PPSD District and Building Demographics

Pittsburgh Public School District

Demographic Information (NCES 2016-2017)

District	State	Total Students	Total Teachers	# of ELLs	# of Students with IEPs
Pittsburgh School District	Pennsylvania	24,083	1,900.50	749	5,197

School	District	Locale	Total Students	Title I School ?	Amer Ind/ Alaskan	Asian	Black	Hispanic	Native Hawaiian/Pacific Islander	White	2 or More Races	Free Lunch Eligible	Reduced Lunch Eligible
Pittsburgh Faison K-5	Pittsburgh	City: Large	714	Yes	3	5	670	5	0	10	21	380	0
Pittsburgh Fulton K-5	Pittsburgh	City: Large	413	Yes	0	6	344	9	0	35	19	273	3
Pittsburgh Linden K-5	Pittsburgh	City: Large	371	Yes	1	8	262	4	0	77	19	228	10
Pittsburgh Spring Hill K-5	Pittsburgh	City: Large	247	Yes	3	3	94	4	1	109	33	174	0
Totals			**1,754**		**7**	**22**	**1,370**	**22**	**1**	**231**	**92**	**1,055**	**13**

PPSD Teachers (Coded by Building/Grade Level)

Name/Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/ Certifications Other Institutions
PPFUK1	Elementary Education	K All K	9	Y	BSED	Elementary K-6 – Urban Track	MED Curriculum and Instruction Gannon
PPL11	Early Childhood with Special Education	1st All 1st	5	Y	BSED	Early Childhood PK-4 with Special Education PK-8 – Urban Track	MED Early Childhood PK-4 California Univ. of PA
PPFA31	Early Childhood with Special Education	3rd ELA	4	Y	BSED	Early Childhood PK-4 with Special Education PK-8 – Urban Track	MED Curriculum and Instruction Gannon
PPFA41	Early Childhood with Special Education	4th Math, Science, Social Studies	5	Y	BSED MED	Early Childhood PK-4 with Special Education PK-8 – Urban Track	NA

PPSHLS1	Early Childhood with Special Education	4th and 5th Special Education Learning Support	3	Y	BSED+	Early Childhood PK-4 with Special Education PK-8 – Urban Track	Special Education with Autism Endorsement Slippery Rock Univ. of PA

PPSD

PPFUK1

PPFUK1 is a kindergarten teacher in the Pittsburgh Public School District. She is a ninth year, tenured teacher who teaches all kindergarten subjects. She earned her Bachelor's Degree in Elementary Education - Urban Track from IUP and her Master's Degree in Curriculum and Instruction from Gannon University. PPFUK1 is one of the faculty liaisons who work with our current Professional Development School (PDS) candidates in the PPSD.

Ninety percent of PPFUK1's students are African American and 10% are white. None of her children have IEPs and all are native English speakers.

PPFUK1 agreed in most categories of the Completer Survey. She disagreed in four of the InTASC categories and one of the InTASC Critical Dispositions categories. For InTASC Standard 3, a category for which she agreed, she wrote, "There were many collaborative projects/activities that were implemented throughout my time at IUP. I value those experiences because they taught me how to work as a team among other colleagues of mine. When we did group projects at IUP, we made sure that we held each other accountable and everybody contributed to the piece. Today, this has helped me tremendously in making sure my contributions are being held accountable to the highest standard." In one of the categories (InTASC 9) of which she disagreed, she noted, "University students should be given the opportunity to participate in professional development sessions alongside teachers in the Indiana area during their field placements to gain new insight/exposure."

When asked how PPFUK1 uses technology, she replied, "Through the use of a SMARTboard, students can interact with learning as they manipulate the task at hand. iPads are also used for differentiated instruction groups as well as district mandated reading and math programs. A listening center is utilized to help students gain awareness of print, comprehension, and following along with text as it is read to them."

The Pittsburgh Public School District uses the PPS: RISE Rubric for formal observations; the RISE Rubric is based on the Charlotte Danielson Framework for Professional Practice. She presented observation evaluations from the 2014-2015, 2015-2016, and 2016-2017 school years. She was rated as distinguished or proficient in every category each year.

2014-2015

Title: Teacher

Assignment
Area(s): Elementary

RISE FOP ○ **RISE IGY** ●

Your Observation of Teacher Practice **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative score from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent year in which scores are available are used.

