



Title of Evidence: CAEP Standard 4 Impact Data

Description: In this document, there are the following pieces of evidence:

- First page: Identification of completers who sent in either student data, observation data from a supervisor, or Summative Evaluations by Program and Year of Graduation.
- Following the first page of identified students, the *Evidence of Student Learning Growth* and/or *Evidence of Knowledge, Skills/, Abilities, and Dispositions* are provided based upon what the completers sent in to the EPP.
- The last page identifies the completers whom the EPP faculty observed, their program, and year of graduation using the University Supervisor Classroom Observation Form that is used during student teaching.

Alignment to CAEP Standards and Components: 4.1, 4.2, 5.4

STANDARD 4: COMPONENTS 4.1 AND 4.2

STUDENT	PROGRAM	YEAR OF GRAD	DATA
X1	ESL	17 Summer	Student Data
X2	PK-6	18 Spring	Student Data
X3	PK-6	18 Spring	Student Data
X4	PK-6	17 Spring	Observation
X5	PK-6	17 Summer	Student Data
X6	PK-6	17 Summer	Student Data
X7	PK-6	18 Spring	Student Data
X8	PK-6	16 Fall	Student Data, 2 Observations, Summative Report
X9	PK-6	17 Summer	Student Work
X10	PK-6	17 Spring	Summative Evaluation, Student Data
X11	Secondary English	18 Spring	SMARTR Goal – middle school
X12	Secondary History	16 Fall	SMART goal high school, ESL
X13	Secondary English	16 Spring	Smart Goal / Observation
X14	Secondary English	17 Spring	Smart Goal
X15	Secondary History	17 Fall	Observation
X16	Secondary History	17 Spring	Observation & Data
X17	Secondary History	16 Fall	Student Data
X18	Secondary Math	16 Spring	Observations
X19	Secondary Math	18 Spring	SOL Data
X20	Secondary Physics	17 Fall	High School Final Assessment Physics
X21	SPED	18 Summer	6 years of evaluations/student data reported
X22	SPED	17 Fall	Student Data
X23	SPED	15 Fall	Narrative Data
X24	SPED	15 Fall	Evaluations
X25	SPED	16 Fall	Summative & Data
X26	SPED	17 Fall	Data

STANDARD 4: COMPONENTS 4.1 AND 4.2

STUDENT	PROGRAM	YEAR OF GRAD	DATA
X1	ESL (PDS)	17 Summer	ELD 4 Writing Data 2018-19
Evidence of Student Learning Growth	<p>ESOL Level 4 with 13 students at Robinson HS. 9 of the 13 are ELP level 4; 4 are ELP level 3. WIDA Access 2.0 from previous year.</p> <p><u>BASELINE:</u> Data point 9/15/2018 focused on specific academic writing skills. Scores on WIDA ELD writing Level 4 were 39%-89% Two different targets for improvement were set for 1) those with 61% or above and 2) those with 39%-60%.</p> <p><u>MIDYEAR:</u> Data points: 10/22/2018, 11/20/2018, 12/23/2018.</p> <ol style="list-style-type: none"> 1) Scores for improvement for those at 61% and above increased to meet or exceed target level. 2) Scores for improvement for those at 39%-60% increased to meet or exceed target, except 1 who only improved 3%. <p>An action plan for this student was subsequently implemented.</p>		
X2	PK-6	18 Spring	DRA Scores 2018-19 2nd grade DRA scores from fall to spring; all increased (low to high scores all made increases)
Evidence of Student Learning Growth	<p>All 21 students made positive gains in their Developmental Reading Assessment (DRA) scores from the fall assessment to the spring assessment. Increase ranges from 2 levels (3 students) to 12 levels (6 students). One student gained 18 levels (level 10 to level 28). Students who began at lower levels made the greatest gains. Second grade DRA levels are prescribed to be 18 - 28. Eight of the students in this class began below level 18. All but one student in the class ended the year at level 28 (14 students) or above.</p>		
X3	PK-6	18 Spring	SOL; county assessments; unit grades; math data: 4th to 5th

