Case Studies

RC1
Program: Music Education
Years of Experience: 1
School District: Brockway Area School District (PA)
Grade(s): 7th-12th
Highest Level: BA

Please describe how you use technology for instruction in your classroom.:
I extensively have used Google Classroom and Focus (my grading software). I have a Promethean board to use however I need. I have used various recording software for Modern Band projects.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

I assess and monitor progress off of Google Classroom and post my assessments in Focus.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

Applied teaching was invaluable. The ability to teach my classmates in a controlled setting where I could test things out and iron out my strategies were what I reference most as a current teacher. This was all done almost completely in my methods classes.

What advice do you have to improve IUP's Educator Preparation Program?

Anything that can rear well-rounded musicians. I feel like there is a trend of teachers overspecializing and being unable to teach a masterful lesson outside of their primary concentration (singers who can't play a horn and visa versa). A strong music teacher should be able to comfortable teach across a whole spectrum of music, not just one's preferred area. I also feel there should be more time spent preparing for general music classes--splitting Gen/Chor with Dr. Denison into two separate and equal semester classes would be a healthy start.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

I do. I honestly feel over prepared in some areas, which is a massive blessing. IUP offered us everything we needed, and we all got it provided we had the wisdom to seek out the opportunities we needed to grow.

EH2
Program: Biology Education
Years of Experience: 14
School District: Indiana Area School District (PA)
Grade(s): 9th & 10th
Highest level: Master's

Please describe how you use technology for instruction in your classroom.:
I utilize several content delivery programs such as Pear Deck for interactive presentations. Simulations from HHMI, pHET, and bio connect are incorporated for student exploration.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

Google Classroom is used to organize and sometimes assess (forms) students. Study Island is used as both a practice tool and evaluation. Linkit is used by the district and administered three times a year.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

Student Teaching and Methods

What advice do you have to improve IUP's Educator Preparation Program?

Prospective new teachers should have a chance to get into the classroom in some role earlier in the process. I recall thinking "I hope I like this" as I was starting student teaching. It would have been pretty late in the game to change my major at that point. I was also very surprised at the political nature of the job, I did not come from a teaching family and could have used some more preparation for that. **Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?**

I do. I was given many tools to build my own set of classroom skills with and a structured experience to gain the confidence to run my own class.

PDE 82-1 (12/14)   ☑ Act 13/136 Applicable

District/LEA: Indiana Area SD	School: Indiana Senior High			
Rating Date 06/18/2021	Evaluation (Check One)		Periodic ○ Semi-Annual ● ANNUAL	

(A) Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	2	20%	0.40	0.60
II.	Classroom Environment	3	30%	0.90	0.90
III.	Instruction	2	30%	0.60	0.90
IV.	Professional Responsibilities	2	20%	0.40	0.60
(1) Teacher Observation & Practice Rating				2.3	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)

Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data and Elective Data

Building Level Score	○ Single Bldg ○ No Score ○ Multiple Bldgs	
(2) Building Level Score Converted to 3 Point Rating		0.00

(3) Teacher Specific Rating	0
(4) Elective Rating ☐ Not Available	0

(C) Final Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points	Max Points
(1) Teacher Observations & Practice Rating	2.30	100%	2.3000	3.0000
Total Earned Points (truncated to two decimal places)			2.30	3.00

*Substitutions permissible pursuant to 22 Pa. Code 19.1 (IV)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished

Performance Rating	Proficient

◉ RATING: PROFESSIONAL EMPLOYEE   Or   ○ Rating: Temporary Professional Employee

I certify that the above-named employee for period beginning   07/01/2020   and ending   06/30/2021   has received a performance rating of:

○ Distinguished ◉ **PROFICIENT** ○ Needs Improvement ○ Failing

resulting in a final rating of:

◉ **SATISFACTORY** ○ Unsatisfactory

A performance rating of Distinguished, Proficient, or Needs Improvements shall be considered satisfactory, except that the second Needs Improvement rating issued by the same employer within 10 years of the first final rating of Needs Improvement where the employee is in the same certification shall be considered unsatisfactory. A rating of Failing shall be considered unsatisfactory.
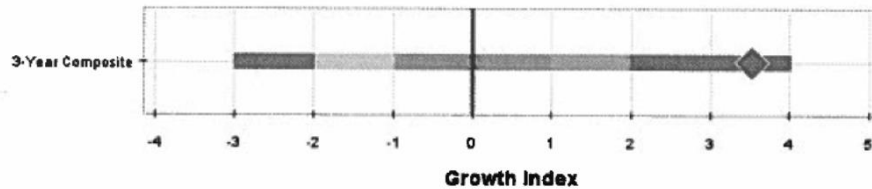
PVAAS

Report: Teacher Value-Added   **Test:** 3-Year Composite
School: Indiana Area Senior High School
District: Indiana Area School District
Teacher:

Growth Index

PVAAS Composite				
Composite Type	Growth Index	Growth Color Indicator	0-100 Scale	0-3 Scale
3-Year Composite	3.52	Well Above	100	3.00

3-Year Composite : Well Above

Well Above :

Significant evidence that the teacher's group of students exceeded the growth standard.

Growth Color Indicator	Teacher Count
Well Above	6068
Above	2546
Meets	6579
Below	2559
Well Below	4830

Well Above	Significant evidence that the teacher's group of students exceeded the growth standard.
Above	Moderate evidence that the teacher's group of students exceeded the growth standard.
Meets	Evidence that the teacher's group of students met the growth standard.
Below	Moderate evidence that the teacher's group of students did not meet the growth standard.
Well Below	Significant evidence that the teacher's group of students did not meet the growth standard.

ER3
Program: Biology Education
Years of Experience: 8
School District: Beaufort Co. School District (SC)
Grade(s): 10th-12th
Highest level: Bachelor's

Please describe how you use technology for instruction in your classroom.:
Our school is 1-1 each student has had their own tablet since I started teaching. We are a google school so are students utilize google classroom and all google software. We have Boxlight smart boards, Doc Cameras, Microscope Cameras, PASCO Equipment for CO_2 sensors, Temperature sensors (Etc we have over 50 sensors), we utilize virtual lab software such as GIZMOS (explore learning), HHMI, and we also have used higher software to take virtual fieldtrips, and teamed up with local colleges to bring labs to the high school. **Please describe how you use technology for assessment and/or progress monitoring in your classroom:**

Technology for assessment is district provided, Biology in South Carolina is an End Of Course State Exam class, and we use USATESTPREP for all of our summative assessment. I also integrate CER Analysis of Lab Work.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

Honestly for me in Science Education the most Valuable part was my student teaching experience at Homer Center Jr/Sr High School with Lisa Adams. And my multicultural education class (that i found out after i took I did not need--which was sad to learn because genuinely that course is the only class I felt like i learned how to differentiate culturally and socioeconomically and I feel ALL educators should have this class), and my Science Methods course with Dr. Lord.

What advice do you have to improve IUP's Educator Preparation Program?

I could argue that most of my education classes were not necessarily beneficial to science education, I felt they were geared LARGELY to elementary education which i found myself bored and frustrated in. My Science Methods Class, The multicultural education class and my student teaching i felt were the only valuable classes that as an 8 year educator I can remember or feel were valuable.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

I feel that my education was extremely successful in terms of Biology preparedness, I love the small class sizes in most of my core classes, and the relationships I was able to develop with most of my professors and the professional relationships I still hold with several of them. I feel my student teaching experience was amazingly successful in terms of learning how to be an educator.

MM4
Program: Mathematics Education
Years of Experience: 6
School District: West Allegheny School District
Grade(s): 9th-12th
Highest level: Master's

Please describe how you use technology for instruction in your classroom.:
I use technology to allow students to investigate their own ideas. By having access to things like virtual manipulatives and simulations, it really allows for more inquiry based learning.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

With being able to do things like automatically generating random assessments, I can use more of a growth mindset approach and give students multiple opportunities - as opposed to not being able to due to the challenge of creating multiple versions.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

Our methods classes were amazing. I felt like we were teaching to each other very early and getting feedback. It really made the transition into a classroom (even for student teaching) a lot easier.

What advice do you have to improve IUP's Educator Preparation Program?

Challenge the students to make lessons with multiple methods of teaching (direct instruction, inquiry based, etc.). Do more to see what teaching style fits with a candidate's personality. Also consider more classes on discipline.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

Yes. I felt extremely prepared to enter the classroom. I think our subject methods classes really challenged us to become strong teachers and put in the work needed to survive in this profession. So many of my friends who went for the same field at other places have since left the profession, but I feel the high expectation that was maintained helped brace for the workload that can come with teaching.