RISE *Research-based Inclusive system of evaluation* *Summative Evaluation Scores*	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year(s)	Weight (%)	Points
1b: Demonstrating Knowledge of Students		●				●	5.00	200
1c: Setting Instructional Outcomes		●				●	5.00	200
1e: Planning Coherent Instruction		●				●	5.00	200
2a: Creating a Learning Environment of Respect/Rapport	●					●	7.50	300
2b: Establishing a Culture for Learning		●				●	7.50	200
2c: Managing Classroom Procedures		●				●	7.50	200
2d: Managing Student Behavior		●				●	7.50	200
3a: Communicating with Students		●				●	8.00	200
3b: Using Questioning and Discussion Techniques	●					●	8.00	300
3c: Engaging Students in Learning		●				●	8.00	200
3d: Using Assessment to Inform Instruction		●				●	8.00	200
3g: Implementing Lessons Equitably		●				●	8.00	200
4a: Reflecting on Teaching and Student Learning		●				●	5.00	200
4b: Systems for Managing Student Data		●				●	5.00	200
4c: Communicating with Families		●				●	5.00	200
Weighted Average *								216

EER003 20150604

2015-2016

Title: Teacher

Assignment
Area(s): Teacher (Elementary)

RISE FOP ○ **RISE IGY** ●

Your Observation of Teacher Practice **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative score from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent year in which scores are available are used.

RISE *Research-based Inclusive system of evaluation* *Summative Evaluation Scores*	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year(s)	Weight (%)	Points
1b: Demonstrating Knowledge of Students		●				●	5.00	200
1c: Setting Instructional Outcomes		●				●	5.00	200
1e: Planning Coherent Instruction		●				●	5.00	200
2a: Creating a Learning Environment of Respect/Rapport	●					●	7.50	300
2b: Establishing a Culture for Learning		●				●	7.50	200
2c: Managing Classroom Procedures		●				●	7.50	200
2d: Managing Student Behavior		●				●	7.50	200
3a: Communicating with Students		●				●	8.00	200
3b: Using Questioning and Discussion Techniques	●					●	8.00	300
3c: Engaging Students in Learning		●				●	8.00	200
3d: Using Assessment to Inform Instruction		●				●	8.00	200
3g: Implementing Lessons Equitably		●				●	8.00	200
4a: Reflecting on Teaching and Student Learning		●				●	5.00	200
4b: Systems for Managing Student Data		●				●	5.00	200
4c: Communicating with Families		●				●	5.00	200
Weighted Average *								216

EER003 20160608

2016-2017

Title: Teacher

Assignment
Area(s): Teacher (Elementary)

RISE FOP ● **RISE IGY** ○

Your Observation of Teacher Practice **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative score from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent year in which scores are available are used.

RISE *Research-based Inclusive system of evaluation* *Summative Evaluation Scores*	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year(s)	Weight (%)	Points
1b: Demonstrating Knowledge of Students		●			●		5.00	200
1c: Setting Instructional Outcomes		●			●		5.00	200
1e: Planning Coherent Instruction		●			●		5.00	200
2a: Creating a Learning Environment of Respect/Rapport	●				●		7.50	300
2b: Establishing a Culture for Learning		●			●		7.50	200
2c: Managing Classroom Procedures	●				●		7.50	300
2d: Managing Student Behavior	●				●		7.50	300
3a: Communicating with Students		●			●		8.00	200
3b: Using Questioning and Discussion Techniques		●			●		8.00	200
3c: Engaging Students in Learning		●			●		8.00	200
3d: Using Assessment to Inform Instruction		●			●		8.00	200
3g: Implementing Lessons Equitably		●			●		8.00	200
4a: Reflecting on Teaching and Student Learning		●			●		5.00	200
4b: Systems for Managing Student Data	●				●		5.00	300
4c: Communicating with Families	●				●		5.00	300
Weighted Average *								233

EER003 20170606

Final evaluations from the past three years also demonstrate that PPFUK1 was rated as Distinguished or Proficient and Satisfactory all three years.

2014-2015

PPS ID: 000014174

Title: Teacher

Assignment Area(s): Elementary

Your Summative Evaluation

Category	Weight	Points
Your Observation of Professional Practice	50%	216
Your Student Learning and Growth Results	30%	300
Your Student Perception Results	15%	64
Your School Student Learning and Growth Results	5%	173
Total Points *		217

Performance Level	Distinguished
Rating	Satisfactory

* Where sufficient multiple measures are not available, no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

Signatures

2015-2016

PPS ID: 000014174

Title: Teacher

Assignment Area(s): Teacher (Elementary)

Your Summative Evaluation

Category	Weight	Points
Your Observation of Professional Practice	50%	216
Your Student Learning and Growth Results	30%	200
Your Student Perception Results	15%	104
Your School Student Learning and Growth Results	5%	179
Total Points *		193

Performance Level	Proficient
Rating	Satisfactory

* Where sufficient multiple measures are not available, no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

Signatures

2016-2017

PPS ID: 000014174

Title: Teacher

Assignment Area(s): Teacher (Elementary)

Your Summative Evaluation

Category	Weight	Points
Your Observation of Professional Practice	50%	233
Your Student Learning and Growth Results	30%	300
Your Student Perception Results	15%	107
Your School Student Learning and Growth Results	5%	170
Total Points *		232

Performance Level	Distinguished
Rating	Satisfactory

* Where sufficient multiple measures are not available, no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

Signatures

Student data from the 2016-2017 school year illustrate student growth on the DIBELS Progress Monitoring, MMH, and Kindergarten Readiness Assessments.