Evidence of Student Learning Growth	17 students - grade 5 Mathematics SOL: 8 passed. 7 increased their scores for grade 4 SOL. Unit grades/percent average: 6 above 70% 11 students improved from assessment 1 to assessment 2.		
X4	PK-6	17 Spring	observation 4th grade: strong knowledge of Responsive Classroom; effective job of building classroom community; smooth transition Performance standards observed: Instructional Delivery, Learning Environment, Professional Knowledge
Evidence of Knowledge, Skills/, Abilities, and Dispositions	Effective strategies for transitioning students: Call and response to gain students' attention. Reminded students to "self-regulate". Assistant principal notes, "The class had a smooth transition to Language Arts and you are to be commended for this." Implements school-wide initiatives: Assistant Principal notes, "As you know X has been moving to Responsive Classroom and Morning Meeting. From the beginning it was evident of your knowledge of RC and Morning Meeting." Dispositions: "It was very clear you have done an effective job of building classroom community." "You have created a warm classroom environment."		
X5	PK-6	17 Summer	Student Data
Evidence of Student Learning Growth	I work at a Title I school with a very high EL and free & reduced lunch population. My class this year had 10/19 EL students, and 9/19 students came to me below grade level expectations. I was incredibly proud of how my students performed on their SOLs this year. My class had an 84% pass rate in reading, with 5 pass-advanced scores and 2 perfect scores. In math, my class had a 95% pass rate, with 10 pass advanced scores and 1 perfect score. I have one student who needs to retake both still, so that could change. Regardless, given where my students started this year, I am thrilled with how they performed on their SOLs. Attached is the SOL data from my growth chart. I have cut out all identifying information so that it remains confidential. One student I am particularly proud of came to me this year at a DRA 16 (end of year first grade expectations), and he was able to pass advance both SOLs, with actually a higher score in reading than in math. I just cannot emphasize enough how proud I am of these guys.		

Evidence of Knowledge, Skills/, Abilities, and Dispositions	As described in the data above, X's students have shown tremendous improvement after working with her, and the students are aware and proud of this! X also included handwritten letters from students describing how and why X is a wonderful teacher, and how she has helped them learn and grow.		
X6	PK-6	17 Summer	Student Data PALS scores: Pre-K
Evidence of Student Learning Growth	PALS data provided indicates that 15 out of 17 students are at or above the Pre-K target score for name writing, 14 out of 14 are at or above the target score for Upper Case Alphabet knowledge, 17 out of 17 are at or above the target score for Lowercase Alphabet Knowledge, 16 out of 17 are at or above the target score for Letter Sound Knowledge, 12 out of 17 are at or above the target score for Beginning Sound Awareness, 12 out of 17 are at or above the target score for Print and Word Awareness, 9 out of 17 are at or above the target score for Rhyme Awareness, and 13 out of 17 are at or above the target score for Nursery Rhyme Awareness.		
X7	PK-6	18 Spring	Fall Baseline DRA to Spring End of year data 2019: shows 100% student improvement in reading levels: only one student did not meet end of year benchmark for grade level (started at 14, ended at 18); PALS data; oral reading skills 2018-19; MAP growth: mathematics and reading
Evidence of Student Learning Growth	DRA data shows very impressive growth in the area of reading, (as mentioned above), with 100% student improvement in reading levels and all but one student meeting their grade level benchmark. PALS data also shows impressive growth in student reading levels. MAP data shows growth for most students in both math and reading, and that most students are performing at or above the level of other students in their grade and district.		
X8	PK-6	16 Fall	Student Data; two observations and Summative Evaluation Report

