instruction.

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Teacher Profile

Mr. Jones is in his third year teaching at Carmen Elementary. He moved to this community from out of state. Carmen Elementary is his first full-time teaching assignment. His first year, he struggled with classroom management, and his assigned mentor provided support, along with his evaluator that year. Last year, his evaluator noted that he is gaining confidence as a teacher and achieving greater consistency in classroom management. During the preconference, Mr. Jones shared with his evaluator that he was concerned about his questioning strategies and whether he is able to reach all of his learners, especially those for whom English is a second language, as often he feels they are unclear on directions and may not fully understand the content.

Evaluator comments

Note: These evaluator comments were generated by the evaluator from review of evidence collected during classroom observation of Mr. Jones' teaching:

2a | Creating an Environment of Respect and Rapport

Overall, the classroom environment was respectful and supportive. Students were polite and respectful, following most classroom expectations for the duration of the observation. Some students were willing to participate, but more were observed helping each other when working in small groups. He used student names, positive words and clearly maintained strong rapport with the majority of the students in the room.

2b | Establishing a Culture for Learning

Students and teacher are focused on learning through effort and perseverance. Mr. Jones has cultivated an environment where students are expected to work hard and seek support when they encounter an obstacle. Students can also explain the purpose for their learning and help each other when needed. There are some students who need some extra scaffolding and reminding to hold this tenet, but when redirected they are able to refocus and return to the task at hand.

2c | Managing Classroom Procedures

Overall, the procedures and routines that students are expected to learn and follow in Mr. Jones' room are well established. As a result, most of the classroom time is focused on instruction and very little reminders are needed. Transition from whole-group to small-group work took over four minutes due to how small group stations were prepared. Some students lost time looking for extra copies of materials, sharpened pencils and paper.

2d | Managing Student Behavior

Mr. Jones' approach to behavior management is calming, consistent, and typically positive. Very little instructional time is lost to enforcing classroom rules or expectations. His use of procedures and routines creates a clear structure for learning that most students adhere to. There are a few students who needed reminders from both teachers in the classroom to remain on task and the class as a whole needed extra time to meet the volume expectations.

3a | Communicating with Students

Mr. Jones was very clear and specific in his communication style during his whole group and small group instruction. He uses language and examples the students can connect to in an effort to avoid misunderstanding. He also uses multiple modes to communicate, including oral, written and multimedia methods to support and appeal to the multiple learning styles in the classroom. Mr. Jones asks

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questions of his students to ensure they understand both the content and the directions for the learning task. He also calls on his students to help each other, clarify or provide alternate explanations.

3b | Using Questioning and Discussion Techniques

Mr. Jones uses questions to support his instruction with the whole group and with his small groups. He attempted to use a variety of questions as he led the class through the author's purpose lesson. As he led the questioning period, few of them led to a whole class debate or discussion, with a few students answering the questions. In the small group, he used questioning to effectively engage some students to comprehend and meet the objective. Questions did range and require some higher order thinking range with Mr. Jones inconsistently asking for evidence for their responses.

3c | Engaging Students in Learning

The learning tasks were well-aligned with Mr. Jones' CCSS based objective of determining author's purpose. Students were able to work in groups and help each other as they read and discussed each article and answered the questions. As students worked, Mr. Jones was able to pull small groups and meet with them undisturbed in a separate space. Students working with him were focused and on-task, completing a modified assignment designed for their groups' abilities and learning styles. Groups not sitting with Mr. Jones were inconsistently on task, group to group, despite being able to communicate what was expected to be completed. Some students repeatedly asked questions about how to complete the task or sought more input on the task.

3d | Using Assessment in Instruction

While Mr. Jones ran out of time to share his formal exit slip, he was able to use other assessment methods. (The slip is a great way to determine the individual progress toward mastery of the aligned CCSS.) He did use questioning as a gauge of student understanding. Additionally, he was constantly checking in on the needs of his small group by using this method. The results of the learning task will also inform his planning for the small groups.

3e | Demonstrating Flexibility and Responsiveness

Mr. Jones instinctually uses relevant examples as a way to connect student understanding with his instruction. If students appear confused or need support Mr. Jones is both flexible and responsive. During the observation, he chose to spend more time supporting the students in his small groups and providing more time for students to complete their learning task. As a result, his exit slip was not given out or completed, but with more time on task, students probably walked away with deeper content knowledge.