CLASSROOM TEACHER RATING FORM

PDE 82-1 (7/14)

Last Name		First	
District/LEA	West Allegheny School District	**School**	West Allegheny High School
Rating Date	06/04/2021	**Evaluation (Check One)**	☐ Periodic ☒ Semi-annual ☐ Annual

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	2.67	20%	0.53	0.60
II.	Classroom Environment	2.50	30%	0.75	0.90
III.	Instruction	2.50	30%	0.75	0.90
IV.	Professional Responsibilities	2.50	20%	0.50	0.60
(1) Classroom Teacher Observation and Practice Rating				2.53	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	**Value**
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(C) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)
(1) Observation and Practice Rating	2.53	100%
Total Earned Points	2.53	

* Substitutions permissible pursuant to 22 Pa. Code §§ 19.1 (IV)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Conversion to Performance Rating	
Total Earned Points	**Rating**
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished

Performance Rating	Distinguished

☐ **Rating: Professional Employee,**   OR   ☒ **Rating: Temporary Professional Employee**

I certify that the above-named employee for the period beginning _01/18/2021_ and ending _06/04/2021_ has received a performance rating of:
(month/day/year)   (month/day/year)

☒ Distinguished   ☐ Proficient   ☐ Needs Improvement   ☐ Failing

resulting in a final rating of:

☒ Satisfactory   ☐ Unsatisfactory

BP5
Program: Mathematics Education
Years of Experience: 2
School District: Turkeyfoot Valley Area School District
Grade(s): 9th-12th
Highest level: BS

Please describe how you use technology for instruction in your classroom.:
The main two resources that I use in my classroom are the graphing/scientific calculators and Desmos. I have been using the "lesson template" in Desmos for in-class activities and virtual days when we have them. I have used GeoGebra constructions in Geometry for "discovering" properties.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

As described above, I do use Desmos for some of my lessons. Embedded into those activities will be assessment questions that coordinate with my learning outcomes for the day. In addition, I love using Quizziz, Kahoots, and Blookets for engaging mini-assessments. As a district, we use NWEA MAP testing as our diagnostic tool. I will use those reports/data when determining student strengths/weaknesses and how to do address them within the lesson.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

First off, my professors were determined and motivated to provide us with honest, constructive feedback and support in designing engaging lessons. They never settled for 'average.' In addition, my student teaching experience was meaningful learning opportunity. The school demographics align with where I currently reside so I was able to directly apply many of my lessons here as well. IUP taught us to get involved beyond the classroom. I believe that because of my devotion to the students' activities, it helps establish better rapport within the classroom too.

What advice do you have to improve IUP's Educator Preparation Program?

It may have changed since I was there, but I wish I would have had more classes in Special Education than the ones required. Compared to other teacher programs, I believe we only had two courses on students with special needs and one (or both) were online. It wasn't until I became a teacher that I actually read/analyzed an IEP or 504 plan.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

I do believe my preparation from IUP was effective. Given COVID-19 was not relevant at the time, I felt that I could make do with the education I received. Was it challenging? Of course. Do I wish I would have had more training with virtual learning? Of course, but no one knew what was going to happen. In the summer of 2019, I had one professor (Dr. Long) who introduced Zoom as a discussion tool, and little did we know that it would become the prime form of communication for the next two years. To this day, I still reference my notebooks from IUP because we were gifted with so many awesome activities,

problems, programs, and resources to use in the classroom. It would be impossible to get to them all in one school year. So, as of right now, I feel as though my foundation in secondary mathematics is grounded. It will take me a couple more years to find my groove, but I firmly believe that IUP helped build up my confidence and portfolio as a teacher.

Formal Observation Report

for ████████

Observation Type: Formal Evaluator:

District: Tur█████████████

PAETEP Portal Building:

Turkeyfoot High School

Key Dates:

Pre-Observation Conference: 11/9/2020

Classroom Observation: Not Scheduled

Post-Observation Conference: Not Scheduled

Authenticated (Teacher):

11/13/2020 Authenticated

(Supervisor): 1/8/2021

Observation Summary

Strengths of the Teacher's Practice

- Student Behavior   (2d)
- Environment of Respect   (2a)

No comments reported.

Areas for Growth in the Teacher's Practice

- Questioning Techniques   (3b)
- Using Assessment   (3d)

No comments reported.

Next Steps

No comments reported.

Detailed Observation Evidence
Domain 1 Planning and Preparation

1a. Demonstrating Knowledge of Content and Pedagogy

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

█████████, **11/9/2020 , Comments:**

For this lesson, students will be introduced (or re-introduced depending on their math backgrounds) to complex numbers. In addition, they will learn about the origins of imaginary numbers and why we use them today. Prior to the lesson, students should already be able to simplify expressions using their properties (operations, distributive), recognize when to factor an expression, and combine like terms when appropriate.

█████████████, **11/9/2020 , Comments:**

How will you know that they have the prerequisite knowledge? Bell ringer, entry ticket?

██████████████   **11/12/2020 , Comments:**

8:06:52 AM - ██████████   sets his hook at the beginning

8:08:25 AM - ██████████   of the class gives a brief history

8:09:16 AM - ██████████   of numbers or natural numbers

8:11:25 AM - ██████████   goes over negative numbers

8:16:53 AM - ██████████   discusses rational numbers

8:25:53 AM - ██████████   goes over imaginary numbers

8:30:18 AM - ██████████   uses a chart to describe complex numbers

8:30:43 AM - ████████   works more problems on the board for the students

8:32:22 AM - ██████████   is driving this lesson

reviews the foil method with the students

8:35:49 AM - Students work independently on board work

1b. Demonstrating Knowledge of Students

▌ Proficient (Teacher)

▌ Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

████████████, 11/9/2020 , Comments:

While this is a small class, they have adapted well to the environment. To start, making connections through various representations can help make tie important concepts for students of differing ability levels. Complex numbers are just a continuation of what students already know; they are expanding the realm of mathematical solutions. Thus, by relating the information to prior knowledge, students can make those connections more seamlessly.

████████████████, 11/9/2020 , Comments:

Give examples of your differentiate instruction. A bullet point example set would let the evaluator know what to look for when the differentiation happens.

██████████████ , 11/12/2020 , Comments:

8:29:03 AM - ████████ uses humor to try and get his point across

1c. Selecting Instructional Outcomes

▌Proficient (Teacher)

▌Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

Ben Phillian, 11/9/2020 , Comments:

-The students will be able to apply mathematical operations (addition, subtraction, multiplication, and division) to complex numbers.

-The students will be able to recognize the relationship between the imaginary number and real number systems.

██████████████ 11/12/2020 , Comments:

8:04:39 AM - Student smart goals are posted in ████████ room

8:06:52 AM ████████ - sets his hook at the beginning of the class

8:40:15 AM - ████████ reviews the next days topic of multiplication of

complex numbers 1d. Demonstrating Knowledge of Resources

■ Needs Improvement   (Teacher)

■ Needs Improvement   (Evaluator)

Rubric Rating Evidence

████████████████ , **11/13/2020 , Comments:**

use multiple resources for an overall student experience

Pre-observation Questionnaire Evidence

███████████ , **11/9/2020 , Comments:**

The core content and practice problems of the lesson are extracted from the textbook. Students are given a note sheet that is also mirrored on my Promethean board. Depending on the topic, I will pull alternative resources that I see fit the students' needs (i.e. charts, graphs, tables, graphic organizers) and will include them in the note sheets. For myself and the students' benefit, I will pull inspiration from math teachers/instructors/videos from YouTube and incorporate their ideas/content in class.

███████████████ , **11/9/2020 , Comments:**

List resources that you have considered but rejected to give the full depth of your thought process when picking what resources were viable for this lesson to be performed at its fullest.

1e. Designing Coherent Instruction

■ Proficient   (Teacher)

■ Proficient   (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

███████████ , **11/9/2020 , Comments:**

Intro to Lesson: Discuss the origin and evolution of numbers, their solutions to equations, and then transition into the expansion of imaginary & complex numbers.