Evidence of Student Learning Growth	The DRA-2 data provided show that all 16 out of 16 students showed improvement in their overall reading levels, in the area of oral reading fluency, and in the area of printed language concepts and comprehension between the beginning and the end of the school year. (Data for a total of 18 students in the classroom was provided, but the data for two students was incomplete and growth could not be assessed.)		
Evidence of Knowledge, Skills/, Abilities, and Dispositions	<p>On her 2019 summative evaluation, she met her target of having 60% of Grade 1 students scoring $\frac{3}{4}$ or higher on an end of year common writing assessment. On all four areas of the summative: 1. Curriculum, Planning, and Assessment; 2. Teaching All Students; 3. Family/Community Engagement; 4. Professional Culture: she rated as “Met” the expectations. Narrative comments include: she knows the subject matter well, has a good grasp of child development and how students learn, and designs effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes; she offers a hands on approach to learning, she collaborates with the ELA and math coaches, and other educators and uses data to meet her student needs; uses practices that engaging and personalized to accommodate diverse learning styles, needs, interests, and levels of readiness; she uses PBIS, Responsive Classroom strategies and differentiates her instruction so that everyone is successful; models appropriate behaviors; communicates effectively with parents; invites coaches in to demo lessons; works with the SPED and EL teachers to make sure her students get the highest quality of instruction</p> <p>Highlight: “This is Ms. X’s first year at X but you’d never know it walking into her classroom. She delivers curriculum, manages behaviors and develops a classroom community like a seasoned veteran. She has advocated for the special education students to be included more into her classroom and collaborates with the coaches, EL teachers, SPED teachers and her grade level colleagues. She exceeded all my expectations for a first year (well here) teacher! She is a bright light in our faculty and I look forward to working with her in the years to come.”</p>		
X9	PK-6	17 SU	student work: 1st/2nd grade
Evidence of Student Learning Growth	<p>Class writing samples demonstrated students’ abilities to draft and compose final copy non-fiction essays in first and second grade. Additional samples indicated the ability to write personal letters.</p> <p>A letter from Universal Publishing recognized three finalists in their 2019 National Handwriting Contest.</p>		
X10	PK-6	17 Spring	Summative Evaluation; DRA data; MAP: Achievement Status and Growth Summary Report

Evidence of Student Learning Growth	MAPS Reading - 75% of students showed growth MAPS Math - 79.2% of students showed growth		
Evidence of Knowledge, Skills/, Abilities, and Dispositions	<p>Principal Comments on Summative Evaluation:</p> <p>Standard 1: Professional Knowledge (¾) Principal comment: “X demonstrates a growing knowledge of the second-grade curriculum and the learning needs of her students.” XX comment: “As a second-year teacher, I have a much stronger knowledge of the curriculum and am more confident when I convey the material. It is also easier for me to be able to meet the needs of all children by working with them in small groups and determining who needs additional one on one support.”</p> <p>Standard 2: Instructional Planning ¾ Principal comment: “Formative assessments and checks for understanding are included in the lesson planning and design.”</p> <p>Standard 4: Assessment of and for Learning ¾ Principal comment: A variety of formative and summative assessments are used to monitor student learning. She gathers and uses this information to support the teaching and learning process and to determine what reteaching or intervention support is necessary.”</p> <p>Standard 7: Student Academic Progress ¾ Implementation of DRA practices, “...led to students making impressive growth in reading this year.” Additional Principal Comments: “While lesson delivery and learning environment are still areas in which she is developing as a teacher, XX embraces this as a learning opportunity to continue to improve her practice to benefit her students. Ms. Klein is a team player, and she is open to experiencing new and different learning opportunities.”</p>		
X11	Secondary English	18 Spring	SMARTR Goal – 8th English
Evidence of Student Learning Growth	SMARTR goals defined as “Strategic and Specific, Measurable, Attainable, Realistic, Time-bound, and Rigorous.” Data is used to promote student academic and/or program progress. Data demonstrated significant student growth in the 8th grade English assessment.		