Case #2: Mrs. Mason (Skilled Veteran Teacher)

Class Profile

<i>Subject Area</i>	<i>Grade Level</i>	<i>Number of Students</i>
English/Language Arts	7-8	15
(Special Education)		
<i>Students with Disabilities</i>	<i>English Learners</i>	<i>Low Income</i>
15	2	7

1 classroom aide

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Student Growth Data

Mrs. Mason and her evaluator have identified two assessments for measuring student growth:

1. A writing assessment (Type III), assessed using a rubric. Modifications based on student IEPs.
2. A second, classroom-based assessment developed by Mrs. Mason and approved by her evaluator (Type III) that Mrs. Mason uses during the fall semester. Modifications based on student IEPs.

During the evaluation cycle, Mrs. Mason demonstrated to her evaluator that she had established baseline student learning measures using students' IEP records as part of baseline data analysis (but careful not to use the IEP goals themselves as growth indicators), collected formative assessments and reflected on the results and adjusted instruction. At a midpoint meeting with her evaluator, Mrs. Mason provided evidence that 3 of her students needed growth goal adjustments to both assessments, one because of high absenteeism and two due to inconsistent formative assessment results. The evaluator agreed.

Mrs. Mason's growth outcomes were as follows:

1. Type III writing assessment - 87 percent of her class met or exceeded the growth goal
2. Type III classroom-based assessment - 93 percent of her class met or exceeded the growth goal

Student Attendance Data

In Mrs. Mason's class 3 students would be considered chronically absent, having missed 10 or more days in the fall semester. Mrs. Mason has indicated specific concerns about 1 of these 3 students, which led to adjustments of growth goals for that student.

Teacher Profile

Mrs. Mason is in her twenty-third year teaching at Carmen Elementary. She has always lived in the community and raised her own children in the community. She has taught both self-contained special education classrooms and co-taught in general education inclusion classroom in the areas of English/Language Arts and Social Studies. She has served as a mentor teacher to new staff. She sponsors the student council and yearbook. Two years ago, her evaluator noted that she demonstrated great skill at differentiation of instruction and managing student behavior. During the pre-conference, Mrs. Mason shared with her evaluator that she would appreciate specific feedback on two areas: managing classroom procedures as it relates to working with her classroom aide and helping students make connections between lesson objectives and students' personal experiences.

Evaluator comments

Note: These evaluator comments were generated by the evaluator from review of evidence collected during classroom observation of Mrs. Mason's teaching:

2a | Creating an Environment of Respect and Rapport

Students and adults show enthusiasm, support, and kindness to one another.

2b | Establishing a Culture for Learning

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Differing teacher supports provide unequal messaging about student ownership over the learning process. Nevertheless, during independent work time, Mrs. Mason allows students to engage in healthy struggle to great effect. Work is challenging.

2c | Managing Classroom Procedures

Mrs. Mason leads routines and procedures and materials management in efficient, effective ways. Mrs. Mason provides some opportunity throughout the lesson where students can take over routine/material management. The classroom aide doesn't always follow the "least restrictive" guidelines for Special Education supports in order to promote students' independence and growth. There is no loss of instructional time despite the teacher toggling between two groups of differing grade levels and subject matters. Students clearly have a grasp on the systems and procedures, as practiced daily and supported by visual schedules and reminders, classroom aide, etc.

2d | Managing Student Behavior

No significant behavioral issues. All discussion of norms was subtle, respectful, and highly effective. Mrs. Mason's expertise and knowledge of students allow her to make careful judgments about what is appropriate for each student to help them learn.

Students work independently and monitor their own behavior while teacher toggles back and forth between two groups. There are no behavioral concerns.

3a | Communicating with Students

Mrs. Mason works to engage students in explaining material to each other, and varies communication to meet the needs of each student. Information is clear and accurate.

Objectives are clear, as well as content. Students are able to work independently due to clarity of written objectives and visual supports. Mrs. Mason articulates the relevance of the objectives and discusses content with students (main idea, characters, in novel, etc.) in addition to their independent reading. Students sometimes connected the main objectives of the lesson to their own experiences, explaining the content to peers, etc.