2016-17

DIBELS Progress Monitoring												MMH								KINDERGARTEN ASSESSMENT					
												Unit Assessments													
Oct. FSF-17		Nov. FSF-23		Dec. FSF-30		Feb. PSF-27		Mar. PSF-33		Apr. PSF-40			Unit 5	phonics	Unit 7	phonics	Unit 9	phonics		Sept. Reading	Sept. Math	Dec. Reading	Dec. Math	May Reading	May Math
RS	RS	RS	RS	RS	RS	RS	RS	RS	RS	RS	RS		(%)		(%)		(%)								
21	26	28	23	x	27	11	10	17	31	34	x		64	57	69	73	85	80		22%	21%	48%	55%	83%	89%
35	49	38	47	x	41	8	19	47	34	45	x		82	100	92	93	92	93		52%	42%	78%	76%	96%	95%
14	16	26	21	x	20	11	11	23	23	49	x		82	100	77	80	85	93		57%	47%	83%	89%	100%	95%
32	21	37	38	x	33	6	10	8	18	25	x		82	67	69	73	85	87		48%	47%	83%	82%	91%	95%
26	33	39	39	x	44PSF	31	31	39	47	46	x		91	86	100	100	100	93		57%	63%	78%	87%	100%	97%
29	40	40	43	x	8PSF	21	20	46	43	40	x		82	90	92	93	92	100		43%	61%	87%	87%	100%	100%
25	40	44	35	x	31	42	49	46	56	45	x		91	100	92	93	100	100		52%	32%	83%	76%	96%	100%
2	6	8	8	x	6	5	9	6	13	5	x		55	52	x	x	x	x		26%	21%	52%	24%	57%	39%
34	44	34	44	x	42	22	39	38	45	41	x		73	90	85	93	92	93		57%	45%	87%	79%	100%	100%
25	39	36	38	x	56	49	57	49	57	58	x		82	100	92	100	92	93		70%	74%	78%	89%	87%	100%
0	33	25	38	x	37	10	11	12	8	11	x		18	43	69	47	69	40		39%	24%	52%	34%	70%	55%
33	58	58	57	x	25PSF	38	41	44	49	49	x		82	95	92	87	92	100		61%	66%	87%	92%	96%	97%
22	28	21	37	x	34	31	27	46	40	46	x		82	90	92	87	100	73		26%	29%	52%	66%	83%	84%
10	4	2	6	x	4	0	2	0	0	8	x		82	52	53	47	69	40		30%	26%	39%	50%	87%	68%
23	35	18	35	x	27	36	42	36	49	46	x		91	86	100	80	100	93		57%	32%	83%	74%	96%	100%
Fall FSF		Winter FSF		Winter PSF		Spring PSF		Spring PSF		Spring PSF			Unit 5		Unit 7		Unit 9			Kinder Assessment Sept.		Kinder Assessment Dec.		Kinder Assessment May	
																				Rdg.	Math	Rdg.	Math	Rdg.	Math
%	%	%	%	%	%	%	%	%	%	%	%	# #	#	#	#	#	#			#	#	#	#	#	#
75%	75%	75%	81%	x	67%	40%	47%	60%	60%	67%	x		11	10	9	10	12	11		0	0	7	6	13	12
0%	0%	0%	0%	x	0%	0%	0%	0%	0%	0%	x		1	0	1	2	0	1		2	1	4	4	1	0
25%	25%	25%	19%	x	33%	60%	53%	40%	40%	33%	x		3	5	4	2	2	2		14	15	5	6	1	3

*Green = Proficient Yellow = Basic Red = Below Basic

When asked what aspects of IUP's Educator Preparation Program were of greatest value, she responded, "Participating in the Urban Track program was by far the greatest value in my entire 4 years at IUP. The amount of knowledge, awareness, and overall professional learning that took place in just that one year exceeded everything else prior to. I learned more about classroom management, curriculum, lesson planning, progress monitoring, etc. more so than I did in any course previously taken on campus." She recommended the following improvement, "I think IUP needs to adopt various curriculums to put in front of their students instead of arbitrarily creating lessons from the sky, so to speak." When asked if she believed IUP prepared her for the classroom, she wrote, "In some ways yes, but in other ways not so much. Like I mentioned above, seeing school officially open to practically close over the course of a school year was undoubtedly the best experience I could have gained. It is one thing to discuss ways to manage student behavior or creating a fictitious lesson in class, but another thing to experience it in context and bring those skills to life in a real school setting. Although I did gain some experience with field observations and/or placements at various elementary schools in or around campus, I feel as though it wasn't enough. Participating in the Urban Track taught me a plethora of skills that I otherwise would not have gained such as managing professional relationships, devising ways to manage students with severe behavior problems, strategies on how to differentiate learning among all learners, and most importantly, how to deliver a lesson effectively with the use of a curriculum." Interestingly, PPFUK1's field experience in the urban setting was part of her preparation; but it appears from her response that she views her preparation as her coursework and did not think of her year-long urban PDS experience as part of her preparation.