Evidence of Knowledge, Skills/, Abilities, and Dispositions	<p>Data shows students' assessment of 1st period students based on three snapshots: Pre-assessment, mid-year and final. Students were assessed as exemplary, proficient, developing and emerging.</p> <p>Pre-assessment: No students measured exemplary achievement. The greatest percentage of students measured developing at 57%. The percentage of students at proficient measure 38%. With only 3% of the students measuring as emerging.</p> <p>Mid-year data: Students demonstrated gains across all four assessment levels. 27% of students were assessed as exemplary. 63% proficient. 23% at developing. No students measured as emerging.</p> <p>End of year data: The end of the year showed the greatest growth with 86% exemplary and 26% at proficient. No students measured at developing or emerging. This final analysis demonstrated convincing proof of significant student growth and evidence of effective teaching</p>		
X12	Secondary History	16 Fall	SMART goal high school, ESL HILT SOL History Performance (2018 (30% pass/70% fail and 2019: 64% pass; 36% fail)
Evidence of Student Learning Growth	<p>The 2018 and 2019 student SOL data for HILT students were included for comparison, indicating that the pass rate between 2018 and 2019 increased from 30% to 64%.</p> <p>All students from the 2019 group demonstrated an increase in scores from pre-test to end-of-year test. The mean change was 111%.</p>		
Evidence of Knowledge, Skills/, Abilities, and Dispositions	<p>Standard 7 (Student Academic Progress): The data submitted indicate this candidate uses available performance outcome data to continually document and communicate student academic progress</p>		
X13	Secondary English	16 Spring	Smart Goal / Observation: The SMART goal is set for 10th grade English classes (no post data included - only baseline with follow up for April) with a focus on analytical writing. Fifty-nine students submitted paragraphs for evaluation. Observation evaluation aligned with VDOE UPS: strong evidence of examples provided.

Evidence of Knowledge, Skills/, Abilities, and Dispositions	The teacher observation form describes X's in-depth professional knowledge and ability to plan curriculum, use effective strategies, resources and data to meet the needs of all learners. Specific evidence/comments from Principal include: "Linked instructional content to past learning experiences", "demonstrated consistent knowledge of English curriculum and possesses the relevant skills to teach the content", "Lesson planning aligns with objectives as set by county and state", "effective pacing", "students engaged throughout the learning process", "consistently reinforces goals of the lessons by focusing students on what the objectives were as identified and provided in the rubric".		
X14	Secondary English	17 Spring	Smart Goal Summative (Highly Effective); SMART goal with general education/SPED/ELL students
Evidence of Student Learning Growth	33 students from 5 class periods who represented Special Education, ELL, and general education were selected for a SMART goal that 60-69% will score 70% or above on the end-of-year assessment, and others would achieve a score above 60%. All 33 students demonstrated growth between the pre-assessment and EOY benchmark; only two students did not meet her SMART goal.		
Evidence of Knowledge, Skills/, Abilities, and Dispositions	The annual summative evaluation described X's "highly effective level of professional knowledge and instructional planning was evident through her development of students to raise their ability levels as it pertains to writing and analysis...[and] develop their critical thinking skills, presentation skills, and persuasive skills" (Standards 1 & 2). She used "varied measures to assess student progress" (Standard 4). Her assessor also noted her "classroom environment and caring demeanor" (Standard 5) as well as "commitment to curriculum development, block schedule planning and her communication with 6th grade team members" (Standard 6). "Her SMART Goal demonstrates her effective ability to assess a problem or practice and meet the stated goals using a wide range of interventions" (Standard 7). X was rated "Highly Effective" on all 7 standards by her evaluator.		
X15	Secondary History	17 Fall	Summative Year End Evaluation Levels: AG = area for growth; MS = meets standards; ES = exceeds standards 2 years at school: no AG in any of the five areas
Evidence of Knowledge, Skills/, Abilities, and Dispositions	For Instructional Planning, Performance, & Assessment: Out of 8 statements, 2 MS 6 ES Additional comments: participates in the instructional coaching and professional development programs offered at the school; is open to exploring new ideas to advance student learning; works hard to promote student engagement in the classroom by utilizing active learning strategies and integrating real world connection into the curriculum; he is an		