Lesson: Define imaginary numbers, evaluate complex number expressions using the operations

Closure: Recap with the relationship between real and imaginary

████████████████   numbers **11/12/2020 , Comments:**

8:08:25 AM - ████████   gives a brief history of

8:09:16 AM - ████████   numbers or natural numbers

8:11:25 AM - ████████   goes over negative numbers

8:16:53 AM - ████████   discusses rational numbers

8:25:53 AM - ████████   goes over imaginary numbers

 uses a chart to describe complex numbers

1f. Designing Student Assessments

▮ Proficient (Teacher)

▮ Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

████████████, **11/9/2020 , Comments:**

These goals will be assessed during the in-class examples in our notes (similar to "I Do, We Do, Yo Do"), as well as, at the end of the lesson where it may take the form of a sticky note assessment or a verbal wrap-up.

████████████████, **11/12/2020 , Comments:**

8:43:45 AM - Students work on their exit ticket

Domain 2 The Classroom Environment

2a. Creating a Climate of Respect and Rapport

■ Distinguished   (Teacher)

■ Distinguished   (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████████   **11/12/2020 , Comments:**

8:04:51 AM -   ████████   greets students at the door

2b. Creating a Culture for Learning

■ Distinguished   (Teacher)

■ Proficient   (Evaluator)

Rubric Rating Evidence

██████████████ , **11/13/2020 , Comments:**

It was hard to gather information on the student energy. The class was seated with most being involved if called upon. This lesson was completely teacher driven with student input when prompted

Classroom Observation Evidence

██████████████ , **11/12/2020 , Comments:**

8:04:15 AM - Student work is posted in his room

2c. Managing Classroom Procedures

■ Proficient (Teacher)

■ Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

███████████████   , 11/12/2020 , **Comments:**

8:03:38 AM - ████████   has rules and norms posted

8:04:06 AM - ██████   in his room has procedural

expectations posted in his room

8:35:49 AM - Students work independently on board work

2d. Managing Student Behavior

▌Distinguished (Teacher)

▌Distinguished (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

█████████████████   , 11/12/2020 ,
                             Comments:

8:30:01 AM - ███████

                    redirects the class back on task

2e. Organizing the Physical Space

▌Distinguished (Teacher)

▌Distinguished (Evaluator)

Rubric Rating Evidence

No

comments

reported.

Classroom

Observation

Evidence **No**

comments

reported.

Domain 3 Instruction

3a. Communicating with Students

Distinguished   (Teacher)

Proficient   (Evaluator)

Rubric Rating Evidence

No

comments

reported.

Classroom

Observation

Evidence **No**

comments

reported.

3b. Using Questioning and Discussion Techniques

Needs Improvement   (Teacher)

Needs Improvement   (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████████   **, 11/12/2020 , Comments:**

8:11:10 AM - ██████   uses question and answer techniques to discuss integers

8:13:55 AM - students give level one question and answer techniques

8:32:22 AM ████████████ - the foil method with the students

8:35:30 AM - ██████████   uses proximity control to go from group to group for question and answer

3c.Engaging Students in Learning

     Proficient (Teacher)

     Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████████   **, 11/12/2020 , Comments:**

8:19:07 AM - ██████████   models and demonstrate problems for the

8:20:49 AM - ████████   students to solve leads students through the

example problems

3d. Assessing Student Learning

     Needs Improvement (Teacher)

     Needs Improvement (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom

Observation

Evidence **No**

comments

reported.

3e. Demonstrating Flexibility and Responsiveness

Distinguished   (Teacher)

Proficient   (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

███████████████   , 11/12/2020 , **Comments:**

8:43:25 AM - ████████   goes over a student generated shortcut to complex number multiplication

Domain 4 Professional Responsibilities

4a.Reflecting on Teaching

Proficient   (Teacher)

Proficient   (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

███████████, 11/12/2020 , **Comments:**

The design of the lesson consisted of a standard format: introduction, lesson, and wrap-up. This was my first time teaching complex numbers and I wanted to show students the progression and evolution of numbers themselves; hence why my introduction was much longer than usual. Personally, I believe that guided notes are critical for higher-level mathematics courses as they provide a thorough map of the concepts at hand. In addition, it allows me to partition the lesson such that it can be broken up into multiple days and provides students with a variety of example problems.

For the lesson, both of my objectives were met where students had to identify the relationship between the real and imaginary numbers, as well as, perform operations on the complex numbers. This was established in our classroom discourse, as well as, shown on the exit ticket at the end of the class. All students were able to address those objectives. The third question was a higher level question that challenged students to apply their knowledge of complex operations; only two out of the four students were able to show this result.

███████████, **11/12/2020 , Comments:**

As I completed the self-evaluation, I wanted to add a few items of improvement and room for growth to my initial response. Firstly, my lesson was very teacher-centered. Some students have seen this content before and could have been more central in the lesson itself, but I was unsure as to what extent. This leads me to my second point: I did not have any warm-ups or tests of prerequisite knowledge to start the lesson off. Thinking back, I could have used a problem on rationalizing denominators that required students to use a conjugate. This would later help students make the connection in our own version of complex conjugates.

I felt that some of my questions were very low-level and/or closed-response, however, I tried to include a few that required students to apply their knowledge (i.e. "Think of two complex numbers that add or subtract to give you a real number" or "Every real number is a complex number. How would you write this?") These are examples of open-response questions as they could produced multiple answers. With these questions, I should have facilitated a better classroom discourse and allowed every student to see the patterns between other student responses.

4b. Maintaining Accurate Records

▮ Proficient (Teacher)

▮ Distinguished (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

The two main forms used for tracking student learning is (1) reflected in their rapport, and (2) through in-class examples or independent practice problems. The student's engagement in the lesson is a deciding factor for their learning. Throughout the lesson, I try to include humor and modern trends that relate the students' lives to mathematics. If they can connect with the context of the lesson, then they are more inclined to search for answers. Secondly, student learning is tracked through data. So far, I have utilized a few tools of formative assessment (Quizziz, exit tickets, warm-ups, Schoology assessments). In regard to this lesson, the exit ticket would indicate whether or not I would need to reteach, enrich, or prepare more practice for students the following class period.

4c. Communicating with Families

Needs Improvement   (Teacher)

Needs Improvement   (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation

Questionnaire

Evidence

I have only met with the parents of two students in my class - both of whom acknowledged that their child is not being challenged enough in their day-to-day classes. Eventually, students will be exposed to concepts they have never encountered before. Moving forward, my goal is to provide more differentiated activities that not only tend to the higher-, average-, and lower-level students, but also the visual, auditory, kinesthetic, and interpersonal learners too.

4d.Participating in a Professional Community

■ Proficient (Teacher)

■ Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

████████ , **11/12/2020 , Comments:**

For this lesson in particular, I did not collaborate with my colleagues. In regard to the applications of complex numbers, I could have asked the physics teacher if she has ever worked with complex numbers or if she has taught them herself.

4e.Growing and Developing Professionally

■ Distinguished (Teacher)

■ Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

████████ **11/12/2020 , Comments:**

Alongside my time at Turkeyfoot, I have been taking graduate-level courses that will go toward my master's degree. These courses have helped me deepen my understanding high school level mathematical concepts.

4f.Showing Professionalism

■ Distinguished (Teacher)

■ Distinguished (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

█████████ , **11/12/2020 , Comments:**

Each day I walk into the classroom, my students are my first priority. Their well-being and desire for knowledge are what drive my philosophy for education. While not every student is going to head into a STEM-related career or follow my footsteps toward teaching mathematics, I want students to see the world through the lens of mathematics. Whatever they decide to do, they will need to think critically, analyze problems, and work collaboratively to solve them. In addition, I am a strong advocate for making mistakes; if you are not making mistakes, then you are not learning. If students recognize failure as a reflection rather than a step backwards, then they will be ready for anything the world throws at them.

Formal Observation Report

for

Observation Type: Formal Evaluator: █████████████
District: Turkeyfoot SD
PAETEP Portal Building:
Turkeyfoot High School

Key Dates:
Pre-Observation Conference: Not Scheduled
Classroom Observation: Not Scheduled
Post-Observation Conference: Not
Scheduled
Authenticated (Teacher): 2/26/2021
Authenticated (Supervisor): 2/26/2021

Observation Summary

Strengths of the Teacher's Practice

- Professionalism(4f)
- Environment of Respect(2a)

No comments reported.

Areas for Growth in the Teacher's Practice

- Questioning Techniques(3b)
- No Selection

No comments reported.

Next Steps

No comments reported.