Overall, PPFUK1 demonstrated her impact on student learning through her students' assessment data (CAEP 4.1). Her principal observations illustrate that she has mastered and exemplifies the knowledge, skills, and professional dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). PPFUK1 has earned her Master's Degree that demonstrates her commitment to professional growth (CAEP 4.3). Based on the validated survey using the InTASC Standards, PPFUK1 mostly perceives her preparation to be relevant and effective to her as a practicing teacher (CAEP 4.4).

PPL11

PPL11 is a first grade teacher in the Pittsburgh Public School District. She is a fifth year, tenured teacher who teaches all first grade subjects. She earned her Bachelor's Degree in Early Childhood PK-4 with Special Education PK-8 from IUP and her Master's Degree in Early Childhood PreK-4 from California University of Pennsylvania.

Twenty students make up PPL11's current first grade classroom; 17 children are African American and three children are White. There are 10 males and 10 females. All of the children receive free breakfast and lunch. Two children have IEPs for speech and all students are native English speakers.

PPL11 agreed or strongly agreed in every category of the Completer Survey, illustrating that she believes IUP prepared her for her teaching career. When asked to provide specific examples for a few of the statements, she chose the following bulleted statements and her comments follow:

- Design and implement developmentally appropriate and challenging learning experiences based on an understanding of how learners grow and develop across cognitive, linguistic, social, emotional, and physical domains? (InTASC 1; CAEP4.1)

"Due to my learning experiences throughout my college career and year-long student teaching experience, I learned how to collect valuable data on my students in order to drive my instruction. I collect data on a weekly basis from my students and track their progress. I am then able to take this data and use it to create developmentally appropriate and rigorous learning experiences for my students on a daily basis."

- Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making? (InTASC 6; CAEP 4.1)

"I use a variety of different methods to assessments my students learning, understanding and growth throughout the school year. I use formative and summative assessments, progress monitoring and fluency check-ins with my students often. I also use exit slips to check in with my student and ensure they understand the lesson I taught, I especially use these in math. I have also used computer-based benchmark assessments (reading and math) to track and monitor their growth throughout a specific period of time."

- Make learners feel valued and helps them learn to value each other? (InTASC Critical Disposition 2n; CAEP 4.2)

In my classroom I create a learning environment full of respect and rapport. I expect my students to not only respect adults within the building, but also their classmates and peers. It is important that I model these behaviors and practice what I expect from my students. We use a positive behavior support plan within our school building to teach students how to positively interact with one another and learn to value their education and time spent at school. In my classroom, we also

use the positive behavior framework to monitor and adjust unwanted behaviors and ways of thinking.

When asked how PPL11 uses technology for instruction and assessment, she wrote, “The two technology based assessments we use within my classroom to monitor students’ progress are for reading and math. The reading program is called iRead. All students have their own log-in and password. At the beginning of the year, each student takes the benchmark assessment and is placed within the program based on their score and how they answered each question on the assessment. The program then places the students at an appropriate level and the students work through the program at their own pace. I am able to log-in and track each student’s progress and see areas which still need improvement. I take this information and plan intervention lessons to help specific students in these areas. The math program is called Edmentum. This program is very similar to the way iRead is used for students. I use Edmentum information to help drive my small group instruction in math for my students as well. In my classroom, my students use my six classroom computers daily for reading and math intervention. I have iPads available to my students on occasion. I also use an Elmo projector daily.”

The Pittsburgh Public School District uses the PPS: RISE Rubric for formal observations; the RISE Rubric is based on the Charlotte Danielson Framework for Professional Practice. PL11 presented two cycles of data which show her growth as a classroom teacher over the past two years. The following tables illustrate PPL11’s observation evaluations from the 2015-2016 and 2016-2017 school years:

2015-2016

Title: Teacher

Assignment

Area(s): Teacher (Elementary)

RISE FOP ◉ **RISE IGY** ○

Your Observation of Teacher Practice **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative score from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent year in which scores are available are used.

RISE *Research-based Inclusive system of evaluation* *Summative Evaluation Scores*	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year(s)	Weight (%)	Points
1b: Demonstrating Knowledge of Students		●			●		5.00	200
1c: Setting Instructional Outcomes		●			●		5.00	200
1e: Planning Coherent Instruction		●			●		5.00	200
2a: Creating a Learning Environment of Respect/Rapport	●				●		7.50	300
2b: Establishing a Culture for Learning		●			●		7.50	200
2c: Managing Classroom Procedures	●				●		7.50	300
2d: Managing Student Behavior		●			●		7.50	200
3a: Communicating with Students		●			●		8.00	200
3b: Using Questioning and Discussion Techniques		●			●		8.00	200
3c: Engaging Students in Learning		●			●		8.00	200
3d: Using Assessment to Inform Instruction		●			●		8.00	200
3g: Implementing Lessons Equitably		●			●		8.00	200
4a: Reflecting on Teaching and Student Learning		●			●		5.00	200
4b: Systems for Managing Student Data	●				●		5.00	300
4c: Communicating with Families	●				●		5.00	300
Weighted Average *								225

2016-2017

Location(s): Linden K-5

Title: Teacher

Assignment

Area(s): Teacher (Elementary)

RISE FOP ● **RISE IGY** ○

Your Observation of Teacher Practice — **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative score from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent year in which scores are available are used.