	<p>enthusiastic instructor who demonstrates compassion for his students on a daily basis; he has developed strong relationships with both students and his colleagues with a feeling of mutual respect evident in all of his interactions. Additional note: will be taking over as Department Chair the next year</p>		
<p>X16</p>	<p>Secondary History</p>	<p>17 Spring</p>	<p>Ms. X submitted summative evaluation reports from 4/16/18 and 4/2/19 as written by her assistant principal at X Middle School, and then by her assistant principal at X High School.</p>
<p>Evidence of Student Learning Growth</p>	<p>The assistant principal notes on 4/16/18 that “Ms. X’s students have demonstrated progress from quarter 1 through quarter 3 as evidenced by the following data: pre-assessment, Benchmark 2/Benchmark 3:</p> <p>1: 41%, 78%, 78%</p> <p>2: 31.6%, 65%, 67%</p> <p>3: 37%, 69%, 72%</p> <p>4: 42.9%, 75%, 75%</p> <p>In writing about students’ progress in Ms. X’s high school classes in April, 2019, the assistant principal states, “Students in Ms. X’s classes are progressing and she is on target to meet her SMART Goal, which states that 80% of her students will achieve mastery (70%) on their benchmark exams.</p>		
<p>Evidence of Knowledge, Skills/, Abilities, and Dispositions</p>	<p>The assistant principal wrote, 4/16/18, that Ms. X “adapts her plans to meet the needs of diverse learners,” and notes that she uses “a variety of methods to check for understanding throughout her lesson. She circulated the room to determine if students are experiencing difficulty, probing and asking guiding questions. Ms. X uses the information from her assessments to improve instruction.” The assistant principal gave this commendation: “Ms. X enjoys government and is able to transfer her knowledge of government to her students” going on to note her ability to plan engaging lessons, maintaining a positive rapport with all stakeholders, and following all X County Guidelines. NO recommendations were included.</p> <p>When Ms. X transferred to high school, her transition was described as “seamless” on 4.2.19 by her new assistant principal, who writes, “She works closely with her PLC to analyze data and build the content to reflect standards based learning and assessment. Students engage in mini-reviews at the beginning of each class to connect prior learning to the content of the day.” Strategies observed include the use of Kahoot, projects, group activities, graphic organizers, and videos, with differentiation for ELLs and special education students noted specifically. Her organization, clarity of communication, and rapport with students are all noted as strengths - and the assistant principal mentions that as of April, Ms. X had only issued four discipline referrals. Again, no recommendations were made; she is commended as being a “great addition” to the school.</p>		

X17	Secondary History	16 Fall	Data: WHII SOL scores; SMART goals: initial/midterm/ final
Evidence of Student Learning Growth	Data is used to demonstrate student academic and/or program progress. Two sets of data were provided for two different classes. Datasets were as follows: 1. Initial, midterm and final assessment. 2. Final Standards of Learning (SOL) assessment. Data demonstrated significant student growth on World History II.		
Evidence of Knowledge, Skills/, Abilities, and Dispositions	<p>49 out of 51 students demonstrated significant advancements in their student achievement based on their assessments from initial, midterm and final analysis.</p> <p>Class one:</p> <p>12 students scored acceptable; seven scores inadequate and five scored sophisticated. Baseline: 12 Midterm: 12 Final: 17</p> <p>assessment: 16 scored sophisticated, eight scored acceptable and one scored inadequate. Final: 17 scored sophisticated, eight scored acceptable. None scored inadequate.</p> <p>Class two:</p> <p>Baseline: 13 students scored acceptable; five scored inadequate and five scored sophisticated. Midterm: 13 Final: 16</p> <p>assessment: 15 scored sophisticated, eight scored acceptable and one scored inadequate. Final: 16 scored sophisticated, six scored acceptable and one scored inadequate.</p> <p>Final SOL assessments demonstrated significant success. All but one student passed with either pass/proficient or passed advanced. 19 students received passed/advanced and 28 students received pass/proficient, 3 missing, one student did not complete the course.</p>		
X18	Secondary Math	16 Spring	two observations
Evidence of Knowledge, Skills/, Abilities, and Dispositions	Observation #1: scaffolded math instruction to help them prepare for the math quiz; used analogies for complex topics that related to their lives; collaborative partner work that led to a gallery walk which made their thinking visible; “you circulated from group to group really acting as a coach to your math team”; provided positive feedback and encouragement and specific feedback to “grow their math muscles” created a positive and supportive classroom environment that made students feel comfortable asking questions. “You shared with me that you decided to do the lesson this way because the girls were feeling overwhelmed by the crunch before Winter Break and you didn’t want them to zone		