Detailed Observation Evidence

Domain 1 Planning and Preparation

la. Demonstrating Knowledge of Content and Pedagogy

Distinguished (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

███████, 2/16/2021 , Comments:

For this lesson, we will be exploring various properties and characteristics of quadrilaterals. The students will be using a geometry software called GeoGebra to manipulate and investigate the qualities of rhombi, rectangles, and squares. They will make generalizations about each quadrilateral and how they compare and differ from each other. Prior to learning about these shapes, students should understand the defining characteristics of parallelograms. They should also be familiar with using the software as we have used it before in class.

1 b. Demonstrating Knowledge of Students

Distinguished (Teacher)

1 Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

 2/16/2021 , Comments:

While this started as my largest class, it has dropped down to average sized class, and I think they have adapted well because of it. To start, making connections through various representations can help make tie important concepts for students of differing ability levels. This lesson is meant to be open-ended and approachable from many different entry points. For example, some students can start looking at the defining characteristics of a square because they are more familiar with it, and then work their way up to a rhombus. Others will start with a rhombus and perhaps compare it to the parallelogram. With quadrilaterals, our goal is to pinpoint those features and make generalizations about them.

1 c. Selecting Instructional Outcomes

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

 2/16/2021 , Comments:

For this lesson, I would like students to make generalizations about parallelograms, rhombi, rectangles, and squares. In addition, I would like them to organize their ideas in either a flowchart format and/or a table. Being able to focus on certain aspects of these the quadrilaterals will help students better understand the bigger picture in the long run.

1 d. Demonstrating Knowledge of Resources

1 Proficient (Teacher)

1 Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

[REDACTED], 2/16/2021 , Comments:

For this lesson, I explored through five or six GeoGebra lessons to get a feeling for how I should construct the lesson. I needed my investigation to be as seamless and direct as possible. If a project was too open-ended, students might miss the point all together, and if it's too-specific, then it would lack the differentiation of the lesson. In addition, I referenced my notes/lessons from last year for ideas of graphic organizers for students to use and/or take inspiration from. The notes themselves are from the textbook and my notes from the prior year.

1 e. Designing Coherent Instruction

Distinguished (Teacher)

Distinguished (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

[REDACTED] 2/16/2021 , Comments:

Assuming all students have taken the quiz from the prior day, I will return them and go over some of the questions on it. This will help students review and hopefully revise their mistakes so they do not occur again. Then, I will ask students to pull out their iPads and head over the Schoology. There, I will explain the investigations for which we will cover (Rhombi, Rectangles, Squares). For 25 minutes, students will work independently and/or with someone on their investigations. For the final 10 minutes, we will discuss our generalizations and formally combine our results.

I f. Designing Student Assessments

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Pre-observation Questionnaire Evidence

The assessment of these goals will take place as I move around the classroom. I want students to tell me what they are seeing as they manipulate the software. In addition, at the end, I will try to obtain generalizations from each group so that we can obtain as much information about these quadrilaterals. I will try to do an exit ticket at the end called "Who am I?" where I describe the properties of a certain shape and they have to write down the shape I am describing.

Domain 2 The Classroom Environment

2a. Creating a Climate of Respect and Rapport

Distinguished (Teacher)

Distinguished (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████ 2/22/2021 , Comments:

9:26:31 AM = ██████████ greets all of his students at the door upon
9:28:01 AM – ██████████ arrival answers students questions with
9:35:45 AM – ██████████ warmth and respect checks with students to
:00:09 AM – ██████████ make sure they had
:02:01 AM – ██████████ their homework
done helps a struggling student to navigate
schoology platform has a warm and respectful
interaction with his students as he monitors the
room

2b. Creating a Culture for Learning

Distinguished (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

█████████ 2/22/2021 , Comments:

:26:03 AM - ████████ has rules and norms posted in his room

:26:31 AM - ████████ greets all of his students at the door upon

:26:47 AM - ████████ arrival has student work posted around

:27:06 AM - ████████ the room has students seated with social

:28:01 AM - ████████ distancing expectations answers students

:33:15 AM - ████████ questions with warmth and respect has a
        AM   warmup activity for students when they
enter the room

:59 AM - Students know at the end of the review to get their ipad out to work on their schoology
                                                                                          folder

:45:20 AM - Students work independently through their assignment

2c. Managing Classroom Procedures

🟩 Proficient (Teacher)

🟩 Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

█████████ 2/22/2021 , Comments:

:26:03 AM - ████████   has rules and norms posted in his

:27:06 AM - ████████   room has students seated with social

:32:41 AM - ████████   distancing expectations has
                        announcements ready and presented
for his students

9:33:15 AM - ████████ has a warmup activity for students when

9:35:45 AM - ████████ they enter the room hecks with students to

make sure they had their homework done

9:40:59 AM - Students know at the end of the review to get their ipad out to work on their schoology folder

9:45:20 AM - Students work independently through their assignment helps a struggling student to

0:00:09 AM - ██████ navigate schoology platform ives students that are done an assignment while the rest finish their main assignment

0:03:20 AM ██████

2d. Managing Student Behavior

Proficient (Teacher)

Needs Improvement (Evaluator)

Rubric Rating Evidence

████████████ 2/26/2021 , Comments:

A student was sitting in his desk with his head down and without his mask on. Mr. Phillian worked with the student on his assignment with without regard to the students primary safety function of mask policies.

Classroom Observation Evidence

████████████ 2/22/2021 , Comments:

9:51 AM - ██████ redirects a student behavior to be on task

9:53:04AM ██████ - worked with a student that was not masked and needed to make sure that he followed proper procedure

2e. Organizing the Physical Space

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

No comments reported.

Domain 3 Instruction

3a. Communicating with Students

Distinguished (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

██████████████ 2/22/2021 , Comments:

0:00:09 AM - ███████ helps a struggling student to navigate schoology
platform

3b. Using Questioning and Discussion Techniques

Needs Improvement (Teacher)

Needs Improvement (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

████████████ 2/22/2 2/22/2021 , Comments:

9:37:36 AM - ██████ a sks a student to dig deeper into his answer ets

9:51:11 AM - ██████ g around to each student to check for assignment

10:05:43 AM - ██████ h understanding.

makes two students use critical thinking application to come to their own correct conclusions

0:08:24 AM - ██████ h as students go to the board and work as group to fill in thier
understanding chart

3c.Engaging Students in Learning

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

Christopher Shilk, 2/22/2021 , Comments:

9:27:42AM - ███████ utilizes his smart board and overhead projector to enhance student learning

9:32:41AM - ███████ has announcements ready and presented for his students

9:34:25AM - The students come into the room to work on quadrilaterals

9:35:29AM - Students use a thumbs up or thumbs down method to check for understanding to Mr Phillians questions 9:35:45 AM - ███████ checks with students to make sure they had their homework done

9:41 26AM - Students are using Geogebra app to enhance learning

9:41 44AM - Students are working on Rhombus, rectangle, and square

9:43:46 AM - ███████ demonstrates for his students how to navigate the measuring of segments

9:45:20AM - Students work independently through their assignment

3d. Assessing Student Learning

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

███████ 2/22/2021 , Comments:

9:35:29AM - Students use a thumbs up or thumbs down method to check for understanding to Mr Phillians questions

9:51:11 AM - ██████ ge gets around to each student to check for assignment understanding.

10:09:23 AM - ██████ u ses a exit ticket to assess the days lesson

3e. Demonstrating Flexibility and Responsiveness

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Classroom Observation Evidence

████████ 2/22 2/22/2021 , Comments:

9:42:15 AM - ██████ allows student choice as to were to start

Domain 4 Professional Responsibilities

4a.Reflecting on Teaching

Distinguished (Teacher)

Distinguished (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

██████ 2/22/2021 , Comments:

Upon starting this chapter in general, I knew that I wanted students to use GeoGebra for the purpose of investigating the properties and characteristics of a shapes' angles and segments. For the students, it was our second time using the software, as we had used it once before for a previous section. For instance, some of these features included measuring angles, measuring side lengths, moving the points around, etc.. Reflecting back on the lesson, I should have spent just a little more time demonstrating the software again, especially since it had been a week. However, once we were into the investigation, I do believe that we had met the objectives. I can confidently say that 75% of the students walked away understanding the characteristics of quadrilaterals given their time to make

generalizations and see the shapes in-action via GeoGebra. Moving forward, we have to take that surface knowledge and apply it to algebraic concepts.