RISE *Research-based Inclusive system of evaluation* *Summative Evaluation Scores*	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year(s)	Weight (%)	Points
1b: Demonstrating Knowledge of Students	●				●		5.00	300
1c: Setting Instructional Outcomes		●			●		5.00	200
1e: Planning Coherent Instruction		●			●		5.00	200
2a: Creating a Learning Environment of Respect/Rapport	●				●		7.50	300
2b: Establishing a Culture for Learning	●				●		7.50	300
2c: Managing Classroom Procedures	●				●		7.50	300
2d: Managing Student Behavior	●				●		7.50	300
3a: Communicating with Students	●				●		8.00	300
3b: Using Questioning and Discussion Techniques		●			●		8.00	200
3c: Engaging Students in Learning		●			●		8.00	200
3d: Using Assessment to Inform Instruction		●			●		8.00	200
3g: Implementing Lessons Equitably		●			●		8.00	200
4a: Reflecting on Teaching and Student Learning	●				●		5.00	300
4b: Systems for Managing Student Data	●				●		5.00	300
4c: Communicating with Families	●				●		5.00	300
Weighted Average *								258

PPL11 also shared her final evaluation data for the past two years. After the 2015-2016 school year she was ranked as Proficient / Satisfactory. At the end of the 2016-2017 school year, PPL11 was rated as Distinguished / Satisfactory.

2015-2016

Pittsburgh Public Schools | EXCELLENCE FOR ALL

The Pathway to the Promise.™

Annual Rating Form

For Professional and Temporary Professional Teachers

Page 1 of 1

School Year 2015-16

Mid-Year ○ End-of-Year ◉

Personal Information

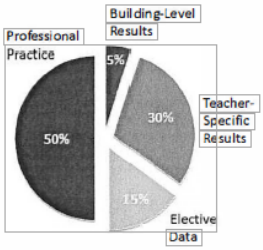
Location(s): Linden K-5

Title: Teacher

Assignment

Area(s): Teacher (Elementary)

Your Summative Evaluation



Category	Weight	Points
Your Observation of Professional Practice	50%	225
Your Student Learning and Growth Results	30%	200
Your Student Perception Results	15%	125
Your School Student Learning and Growth Results	5%	179
Total Points *		201

Performance Level	Proficient
Rating	Satisfactory

* Where sufficient multiple measures are not available, no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

Signatures

2016-2017

Pittsburgh Public Schools | EXCELLENCE FOR ALL

The Pathway to the Promise.™

Annual Rating Form

For Professional and Temporary Professional Teachers

Page 1 of 1

School Year 2016-17

Mid-Year ○ End-of-Year ●

Personal Information

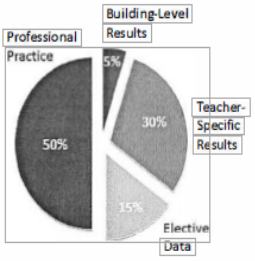
Location(s): Linden K-5

Title: Teacher

Assignment

Area(s): Teacher (Elementary)

Your Summative Evaluation



Category	Weight	Points
Your Observation of Professional Practice	50%	258
Your Student Learning and Growth Results	30%	300
Your Student Perception Results	15%	107
Your School Student Learning and Growth Results	5%	110
Total Points *		241

Performance Level	Distinguished
Rating	Satisfactory

* Where sufficient multiple measures are not available, no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

Signatures

PPL11 shared DIBELS assessment data from the past two years. The vast majority of her students showed academic growth from the beginning to the end of the school year:

2015-2016

Class Progress Summary - DIBELS Next

District:	Pittsburgh Public Schools
School:	Linden K-5
Grade:	First Grade
Year:	2015-2016
Class:	Rm 0010

CTL Center on Teaching & Learning
UO DIBELS Data System

Need for Support: Former Goals

LNF: Letter Naming Fluency **PSF**: Phoneme Segmentation Fluency **NWF-CLS**: Nonsense Word Fluency - Correct Letter Sounds **NWF-WWR**: Nonsense Word Fluency - Whole Words Read **DORF Score**: DIBELS Oral Reading Fluency - Words Correct **DORF Accuracy**: DIBELS Oral Reading Fluency - Accuracy **Retell**: DIBELS Oral Reading Fluency - Retell **Retell Quality**: DIBELS Oral Reading Fluency - Retell Quality of Response **Composite**: DIBELS Composite Score