3b | Using Questioning and Discussion Techniques

Mrs. Mason uses a variety of questioning and discussion techniques to elicit higher order thinking.

Questions are generally generated by Mrs. Mason; however, students occasionally generate discussion prompts as well.

3c | Engaging Students in Learning

Lessons are carefully crafted so students are accessing complex tasks and learning throughout the lesson. Pacing is responsive to student needs. Student conversational abilities allow students to engage in high-level thinking and meta-cognition about their work (see 3b).

3d | Using Assessment in Instruction

Mrs. Mason used formative assessment questions throughout the course of the lesson to gauge student progress and engagement. Mrs. Mason ensured all students had a voice in responding to these assessment questions.

3e | Demonstrating Flexibility and Responsiveness

Mrs. Mason's careful choices for when and how to prompt students is subtle and individually-appropriate, as well as effective at helping students to engage in high quality work and evaluate their own work.

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Case #3: Ms. Hampton (Struggling Veteran Teacher)

Class Profile

<i>Subject Area</i>	<i>Grade Level</i>	<i>Number of Students</i>
Social Studies Lesson	4	28
<i>Students with Disabilities</i>	<i>English Learners</i>	<i>Low Income</i>
7	5	12

Student Growth Data

Ms. Hampton and her evaluator have identified two assessments for measuring student growth:

1. A common writing assessment used by all fourth grade teachers during Social Studies time at Carmen Elementary (Type II), assessed using a common rubric.
2. A classroom-based assessment developed by Ms. Hampton and approved by his evaluator (Type III) that Ms. Hampton uses during the fall.

During the evaluation cycle, Ms. Hampton struggled to establish and discuss baseline student learning measures with the evaluator during the pre-conference. She collected formative assessments and reflected on the results but struggled to articulate how she would adjust instruction as a result. At a midpoint meeting with her evaluator, Ms. Hampton did not propose adjusting growth goals on either assessment and questioned the growth-goal setting process due to her students' low achievement. The evaluator helped Ms. Hampton set her students' growth goals when she asked for assistance but she expressed nervousness that the goals were too demanding.

Ms. Hampton's growth outcomes were as follows:

1. Type II assessment - 53 percent of her class met or exceeded the growth goal
2. Type III assessment - 68 percent of her class met or exceeded the growth goal

Student Attendance Data

In Ms. Hampton's class 3 students would be considered chronically absent, having missed 10 or more days this fall.

Teacher Profile

Ms. Hampton is in her seventeenth year teaching in the school district. This is her fifth year at Carmen Elementary. She has taught 6 different grade levels during her time in the district. She has moved several times but has always lived in a nearby community, though has never resided in the district. She has taught both middle grades and elementary grades, but prefers to teach early elementary students. Two years ago, when she taught 8th grade English/Language Arts and Social Studies, her evaluator noted inconsistencies in classroom management intellectual engagement. At that time, Ms. Hampton requested to move back to a lower grade level, and her evaluator noted her request, and the next year she was moved to fourth grade. This is her second year teaching fourth grade. During the pre-conference, Ms. Hampton shared with her evaluator that she expressed concern with some of her students' behavior and inability to listen. She expressed concern about Student C, who is on medication which makes it very difficult to redirect him when he acts out. During the pre-conference, Ms. Hampton noted how important it has been to her over the years to be respectful toward her students, and she strives to establish a connection with them.

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Evaluator comments

Note: These evaluator comments were generated by the evaluator from review of evidence collected during classroom observation of Ms. Hampton's teaching:

2a | Creating an Environment of Respect and Rapport

The classroom environment was generally respectful. Ms. Hampton attempted to make connections with students and used kind and respectful language throughout the observation. Ms. Hampton is respectful in her interactions with students. There are inconsistencies in how peers treat the teacher and one another. Students are not always respectful of peers and exhibit disrespectful behavior.

2b | Establishing a Culture for Learning

Students showed some commitment to the task at hand. They stayed on task, but did not recognize and could not state the value of the work, besides their grades. When left to work independently, 2 of the 3 student groups exhibited off-task behaviors. Ms. Hampton, while occasionally encouraging, did not convey high expectations or share connections to perseverance or practice. While some students show commitment to learning, others lack commitment and are off-task. Ms. Hampton did not mention anything about why what they were learning was important. The expectation for all students was low. Students appeared confused about what the goal of the day was and were not focused on task completion or quality.