4b. Maintaining Accurate Records

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

████████ 2122/2021 , Comments:

While I did not have any formal paper-and-pencil assessment, I did manage to use other methods for tracking student learning. At the beginning, we started with an exercise that required students to pair properties of quadrilaterals specifically with parallelograms. This activity doubled as a formative assessment to see what they remembered from a prior lesson, as well as, familiarized themselves with the chart that we would be using at the end of the period. I used a thumbs-up/down method for this because it would quick and allowed me the chance to see who may have needed a little more scaffolding as we transitioned into the investigations. Throughout the investigations, I monitored student learning and made sure to stop at everyone's desks at least once or twice. Depending on where they were, I tried to ask them questions and/or asked them to generalize what they were seeing. At the end, we finished filling out the chart. I wanted students to take initiative at the end on discussing whether or not the characteristics were true for each quadrilateral.

4c. Communicating with Families

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

████████ 2/22/2021 , Comments:

Like I had mentioned in my past observation, I believe that parents can offer some insight about how their children best learn in class. For example, many students are described as visual learners, or 'learn best using games/manipulatives,' while other may be described as auditory and/or

kinesthetic learners. The beauty of GeoGebra is that it is meant to be open-ended and help reach all students; no matter their ability, they can participate in the discussion from various entry points.

4d. Participating in a Professional Community

Distinguished (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

███████ 2/22/2021 , Comments:

I did not reach out to any of my colleagues regarding the preparation for this lesson. The use of GeoGebra was still new to Ms. Augsutine, so she was learning alongside the students. While she may have struggled with the technology, she used her knowledge of the quadrilaterals to help students understand the properties after the fact. GeoGebra is a wonderful tool to use for students in the middle/high school, so I will be open to helping other teachers use it down the road.

4e. Growing and Developing Professionally

Proficient (Teacher)

Proficient (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

███████ 2/22/2021 , Comments:

Throughout my methods courses, we were heavily encouraged to use technology (beyond the graphing calculator) in the mathematics classroom as it provided a new medium for connections to be made. Geometry is the study of shapes and relationships between them, so it would make sense for students to see them in action. Students are more inclined to remember the characteristics if they are the ones making it happen! In addition, over the summer, when we had trainings for online platforms, someone from the IU8 recommended GeoGebra. We can make self-paced activities, investigations (like you saw), assessments, and free-range drawings within the software.

4f. Showing Professionalism

Distinguished (Teacher)

Distinguished (Evaluator)

Rubric Rating Evidence

No comments reported.

Post-Observation Questionnaire Evidence

████████████ 2/22/2021 , Comments:

While my goals of the lesson were detailed more toward understanding the similarities and differences between some quadrilaterals, this lesson was all about using a new technology. As a teacher, I believe that modeling how
I learn will help them learn. When I present or demonstrate how to use GeoGebra, I make mistakes and internally model how I want them to overcome those mistakes. If they get stuck, measure an angle incorrectly, or add too many points, use the 'undo' feature and start over. Older students want everything to be right the first time (trust me, I was like that too...I still am, sometimes) and they are afraid to make mistakes. I believe my job as a teacher is to show that mistakes are okay and actually encouraged. In addition, using technology is second nature for these students. Over time, my hope is that someone will want to use this technology down the road to their benefit for a project, idea, or investigation.

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

Classroom Teacher Rating Form

PDE 82-1 (12/14)   ☑ **Act 13/136 Applicable**

Name ████████

District/LEA: Turkeyfoot SD   School: Tu keyfoot H g Sc oo

Rating Date   01/25/2021   Evaluation (Check One)   ○ Periodic   ◉ **SEMI-ANNUAL**   ○ Annual

(A) Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	2	20%	0.40	0.60
II.	Classroom Environment	2	30%	0.60	0.90
III.	Instruction	2	30%	0.60	0.90
IV.	Professional Responsibilities	2	20%	0.40	0.60
(1) Teacher Observation & Practice Rating				2	3.00

Domain Rating Assignment 0 to 3 Point Scale (A)	
Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Multiple Measures - Building Level Data, Teacher Specific Data and Elective Data

(B) Multiple Measures - Building Level Data, Teacher Specific Data and Elective Data

Building Level Score	○Single Bldg ○No Score ○Multiple Bldgs	
(2) Building Level Score Converted to 3 Point Rating		0.00

(3) Teacher Specific Rating	0
(4) Elective Rating ☐ Not Available	0

(C) Final Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points	Max Points
(1) Teacher Observations & Practice Rating	2.00	100%	2.0000	3.0000
Total Earned Points (truncated to two decimal places)			2.00	3.00

*Substitutions permissible pursuant to 22 Pa. Code 19.1 (IV)(a)(5), (b)(2)(ix), (b)(3)(vi), (c)(3), or (d)

Conversion to Performance Rating	
Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished

Performance Rating	**Proficient**

○Rating: Professional Employee   Or   ⊙**RATING: TEMPORARY PROFESSIONAL EMPLOYEE**

I certify that the above-named employee for period beginning   07/01/2020   and ending   01/20/2021   has received a
performance rating of:

○Distinguished ⊙**PROFICIENT** ○Needs Improvement ○Failing

resulting in a final rating of:

⊙**SATISFACTORY**   ○Unsatisfactory

RR6
Program: English Education
Years of Experience: 23
School District: Uniontown Area School District
Grade(s): 10th-12th
Highest Level: Master's

Please describe how you use technology for instruction in your classroom.:
My district uses Canvas as a learning platform so we use that daily. I also regularly use the SmartBoard and projector in the classroom. I will also use various apps that enhance what we are doing in the classroom (Padlet, for example). I regularly integrate technology as a tool that enhances what we are doing together in the classroom.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

Using Canvas, I'm able to run reports on the quizzes and tests I administer in order to see which questions or skills are missed most frequently. I can also categorize grades so that I can get a snapshot of how students perform (did they do better in one unit than another, are they better with tests and quizzes or with essays or with other assignments, etc.)

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

I absolutely LOVE that I felt like a dual major. I was just as much a part of the English department as I was of the education department. My background in literature (even before I earned my M.A.) prepared me to understand my subject matter in a way that made it easier for me to explain to my students. As someone who has supervised several student teachers from other colleges, I am so proud of how well I was prepared by the IUP English Education department.

What advice do you have to improve IUP's Educator Preparation Program?

I'm not sure if the program has changed since I was there as a student, but I cannot recommend strongly enough that the students have a strong background in both their area of specialization and in pedagogy. I would highly recommend, too, that pre-service teachers spend time in the same classroom that they will eventually student teach in. It's so important that they observe and understand how the classroom works before taking on the mantle themselves.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

No program can completely prepare pre-service teachers for the demands of the job. There is a HUGE learning curve your first year on the job. But I still believe that IUP did everything they could to get me as prepared as possible. My professors truly understood the content (literature) and also prepared us with a variety of ideas for pedagogy.

	Planning	Environment	Instruction	Responsibilities
	3.00	3.00	3.00	2.83

Question	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Demonstrating Knowledge of Content and Pedagogy	○	○	○	●
Demonstrating Knowledge of Students	○	○	○	●
Setting Instructional Outcomes	○	○	○	●
Demonstrating Knowledge of Resources	○	○	○	●
Designing Coherent Instruction	○	○	○	●
Designing Student Assessments	○	○	○	●

THE CLASSROOM ENVIRONMENT

Question	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Creating an Environment of Respect and Rapport	○	○	○	●
Establishing a Culture for Learning	○	○	○	●
Managing Classroom Procedures	○	○	○	●
Managing Student Behavior	○	○	○	●
Organizing Physical Space	○	○	○	●

INSTRUCTION

Question	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Communicating with Students	○	○	○	●
Using Questioning and Discussion Techniques	○	○	○	●
Engaging Students in Learning	○	○	○	●
Using Assessment in Instruction	○	○	○	●
Demonstrating Flexibility and Responsiveness	○	○	○	●

PROFESSIONAL RESPONSIBILITIES

Question	Unsatisfactory	Needs Improvement	Proficient	Distinguished
Reflecting on Teaching	○	○	○	●
Maintaining Accurate Records	○	○	○	●
Communicating with Families	○	○	●	○
Participating in a Professional Community	○	○	○	●
Growing and Developing Professionally	○	○	○	●
Showing Professionalism	○	○	○	●