Student	Beginning				Middle						End						
	LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	Composite
Student 1	20	9	8	0	21	0	3	27%			27	0	4	36%			4
Student 2	42	48	23	1	35	7	12	57%			58	15	19	73%			76
Student 3	27	37	24	0	35	4	10	53%			41	8	22	81%			89
Student 4	50	44	27	5	32	4	21	72%			55	14	30	86%			121
Student 5	53	44	26	5	41	13	16	70%			52	17	34	92%			149
Student 6					47	15	26	79%			53	14	45	94%			160
Student 7	41	11	17	0	28	6	18	67%			62	17	48	94%			169
Student 8	52	55	33	6	57	18	26	79%			63	18	51	93%			174
Student 9	53	43	18	0	48	12	31	86%			61	15	61	95%			184
Student 10	47	50	30	10	57	19	27	82%			71	22	56	95%			193
Student 11	43	50	27	6	49	13	38	88%			77	23	72	96%			211
Student 12	45	56	48	10	51	14	36	88%			89	28	59	98%			214
Student 13	61	31	65	18	92	29	74	99%			91	30	71	99%			236
Student 14	60	6	18	5	39	11	73	97%			68	18	107	99%			248
Student 15	39	34	77	23	140	47	71	96%			121	40	80	96%			253
Student 16	49	54	44	13	89	29	44	92%			106	34	88	100%			261
Student 17	78	50	101	32	104	35	59	98%			127	43	82	98%			267
Student 18	48	48	42	12	101	34	84	97%			98	31	112	97%			273
Student 19	63	43	125	41	141	48	116	99%			141	48	149	99%			350
Student 20	70	46	113	35	138	44	144	100%			142	49	168	100%			371
Mean:	**49.5**	**39.9**	**45.6**	**11.7**	**67.2**	**20.1**	**46.5**	**81%**	**0.0**	**0.0**	**80.2**	**24.2**	**67.9**	**91%**	**0.0**	**0.0**	**200.2**

Legend Core Support | Strategic Support | Intensive Support

2016-2017

Class Progress Summary - DIBELS Next

District:	Pittsburgh Public Schools
School:	Linden K-5
Grade:	First Grade
Year:	2016-2017
Class:	12-Rm 0010

Center on Teaching & Learning
UO DIBELS Data System

Need for Support: Former Goals

LNF: Letter Naming Fluency **PSF:** Phoneme Segmentation Fluency **NWF-CLS:** Nonsense Word Fluency - Correct Letter Sounds **NWF-WWR:** Nonsense Word Fluency - Whole Words Read **DORF Score:** DIBELS Oral Reading Fluency - Words Correct **DORF Accuracy:** DIBELS Oral Reading Fluency - Accuracy **Retell:** DIBELS Oral Reading Fluency - Retell **Retell Quality:** DIBELS Oral Reading Fluency - Retell Quality of Response **Composite:** DIBELS Composite Score

Student	Beginning				Middle						End						
	LNF	PSF	NWF-CLS	NWF-WWR	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	NWF-CLS	NWF-WWR	DORF Score	DORF Accuracy	Retell	Retell Quality	Composite
Student 1					22	6	7	64%			24	5	5	50%			15
Student 2	14	25	18	0	18	1	6	50%			40	12	4	33%			28
Student 3	33	10	11	0	36	7	14	64%			25	4	17	68%			34
Student 4	34	15	14	0	23	3	17	71%			38	11	14	70%			51
Student 5	46	38	19	0	38	12	16	70%			58	16	25	86%			120
Student 6	19	18	18	1	52	16	13	76%			60	17	26	90%			135
Student 7	38	6	23	0	35	8	21	78%			39	13	32	91%			139
Student 8	40	9	9	0	32	7	1	17%			41	12	47	94%			158
Student 9	43	6	16	0	45	14	26	81%			43	12	53	91%			158
Student 10	51	42	26	1	54	12	19	76%			71	17	43	93%			164
Student 11	39	46	19	0	57	18	21	78%			73	21	46	92%			169
Student 12	66	54	33	0	58	15	28	78%			62	18	49	94%			172
Student 13					59	15	34	87%			51	15	55	96%			178
Student 14					55	18	24	86%			68	18	47	98%			182
Student 15					50	16	24	89%			68	22	52	96%			189
Student 16	46	46	26	0	47	12	45	92%			62	16	63	98%			194
Student 17	64	44	37	2	56	13	27	82%			63	17	62	97%			195
Student 18	59	7	14	0	33	7	28	82%			71	19	59	97%			196
Student 19					64	17	38	90%			58	18	63	100%			204
Student 20	53	50	44	5	72	20	82	96%			91	26	95	99%			252
Student 21					88	24	86	98%			84	28	102	100%			263
Student 22	79	28	95	24	124	39	62	93%			135	42	93	99%			282
Student 23	30	42	13	0	55	18	24	86%									
Mean:	**42.6**	**27.9**	**24.7**	**2.1**	**50.7**	**13.8**	**28.4**	**78%**	**0.0**	**0.0**	**60.2**	**17.2**	**47.8**	**88%**	**0.0**	**0.0**	**158.1**