	<p>out. This is really great SEL - being in tune with what is happening with your students and adjusting your lessons to maximize student learning.”</p> <p>Observation #2: Structure and routine maximized student learning; provided a handout that helped clarify complex pre-calculus concepts; ability to gain student trust is evidence of their respect and admiration for you.</p>		
X19	Secondary Math	18 Spring	SOL Data: Provided from 5th grade (2015-16) through 2018-19 data with general education; SPED, ELL students identified
Evidence of Student Learning Growth	<p>Total Tested: 122</p> <p>Total Fail 47 % Fail 38.52%</p> <p>Total Pass 75 % Pass 61.48%</p> <p>Total Prof 75 % Prof 61.48%</p> <p>Total Adv 0 % Adv 0.00%</p> <p># of Retakes Who Passed: 13</p> <p># of Retakes 31 % Passed 41.94%</p> <p>Total Tested: 142</p> <p>Recovery: 20</p> <p>Total Fail 47 % Fail 33.10%</p> <p>Total Pass 95 % Pass 66.90%</p> <p>Total Prof 95 % Prof 66.90%</p> <p>Total Adv 0 % Adv 0.00%</p> <p># of Retakes Who Passed: 13</p> <p># of Retakes 31 % Passed 41.94%</p>		
X20	Secondary Physics	17 Fall	X, a physics teacher, submitted the X Public Schools “Teacher Summative Evaluation Form” completed by her evaluator at X High School. High School Final Assessment Physic: she also submitted a spreadsheet for one class of students documenting student growth from pre-assessment to mid-year assessments. She also shared her self-evaluation
Evidence of Student Learning Growth	<p>The evaluator rated X as “effective” on standard 7, “student academic progress.” The spreadsheet for Ms. X’s period 3 physics class shows that 100% of students made significant growth from their pre-assessments through the mid-year assessment.</p>		

Evidence of Knowledge, Skills/, Abilities, and Dispositions	The evaluator rated Ms. X as “effective” in the areas of instructional planning, assessment of and for student learning, and professionalism. While the evaluator notes that Ms. X needs to continue to work on making the subject interesting, to work on clarity of explanations, and to work on the use of more diverse teaching strategies, she was overall judged to be in the “effective” range of performance overall. The evaluator says Ms. X has “grown tremendously” throughout the academic year and stating she “has worked hard to improve her instruction.” The self-evaluation submitted by Ms. X provides evidence that she understands the standards and can identify what she needs to do to better meet these.		
X21	SPED	18 Summer	5 Summative Evaluations in DC: 4th grade: 6 areas to be assessed: impact on student learning over the course of year PARCC and other assessments; instructional expertise, professionalism, student surveys of instructional culture as assessed by students
Evidence of Student Learning Growth	X’s teacher evaluations are consistently positive with data to support her evidence of student assessment and growth. The most recent report 2017/18 indicated an impact factor of 60 (perfect) as indicative of highly effective student learning over the course of the year based on PARCC data.		
Evidence of Knowledge, Skills/, Abilities, and Dispositions	Her evaluations regarding core professionalism and commitment to school community were also highly effective as noted by the 2016-17, 2015-16 and 204015 Impact Reports.		
X22	SPED	17 Fall	Student Data PALS; 2nd grade data; (individual student data, no summary data) 2 years of Summative Evaluation with a variety of pieces of evidence that she is meeting VDOE standards; 8 observation reports: all 6 VDOE standards: examples