▓▓▓▓▓	10	11	Uniontow	Proficient	Spring	1530	36
▓▓▓▓	10	11	Uniontow	Below Bas	Spring	1407	12
▓▓▓▓▓▓▓▓							
▓▓▓▓▓▓▓							
Keystone I	10	11	Uniontow	Basic	Spring	1445	19
Keystone I	10	11	Uniontow	Below Bas	Spring	1407	12
▓▓▓▓▓▓▓							
Keystone I	10	11	Uniontow	Below Bas	Spring	1407	12
Keystone I	10	11	Uniontow	Advanced	Spring	1638	48
▓▓▓▓▓▓▓							
▓▓▓▓▓▓▓							
Keystone I	10	11	Uniontow	Proficient	Spring	1508	32
Keystone I	10	11	Uniontow	Proficient	Spring	1563	41
Keystone I	10	11	Uniontow	Proficient	Spring	1556	40
▓▓▓▓▓▓▓							
Keystone I	10	11	Uniontow	Below Bas	Spring	1430	16
Keystone I	10	11	Uniontow	Proficient	Spring	1536	37
▓▓▓▓▓▓▓							
Keystone I	10	11	Uniontow	Proficient	Spring	1571	42
Keystone I	10	11	Uniontow	Advanced	Spring	1610	46
Keystone I	10	11	Uniontow	Proficient	Spring	1563	41

Keystone E	10	11 Uniontow	Proficient	Spring	1513	33
Keystone E	10	11 Uniontow	Proficient	Spring	1503	31
Keystone E	10	11 Uniontow	Advanced	Spring	1599	45
Keystone E	10	11 Uniontow	Below Bas	Spring	1387	9
Keystone E	10	11 Uniontow	Advanced	Spring	1610	46
Keystone E	10	11 Uniontow				
	10					
Keystone E	10	11 Uniontow	Advanced	Spring	1610	46
Keystone E	10	10 Uniontow	Below Bas	Spring	1394	10
Keystone E	10	11 Uniontow	Proficient	Spring	1580	43
Keystone E	10	10 Un				
Keystone E	10	10 Uniontow	Below Bas	Spring	1435	17
Keystone E	10	11 Uniontow	Proficient	Spring	1508	32
Keystone E	10	10 Uniontow	Below Bas	Spring	1440	18
Keystone E	10	11 Uniontow	Proficient	Spring	1571	42
Keystone E	10	11 Uniontow	Proficient	Spring	1580	43
Keystone E	10					
Keystone E	10	11 Uniontow	Proficient	Spring	1542	38
	10	11 Uniontown				
Keystone E	10	11 Uniontow	Proficient	Spring	1580	43
Keystone E	10	11 Uniontow	Proficient	Spring	1536	37
Keystone E	10	11 Uniontow	Proficient	Spring	1556	40

22/31 Students Proficient or Advance on English Keystones (71%)

MS7
Program: Biology Education
Years of Experience: 10
School District: Fortworth Independent School District (TX)
Grade(s): 9th
Highest Level: Doctorate

Please describe how you use technology for instruction in your classroom.:
I used promethean board, interactive displays, google classroom, canvas, quizziz, and multiple other platforms.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

I used it for both summative and formative assessments.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

Honestly, all of it. I feel like the IUP program helped me become a strong teacher and taught me what I needed to know to be successful in the classroom. Other teachers I have seen from other schools and/or alternative certification programs did not and have not had the knowledge I had coming in as a first year teacher.

What advice do you have to improve IUP's Educator Preparation Program?

Everything was fantastic. The professors, from the experience, from student teaching, etc was phenomenal. I wouldn't change anything about the program that I experienced and completed.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

Absolutely. Again, I have seen other new teachers from other programs or alternative certification down here in TX and they are nowhere near as prepared as what I was--this includes organization, lesson planning, inquiry based teaching, lab prep, summative and formative assessment creations, integrating technology, etc.

RF8
Program: Music Education
Years of Experience: 8
School District: Canton Area School District (OH)
Grade(s): 7th-12th
Highest Level: Master's

Please describe how you use technology for instruction in your classroom.:
Sightreadingfactory.com, projection, apple tv,.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

I use sightreadingfactory.com for informal assesment.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

The class for music education specifically to teaching students with exceptionalities. I believe it was called "Teaching students with disabilities" or something like that.

What advice do you have to improve IUP's Educator Preparation Program?

All persons prepping for the teacher ed program should spend time in both rural and suburban/urban settings. They are so wildly different, and it is good for people to see and understand the differences.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

Yes. The program and faculty, Dr. Mrs. Ferguson specifically, really prepared me to be the best educator I could be. There were many opportunities for learning and many opportunities to work in the school districts.

GT9
Program: Biology Education
Years of Experience: 9
School District: Page County Public Schools (VA)
Grade(s): 11th-12th
Highest Level: Bachelor's

Please describe how you use technology for instruction in your classroom.:
Technology is used as a means of assessment, extension of content, and research to gather information for class discussions and projects.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

I use a variety of informal and formal methods (Kahoot, Schoology, MasteryConnect, etc.) to gather student data that is used to determine student strengths and weaknesses in relation to the content/concepts. In cases of weaknesses, the data is used to determine alterations to instructional strategy or additional instruction for the given concept/strand.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

The class discussions in the lecture portion of the pre-clinical courses and pre-clinical experiences really helped. It was of greater benefit to have the hands-on experiences compared to the in-class lectures. That being said, taking information from lectures and putting it to practice in a real scenario with real students.

What advice do you have to improve IUP's Educator Preparation Program?

Increase the chances for hands-on experiences in actual classrooms, bring administration from local schools in to discuss educational issues. Expose current and future students to more real scenarios to help them hone their skills more before entering a classroom of their own. This helps to better improve their practical skills rather than studying "educational theory".

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

Overall, yes it was. The lectures provided the content and ideas to build on for practical experiences, but the practical experiences in classrooms seemed to be a bit too short/lacking to really allow teacher candidates to hone their skills.

Name: ███████████████

Contract Status (Circle One): Probationary/Continuing

Observer: ██████████████

School: PCHS

Performance Standard 1: Professional Knowledge

Exemplary In addition to meeting the standard…	Professional Professional is the expected level of performance.	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher consistently demonstrates extensive knowledge of the subject matter and continually enriches the curriculum.	The teacher demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	The teacher inconsistently demonstrates an understanding of the curriculum, content, and student development or lacks fluency in using the knowledge of practice.	The teacher bases instruction on material that is inaccurate or out-of-date and/or inadequately addresses the developmental needs of students.
◉	○	○	○

Comments: ████████ effectively addresses appropriate curriculum standards, including essential knowledge, skills, and understanding and conveys accurate knowledge of the subject matter.

Performance Standard 2: Instructional Planning

Exemplary In addition to meeting the standard…	Professional Professional is the expected level of performance.	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher actively seeks and uses alternative data and resources and consistently differentiates plans to meet the needs of all students.	The teacher plans using the national/local/state standards (i.e. Virginia Standards of Learning), the school's curriculum, effective strategies, resources, and data to meet the needs of all students	The teacher inconsistently uses national/local/stat standards (i.e. Virginia Standards of Learning), the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	The teacher does not plan, or plans without adequately using national/local/state standards (i.e. Virginia Standards of Learning), the school's curriculum, effective strategies, resources, and data.
○	◉	○	○

Comments:. ████████ plans lessons that activate prior knowledge, set a purpose for learning, engage students as they receive information, and release students to transform information.

Performance Standard 3: Instructional Delivery

Exemplary In addition to meeting the standard…	Professional Professional is the expected level of performance.	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher optimizes students' opportunity to learn by engaging them in higher order thinking and/or enhanced performance skills.	The teacher effectively engages students learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses instructional strategies that meet individual learning needs.	The teacher's instruction inadequately addresses students' learning needs.
⦿	○	○	○

Comments: ▮▮▮▮ xplicitly teaches new information, guides and models together with students, and then facilitate students as they independently apply new information. ▮▮▮▮ makes lessons interesting for the students and listens to them during class discussions.

Performance Standard 4: Assessment of and for Student Learning

Exemplary In addition to meeting the standard…	Professional Professional is the expected level of performance.	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher uses a variety of informal and formal assessments based on intended learning outcomes to assess student learning and teaches students how to monitor their own academic progress.	The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.	The teacher uses a limited selection of assessment strategies, inconsistently links assessment to intended learning outcomes, and/or does not use assessment to plan/modify instruction.	The teacher uses an inadequate variety of assessments sources, assesses infrequently, does not use baseline or feedback data to make instructional decisions and/or does not report on student academic progress in a timely manner.
○	⦿	○	○

Comments: ▮▮▮▮ selects or develops assessments that give measures of academic performance for each student, including baseline, midpoint, and summative data. He uses this data to drive future instruction.