Legend Core Support | Strategic Support | Intensive Support

When asked what aspects of IUP's Educator Preparation Program were of greatest value, PPL11 wrote, "The URBAN Track Program. The year-long student teaching experience was one I found to be extremely valuable and helpful. I am the teacher I am today because of that learning experience. I am forever grateful towards the IUP staff and the collaboration between the Pittsburgh Public Schools." She recommended, "We had a lot of classroom experiences which I found to be helpful and insightful throughout our program. It might be beneficial to create and write lessons based on how teachers are writing and using lesson plans in actual classrooms. I strongly believe student teachers should have a longer experience within the classroom setting. The year long experience was extremely beneficial. I was able to experience the classroom being set up at the beginning of the year all the way to kindergarten graduation in May. This helped me be fully ready to begin in my own classroom." In response to the question related to preparation effectiveness and relevance PPL11 wrote, "I believe that my preparation from IUP was effective and relevant to the responsibilities that I confront on the job. I believe that my student teaching experience played a major role in that. I still am learning each year and becoming a better teacher each year, it takes more than 7 1/2 weeks to really get a feel for what it is like to have your own classroom."

Overall, PPL11 demonstrated her impact on student learning through her SLO data (CAEP 4.1). Her principal's observations illustrate that she has mastered and exemplifies the knowledge, skills, and professional dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). PPL11 is tenured and earned her Master's Degree which demonstrates her commitment to professional growth (CAEP 4.3). Based on the validated survey using the InTASC Standards, PPL11 perceives her preparation to be relevant and effective to her as a practicing teacher (CAEP 4.4).

PPFA31

PPFA31 is a third grade teacher (formerly a second grade teacher) in the Pittsburgh Public School District. She is a tenured teacher with four years of experience. She earned her Bachelor's Degree in Early Childhood PK-4 with Special Education PK-8 Urban Track from IUP and her Master's Degree in Curriculum and Instruction from Gannon University.

There are 19 students in one of PPFA31's current sections and 15 in the other section; 100% of her students are African American with one child who is an English language learner. She has one student who has been identified as having emotional disturbance and the IEP is being written. All of her students are from homes with low socioeconomic status.

PPFA31 agreed or strongly agreed in every category of the Completer Survey, illustrating that she believes IUP prepared her for her teaching career. When asked to provide specific examples for a few of the statements, she chose the following bulleted statements and her comments follow:

- Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making? (InTASC 6; CAEP 4.1)

"I try to make sure I use different types of assessment for students. I use a lot of formative assessments. I use different methods of exit slips to not only check student understanding but also to keep them engaged. I also use benchmark assessment, unit assessments, module assessments."

- Respect learners' differing strengths and needs and is committed to using this information to further each learner's development? (InTASC Critical Disposition 1h; CAEP 4.2)

"During my time at IUP I was taught many strategies to differentiate learning and how to meet each student's individual needs. During my current teaching practice, I use a lot of small groups during teaching. I use a lot of flexible grouping to meet needs of students for that very moment where they are in their learning."

- Make learners feel valued and helps them learn to value each other? (InTASC Critical Disposition 2n; CAEP 4.2)

"I am a firm believer that students must feel safe in the classroom in order to learn. It is an essential part of my practice to ensure learners feel valued and understand their worth. From the very first day we talk about how we are a school family. I believe students must trust me in order to learn from me. I use circles to create an environment that teaches the students to value one another. Each morning we start out with a circle to talk about how we each individually are feeling that day from 1-5 (temperature check) and we pick a question and answer. The questions can be anything from "Someone I miss, to favorite food". They are sometimes silly and sometimes deep questions. This helps students to be aware that if a classmate is feeling down to keep that in mind for the day and be considerate of their feelings. The circle creates a family like environment and really helps us all to get to know each other."

When asked how PPFA31 uses technology for instruction and assessment, she wrote, "Technology is used in my classroom for a variety of reasons and strategies. I currently have six student computers and ten student iPads. I have two teacher computers and a SMART board. I use the student computers and iPads for DI groups and the students use reading programs based on their current reading levels. The computer programs they are using are for independent time and they are paced with their individual learning needs. I use the SMART board for writing activities and reading games. Technology is used in my classroom to progress monitor students reading levels/reading comprehension. The programs they used are logged on individually and monitors their skills in different areas of reading. The scores are sent to me and I can chose to assign/assess certain skills."

The Pittsburgh Public School District uses the PPS: RISE Rubric for formal observations; the RISE Rubric is based on the Charlotte Danielson Framework for Professional Practice. PPFA31's three cycles of data show her growth as a classroom teacher over the past three years. The following tables illustrate PPFA31's observation evaluations from the 2014-2015, 2015-2016, and 2016-2017 school years:

2014-15

Your Observation of Teacher Practice **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative scores from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent years in which scores are available are used.