2c | Managing Classroom Procedures

Few classroom procedures were observed; however, there was one student who was asked to retrieve the Chromebooks. It was unclear if this was an established routine or just a request for that day. However, the student was efficient and, as a result, little time was lost to gathering materials. At transition time, some students were returning from testing and Ms. Hampton appeared to be waiting for them to begin instruction. There didn't appear to be any protocols or procedures regarding small group work for the students who were already in the classroom. One student walked around the room during small group time, and it was unclear why the student was allowed to walk around the room during this time. Students didn't get into the correct groups as Ms. Hampton had detailed in the pre-conference, and when redirected, still did not. Many students asked what they were supposed to do in their small groups. Three students did not have a pen/pencil, and 5 minutes of class time was lost to obtaining supplies.

2d | Managing Student Behavior

Student A pulled another student's hair during class, and Ms. Hampton's attempt to address the behavior went unnoticed by Student A. During small group work, Ms. Hampton had to call for quiet four times and students were slow to direct their attention to her. Classroom rules were not posted; however, Ms. Hampton did refer to classroom rules when managing student behavior. Student C's behavior was out of control during small group time. He was out of his seat walking around the room, he screamed at another student repeatedly, and he ran away from Ms. Hampton when she attempted to address his behavior.

3a | Communicating with Students

Ms. Hampton did not communicate the standards-based learning objective to students. Throughout the lesson the teacher asked probing and leading questions about photographs, but did not connect the

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activity to its purpose. The teacher did attempt to verbally connect the materials to previous learning about the "industrialization period." One time during the lesson, Ms. Hampton shared inaccurate information about the origin of the photos she was sharing, leading to confusion for students. Standards-based learning objectives were not posted or referenced during the observed lesson. Students were unable to articulate objective or relevance for learning, rather, the activity (a Pre-Assessment) was referenced (reviewing questions they had been doing for the last three weeks). Students were confused if Ms. Hampton was talking about the movie they watched or the story they were reading. When the class was discussing evaluation of sources and using evidence to understand the time period, Ms. Hampton used different words to describe the same thing. Directions were unclear and Ms. Hampton didn't follow through on what she said was going to happen. For example, when Ms. Hampton assigned students parts of the article to read aloud, she didn't actually assign them and she didn't read the article. Students wanted to know what they were responsible for reading aloud, and that wasn't clarified for them. Ms. Hampton changed directions in the lesson several times.

3b | Using Questioning and Discussion Techniques

Ms. Hampton asked multiple low-level and or leading questions about the article and photographs shared during the activity. She gave little wait time as she would ask questions one right after the other. Students engaged in limited discussion with the teacher and with each other. Students were only asked for evidence of their thinking in one instance and this was not repeated in the subsequent small group work. Ms. Hampton asked students some questions about the article, most of which were aimed at getting students to use text evidence.

3c | Engaging Students in Learning

Students had an opportunity to discuss article and photos in small groups, but task was not complex and students were not asked to practice any new skills in the lesson. Additionally, the teacher's pacing was inconsistent, spending most of the time discussing the photos and leaving very little time for the article-reading and analysis portion of the task. There were no clear modifications to the activity for students that Ms. Hampton had identified in the pre-conference as needing additional support in terms of grouping and pacing. Out of 28 students, only three actively engaged during Ms. Hampton's whole group wrap-up discussion.

3d | Using Assessment in Instruction

Ms. Hampton used questioning as one source of formative assessment. In more than one instance, she asks, "Does everybody understand?" She also shared that she intended to use the results of the writing homework portion of the task as a source. Students were given directions to complete the questions, but there was no rubric or criteria for success shared with the students. They were also not asked to reflect upon their work.

3e | Demonstrating Flexibility and Responsiveness

Ms. Hampton attempted to support students transitioning into the class and informing them of the content. The teacher also attempted to rephrase questions when students were experiencing difficulty. However, students did not have time to answer questions or think through answers thoughtfully. When students do answer questions they are not asked to defend their thinking.