Performance Standard 5: Learning Environment

Exemplary In addition to meeting the standard…	Professional Professional is the expected level of performance.	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher creates a dynamic learning environment that maximizes learning opportunities and minimizes disruptions within an environment in which students self-monitor behavior.	The teacher uses resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	The teacher is inconsistent in using resources, routines, and procedures and in providing a respectful, positive, safe, student-centered environment.	The teacher inadequately addresses student behavior, displays a harmful attitude with students, and/or ignores safety standards.
○	⦿	○	○

Comments: ▮▮▮▮ establishes clear expectations, with student input, for classroom rules and procedures early in the school year, and enforces them consistently and fairly. Student surveys indicate that ▮▮▮▮ has a good knowledge of the subject matter, students feel valued and is helpful outside of the classroom.

Performance Standard 6: Professionalism

Exemplary In addition to meeting the standard…	Professional Professional is the expected level of performance.	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the teacher continually engages in high level personal/professional growth and application of skills, and contributes to the development of others and the well-being of the school.	The teacher maintains a commitment to professional ethics, communicates effectively, and participates in professional growth that results in enhanced student learning.	The teacher practices or attends professional growth opportunities with occasional application in the classroom.	The teacher demonstrates inflexibility, a reluctance and/or disregard toward school policy, and rarely takes advantage of professional growth opportunities.
☉	○	○	○

Comments: ▮▮▮▮ sets goals for improvement of knowledge and skills. He also engages in activities outside the classroom intended for school and student enhancement.

Performance Standard 7: Student Academic Progress

Exemplary In addition to meeting the standard…	Professional Professional is the expected level of performance.	Developing/Needs Improvement	Unacceptable
In addition to meeting the standard, the work of the teacher results in a high level of student achievement with all populations of learners.	The work of the teacher results in acceptable, measurable, and appropriate student academic progress.	The work of the teacher results in student academic progress that does not meet the established standard and/or is not achieved with all populations taught by the teacher.	The work of the teacher does not achieve acceptable student academic progress.
○	☉	○	○

Comments: ▮▮▮▮ provides evidence that achievement goals have been met, including the state-provided growth measure when available as well as other multiple measures of student growth.

TEACHER PERFORMANCE STANDARD	PERFORMANCE RATING	QUANTIFIED PERFORMANCE RATING	CONTRIBUTION TO THE SUMMATIVE RATING	TEACHER PERFORMANCE STANDARD
Standard 1	Exemplary, Professional, Developing/Needs Improvement, or Unacceptable	3	(1.5) X 3 = 4.5	15%
Standard 2	Exemplary, Professional, Developing/Needs Improvement, or Unacceptable	3	(1.5) X 3 = 4.5	15%
Standard 3	Exemplary, Professional, Developing/Needs Improvement, or Unacceptable	4	(1.5) X 4 = 6	15%
Standard 4	Exemplary, Professional, Developing/Needs Improvement, or Unacceptable	3	(1.5) X 3 = 4.5	15%

Standard 5	Exemplary, Professional, Developing/Needs Improvement, or Unacceptable	4	(1.5) X 4 = 6	15%
Standard 6	Exemplary, Professional, Developing/Needs Improvement, or Unacceptable	4	(1) X 4 = 4	10%
Standard 7	Exemplary, Professional, Developing/Needs Improvement, or Unacceptable	3	(1.5) X 3 = 4.5	15%

SUMMATIVE RATING: 34

CONVERSION TABLE			
36-40	29-35	20-28	10-19
Exemplary	Professional	Developing/Needs Improvement	Unacceptable

TN10
Program: Biology Education
Years of Experience: 2
School District: Spring Grove Area School District (PA)
Grade(s): 9th & 12th
Highest Level: Bachelor's

Please describe how you use technology for instruction in your classroom.:
I use tech for grading and for my learning management system. I use technology when having students complete virtual lab assignments and when students work on online manipulatives/interactives to show their understanding of the content.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

I use the statistics from my tests/quizzes to guide my content delivery in regards to where I need to better focus/reinforce my lesson planning.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

Student teaching with the same mentor was very valuable to me as I got to work closely with a teacher I felt comfortable with and with kids who already accepted me into their classroom.

What advice do you have to improve IUP's Educator Preparation Program?

Implement a class in the secondary education program on lesson designing in accordance with the 5-E model. I felt as though I understood what was being asked of me when lesson planning but I felt like I struggled with coming up with these lessons regularly during student teaching.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

Yes, I felt like I was more than prepared to run my own secondary science classroom.

Commonwealth of Pennsylvania	DEPARTMENT OF EDUCATION	333 Market St., Harrisburg, PA 17126-0333

CLASSROOM TEACHER RATING FORM

PDE 82-1 (12/14)

Last Name	▮▮▮▮	First	▮▮▮▮	Middle	L.

District/LEA	Spring Grove Area School District	School	Spring Grove Area High School

Rating Date	5/28/2021	Evaluation (Check One)	☐ Periodic ☒ Semi-annual ☐ Annual

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	2	20%	0.40	0.60
II.	Classroom Environment	2	30%	0.60	0.90
III.	Instruction	2	30%	0.60	0.90
IV.	Professional Responsibilities	2	20%	0.40	0.60
(1) Classroom Teacher Observation and Practice Rating				2.00	3.00

Domain Rating Assignment* 0 to 3 Point Scale (A)

Rating	Value
Failing	0
Needs Improvement	1
Proficient	2
Distinguished	3

(B) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating	2.00	100%	2.0000	3.0000
Total Earned Points (truncated to two decimal places)	2.00		2.00	3.00

Conversion to Performance Rating

Total Earned Points	Rating
0.00 - 0.49	Failing
0.50 - 1.49	Needs Improvement
1.50 - 2.49	Proficient
2.50 - 3.00	Distinguished
Performance Rating	Proficient

☐ Rating: Professional Employee,   OR   ☒ Rating: Temporary Professional Employee

I certify that the above-named employee for the period beginni 1/14/2021 and ending 5/28/2021 has received a performance rating of:
(month/day/year)   (month/day/year)

☐ Distinguished   ☒ Proficient   ☐ Needs Improvement   ☐ Failing

resulting in a final rating of:

☒ Satisfactory   ☐ Unsatisfactory

STUDENTS TAKING EXAM

YOUR GROUP	SCHOOL
19	19
PA	GLOBAL
7,731	231,079

MEAN SCORE

YOUR GROUP	SCHOOL
3.79	3.79
PA	GLOBAL
2.99	2.83

% SCORES 3 OR HIGHER

YOUR GROUP	SCHOOL
94.7%	94.7%
PA	GLOBAL
66.7%	59.2%

Score Distributions with Comparables

Comparable groups	Total Students	Score 1	Score 2	Score 3	Score 4	Score 5	Mean score
─ Your group (All Selected Sections)	19	0% (0)	5% (1)	26% (5)	53% (10)	16% (3)	3.79
AP Bio 20-21 ████████	19	0% (0)	5% (1)	26% (5)	53% (10)	16% (3)	3.79
School	19	0% (0)	5% (1)	26% (5)	53% (10)	16% (3)	3.79
PA	7,731				22%	8%	2.99

NL11
Program: English Education
Years of Experience: 5
School District: Anne Arundel County Public Schools (MD)
Grade(s): 8th
Highest Level: Master's

Please describe how you use technology for instruction in your classroom.:
After the COVID-19 pandemic, we became one-to-one with technology. I use technology to deliver my instruction by utilizing Google Suites for education to present information and further engage students in learning (such as Jamboard, Google Docs and Slides, and many more). I mostly use technology though for assessment and progress monitoring.I use technology as an effective tool to help in assessment and providing students with feedback. My school system has started to use Brightspace (D2L as IUP uses/ used) which is new to our students and teachers. Having experience with D2L and be far more comfortable with technology than my colleagues, I've been tasked this year with training teachers on utilizing the program and implementing its use. Previously we used Google Classroom, in which I am a level 1 and 2 certified Google Educator. I was in the middle of working on my Certified Trainer certification, but have since paused on working on it due to the implementation of our new LMS.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

After the COVID-19 pandemic, we became one-to-one with technology. I use technology to deliver my instruction by utilizing Google Suites for education to present information and further engage students in learning (such as Jamboard, Google Docs and Slides, and many more). I mostly use technology though for assessment and progress monitoring.I use technology as an effective tool to help in assessment and providing students with feedback. My school system has started to use Brightspace (D2L as IUP uses/ used) which is new to our students and teachers. Having experience with D2L and be far more comfortable with technology than my colleagues, I've been tasked this year with training teachers on utilizing the program and implementing its use. Previously we used Google Classroom, in which I am a level 1 and 2 certified Google Educator. I was in the middle of working on my Certified Trainer certification, but have since paused on working on it due to the implementation of our new LMS.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

I think the collaboration with my peers, and my method classes. Especially my method classes within the English department/ my certification area.