Evidence of Student Learning Growth	PALS data indicates that in the area of spelling, 19 out of 20 students' scores improved between the beginning of the year and end of year assessments, and that 19 out of 20 students' oral reading scores improved between fall and spring.		
Evidence of Knowledge, Skills/, Abilities, and Dispositions	<p>One observation: "Effectively planned weekly lessons by following the VA SOLs and APS curriculum for second grade. She used relevant student data to plan instructional goals that targeted the specific needs of the students." "Maintained a positive and professional relationship with parents and communicated with them effectively and frequently concerning students' academic progress" "Established a respectful and student-centered learning environment for the students"</p> <p>Another observation: "Works in a collaborative approach with her grade level team, content coaches, and other school staff to support students' academic and social needs" "Established a positive rapport with her students. She used a calm, caring, and respectful voice when talking to the students during instruction."</p>		
X23	SPED	15 Fall	Narrative Data
Evidence of Student Learning Growth	<p>In terms of Principal evaluations, I met with my administrator at least 3 times this year for my evaluations. During our initial meeting, I identified my SMART goal which was to get at least 100% of students on my caseload to complete the I'M Determined One-pager. The One-Pager allows students to identify their needs, preferences, interests, and strengths. With this information in hand, I use this information as I am developing students' Present Levels of Performance (IEPs). This information is crucial because it allows students to have a voice and be an active participant in the development of their IEPs. Not only was I able to get 100% of the students on my caseload to complete the One-pager, but I was also able to get 82% of all students (general Ed and SPED) in my school to complete the One-Pager.</p> <p>While I do not have SOL or DAR Data (I taught Learn Acts-this is a class designed to help students with their IEP goals, develop Social Emotional skills, Social skills, Organization Skills, and Work Habits), I do believe having students complete the One-Pager contributes to their progress in and outside of the classroom.</p> <p>Learn Acts was not a graded class. Therefore, I do not have Pre and Post Assessment data.</p> <p>I do believe I am helping to make a difference in my students' academic growth. One of the many things Marymount taught me was that education should be student-centered. I am committed to ensuring that my pedagogical practices are student-centered. As a side note, one of my special education students tested out of special education. She had made so much progress that she was ineligible for receiving special education services. However, she told me that she did not want to leave my class because she felt like it was helping her.</p>		
X24	SPED	15 Fall	Evaluations: three years of Summative Evaluations

Evidence of Student Learning Growth	<p>X shares her incredible results with student growth as evidenced by her yearly teacher evaluations. During year 2, mid-year X shared test results for her struggling readers. All 28 students were on grade level in reading by the end of the year as demonstrated by the increase in DRA scores. Significant growth was evidenced by 2 of her ELL students who went from levels 4 and 6 to level 28 in one calendar year after her reading interventions and instruction. Ms. X was rated as highly effective by her principal at her yearly evaluation, “Ms. X effectively uses a variety of assessment data to identify what and how each of her students are learning.”</p>		
Evidence of Knowledge, Skills/, Abilities, and Dispositions	<p>X’s evaluations were positive and glowing in this regard over the three-year teacher evaluation data. Examples from her principal included X’s SMART goals and her evaluation. She was rated highly effective and highly effective across the board on the VDOE teacher standards. In professional knowledge it was noted that “Ms. X demonstrates excellent knowledge in instructional strategies...works collaboratively and coordinates the IEP process and services.” For communication it was noted that “Ms. X is consistent in her very high expectations for student learning and behavior. Ms. X conducts herself in a professional manner with both colleagues and parents. Ms. X is a role model for her students and collaborates with Marymount faculty to provide field experience in her classroom.”</p>		
X25	SPED	16 Fall	Summative Evaluation
Evidence of Student Learning Growth	<p>3 students in 1st grade at X ES in X Public Schools. BASELINE: The 3 students did not meet the Early Literacy Skills/Reading (PALS) fall benchmark. Teacher targeted several subtest spelling sections (CVC words, initial and final consonants, vowels, consonant diagraphs, blends, and phonological awareness). MIDYEAR and FINAL EVALUATION: January and May (midyear) and June (final) 2019 scores showed increase in 1) MIDYEAR PALS spelling subtest scores increased by 0, 2, 5 points 2) MIDYEAR: PALS CVC scores final consonant letter sounds scores to 80%, 80%, 80%. 3) MIDYEAR initial letter sound PALS quick checks 60%, 60%, 80%. 4) MIDYEAR PALS spelling subtest increase by 5 points. 5) FINAL spelling sub tests scores on PALS by 3, 5, and 8 points. FINAL CVC subtest scores 91%, 77%, 75% (average 81% accuracy)</p>		



Evidence of Knowledge, Skills/, Abilities, and Dispositions	Teacher attended during 2018-2019 academic year various trainings and observation of her demonstrated an increase in knowledge and use of strategies based on the following: Orton Gillingham, Tier 3 Reading Mastery, Fountas and Pinnell, and Multi-Sensory Structured Literacy Instruction training at GMU.		
X26	SPED	17 Fall	Data 6th grade English SPED reading scores over year
Evidence of Student Learning Growth	Data from the RAZ KIDS assessment indicates that the majority of the students (10 out of 18) showed improvement in reading scale scores between the beginning of the year and end of year assessments.		