What advice do you have to improve IUP's Educator Preparation Program?

I was a bit disappointed to see several departments merge (I believe it was last year), which I think lowers the quality of our programs. I credit being an effective educator through the specified approaches for my area of instruction. While I can appreciate attending professional development now that provides best practices in a generalized approach, I was able to fine tune how I used methodologies to explicitly and successfully teach in my content area (English).

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

Yes, and often any student who is considering education (or really any degree) I often will encourage them to check out IUP.

Unit I TPE Teacher Rating Form (PP + 1 SLO):

Professional Practice

Quality Learning Environment   **EFFECTIVE**

Quality Learning Environment Evidence
████████ relationships with students are collegial, yet she has a presence in the room as the authority figure and a teacher who is to be respected. Students know what to do in ████ class, and they know what the expectations from her are. She knows her students well, calling them by name. Her room is decorated with English-themed posters, lots of colorful visuals, an entire wall of student work, bulletin boards with announcements and calendars, all of which combined to create an inviting and comfortable space for students. ████ runs an efficient and welcoming class, with appropriate expectations for students.

Planning for Learning   **EFFECTIVE**

Planning for Learning Evidence
It is apparent that ████ thinks about the sequencing, the time that should be given for each task and how the different segments add up to the whole lesson. Her formative assessment is effective, as she frequently checks on progress and understanding. The Objectives for her lessons are emphasized in the beginning of class.

Instructional Delivery **EFFECTIVE**

Instructional Delivery Evidence
███████ is effective in sequencing and pacing her lessons. When in small groups, she wanders from group to group, answering questions and checking on students' progress.

Student Learning Behaviors **EFFECTIVE**

Student Learning Behaviors Evidence
Based on conversations with students, they know what they are learning in class and they know what they were supposed to be doing. She consistently asks HOT questions and tries to avoid simple recall questions.

Assessment for Learning **DEVELOPING**

Assessment for Learning Evidence

███████ consistently uses Exit Tickets to assess how well students learned the Objective for the day. Her formative assessment during classes is effective as well. At times during the school year, ████ ███████ has many students with failing grades. If she aligns her Objectives with her instruction and assessments, then more students will have passing grades.

Professional Behaviors **EFFECTIVE**

Professional Behaviors Evidence
She is an effective record keeper, and her organization is excellent. She shares information with students and parents effectively, something that can streamlined at times so as not to overwhelm the recipients. When given feedback on instruction, ███████ explains why she does things the way she does instead of considering the feedback as something to use to improve. She is reflective and adjusts her instruction to meet the needs of students.

Student Learning Objectives

SLO **HIGHLY EFFECTIVE**

SLO Evidence
Of the 13 students in the identified group who scored 25% or lower on the pre-assessment, 12 improved their score by at least 30 percentage points or attained a minimum of 50% on the post-assessment.

Overall Evidence

Overall Evidence
███████ is an effective teacher and an important part of our school community. She takes minutes at meetings, she works with staff on technology issues and she handles our social media. Her growth areas include consistent attendance, aligning assessments with what is taught therefore allowing students to perform more effectively on the assessments and accepting constructive criticism to reflect and improve. I look forward to working with her and watching her become an even better classroom leader.

ELA 8 2020-2021

AVERAGE		81
MEDIAN		85
MODE		96

CS12
Program: Special Education
Years of Experience: 3
School District: Pressley Ridge Day School (Johnstown, PA)
Grade(s): 6th-9th
Highest Level: Master's

Please describe how you use technology for instruction in your classroom.:
We use NearPods for Science and Social Studies activities. Kahoots/Online Jeopardy games for reviewing. Google Classroom (slides & docs) for spelling and activities. IXL/Prodigy/ST Math for independent work.

Please describe how you use technology for assessment and/or progress monitoring in your classroom:

NearPod Assessments and Kahoots to check for understanding of lesson content. Pre-assessments on IXL.

What aspects of IUP's Educator Preparation Program were of greatest value to you as a practicing educator?

Student teaching and in classroom observations. The professors and staff were helpful and classroom discussions with teachers who were currently in the field sharing their real life experiences.

What advice do you have to improve IUP's Educator Preparation Program?

Being able to attend school district in-services on diversity and paperwork (or IUP having trainings like that). Learning more about IEP writing/progress report writing/and progress monitoring.

Overall, do you believe that your preparation from IUP was effective and relevant to the realities of the job? Why or why not?

It depends on the day. IUP has prepared me for the "perfect classroom" but at the school I work at (and with the current educational system) the "perfect classroom" rarely exists anymore.

Environment	Yes	No
Positive Teacher-Student interactions	X	
Positive Student-Student interactions		X
Evidence of established classroom routines	X	
Organization of space and materials facilitates learning	X	
Clear expectations for student achievement	X	
Evidence of effective and preventative management of student behavior	X	
Teacher response to student misbehavior is appropriate	X	

Comments:
-Good visuals &expectations were clearly presented however students didn't respond to prompts or redirection
-BHS was out of room w/ multiple other students
. when he returned teacher attempted to have students out of room to instruct but wasn't successful

Instruction	Yes	No
Clear explanations of lesson/objective is clear	X	
Evidence of effective questioning strategies	X	
Evidence of flexibility and responsiveness to individual learning needs	X	
Timely and appropriate feedback	X	
Good pacing of lesson	X	
High student engagement in lesson		X
Use of appropriate materials and resources	X	
Smooth transitions between activities	X	

Comments:
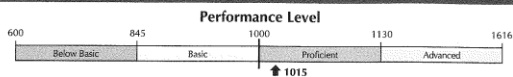- Had different versions of work for each student
- worked 1 on 1 with students who were attentive

Student Learning	Yes	No
Students are able to identify what they are learning	X	
Students are engaged in the lesson		X
Students are actively participating in lesson		X
Student responses indicate learning is taking place	X	
Student learning is being assessed/monitored	X	

Comments:
- many students were walking around disrupting class by shouting out
- some shouted out answers. Teacher assessed w/ worksheet & participation
- w/ chalk board answers / white boards

English Language Arts

Performance Level

600 — 845 — 1000 — 1130 — 1616

| Below Basic | Basic | Proficient | Advanced |

⬆ 1015

Student's test scale score is indicated by the (⬆). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **987-1043**
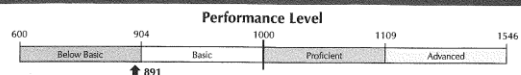
Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Reading**			
Key Ideas and Details	11	13	High
Craft and Structure/Integration of Knowledge and Ideas	11	18	Medium
Vocabulary Acquisition and Use	5	7	Medium
Writing			
Conventions of Standard English (Writing)	4	9	Low
Text-Dependent Analysis			
Text-Dependent Analysis (Reading/Writing)	4	16	Low

**Each reading question connects to a Reading reporting category in the table above as well as to a Text Type reporting category in the table below. However, each reading question counts only one time in the student's score.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
Text Types			
Literature Text	15	19	Medium
Informational Text	12	19	Medium

Mathematics

Performance Level

600 — 904 — 1000 — 1109 — 1546

| Below Basic | Basic | Proficient | Advanced |

⬆ 891

Student's test scale score is indicated by the (⬆). If this student were to test again under similar circumstances, his or her score would likely remain in the following range: **859-923**

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Number System	3	9	Low
Ratios and Proportional Relationships	4	12	Low
Expressions and Equations	3	13	Low
Geometry	5	9	Medium
Statistics and Probability	1	9	Low

Science

Performance Level

| Below Basic | Basic | Proficient | Advanced |
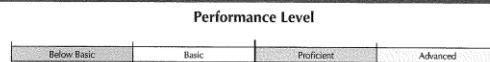
Science is next tested in Grade 8.

Score Reporting Category	Student's Points	Total Points Possible	Strength Profile*
The Nature of Science			
Biological Sciences			
Physical Sciences			
Earth and Space Sciences			

To learn more about the Score Reporting Categories see page 4