RISE *Research-based Inclusive system of Evaluation* *Summative Evaluation Scores*	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year
1b: Demonstrating Knowledge of Students		●			●	
1c: Setting Instructional Outcomes		●			●	
1e: Planning Coherent Instruction		●			●	
2a: Creating a Learning Environment of Respect/Rapport		●			●	
2b: Establishing a Culture for Learning		●			●	
2c: Managing Classroom Procedures		●			●	
2d: Managing Student Behavior		●			●	
3a: Communicating with Students		●			●	
3b: Using Questioning and Discussion Techniques		●			●	
3c: Engaging Students in Learning		●			●	
3d: Using Assessment to Inform Instruction		●			●	
3g: Implementing Lessons Equitably		●			●	
4a: Reflecting on Teaching and Student Learning		●			●	
4b: Systems for Managing Student Data		●			●	
4c: Communicating with Families		●			●	

* Preponderance is determined by the RISE rating assigned to the most power components.

Distinguished ○ Proficient ◉ Basic ○ Unsatisfactory ○

2015-16

Your Observation of Teacher Practice **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative score from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent year in which scores are available are used.

RISE *Research-based Inclusive system of evaluation* *Summative Evaluation Scores*	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year(s)	Weight (%)	Points
1b: Demonstrating Knowledge of Students		●			●		5.00	200
1c: Setting Instructional Outcomes		●			●		5.00	200
1e: Planning Coherent Instruction	●				●		5.00	300
2a: Creating a Learning Environment of Respect/Rapport	●				●		7.50	300
2b: Establishing a Culture for Learning		●			●		7.50	200
2c: Managing Classroom Procedures		●			●		7.50	200
2d: Managing Student Behavior	●				●		7.50	300
3a: Communicating with Students		●			●		8.00	200
3b: Using Questioning and Discussion Techniques		●			●		8.00	200
3c: Engaging Students in Learning		●			●		8.00	200
3d: Using Assessment to Inform Instruction		●			●		8.00	200
3g: Implementing Lessons Equitably		●			●		8.00	200
4a: Reflecting on Teaching and Student Learning	●				●		5.00	300
4b: Systems for Managing Student Data		●			●		5.00	200
4c: Communicating with Families	●				●		5.00	300
Weighted Average *								230

2016-17

Your Observation of Teacher Practice **Professional Practice (50%)**

For teachers on the Formal Observation Process (FOP), summative score from the current school year are used. For teachers on Independent Growth Year (IGY), summative scores from the most recent year in which scores are available are used.

RISE *Research-based Inclusive system of evaluation* *Summative Evaluation Scores*	Distinguished	Proficient	Basic	Unsatisfactory	Current Year	Prior Year(s)	Weight (%)	Points
1b: Demonstrating Knowledge of Students	●				●		5.00	300
1c: Setting Instructional Outcomes		●			●		5.00	200
1e: Planning Coherent Instruction	●				●		5.00	300
2a: Creating a Learning Environment of Respect/Rapport	●				●		7.50	300
2b: Establishing a Culture for Learning		●			●		7.50	200
2c: Managing Classroom Procedures		●			●		7.50	200
2d: Managing Student Behavior	●				●		7.50	300
3a: Communicating with Students	●				●		8.00	300
3b: Using Questioning and Discussion Techniques	●				●		8.00	300
3c: Engaging Students in Learning		●			●		8.00	200
3d: Using Assessment to Inform Instruction		●			●		8.00	200
3g: Implementing Lessons Equitably		●			●		8.00	200
4a: Reflecting on Teaching and Student Learning	●				●		5.00	300
4b: Systems for Managing Student Data	●				●		5.00	300
4c: Communicating with Families	●				●		5.00	300
Weighted Average *								256

PPFA31 shared student data from her second grade students. The first two documents illustrate her students' DIBEL scores for Oral Reading Fluency and the final document highlights her Student Learning Outcomes in Mathematics. All of her students showed growth in the DIBELs assessment and 100% of her students hit Target benchmarks in Mathematics.

204 D.I.B.E.L.S

[redacted]	2nd Grade	Benchmark								
		Fall 70+			Winter 86+			Spring 100+		
	+87	ORF	ERR	%	ORF	ERR	%	ORF	ERR	%
[redacted]	61	54	3	94%	moved	[redacted]				
[redacted]	70	28	5	84%	55	2	96%			
[redacted]	103	91	1	98%	98	1	99%			
[redacted]	109	94	1	99%	99	0	100%			
[redacted]	94	75	1	98%	89	1	99%			
[redacted]	96	75	2	97%	88	1	99%			
[redacted]	94	74	2	97%	86	1	99%			
[redacted]	118	101	0	100%	127	1	99%			
[redacted]	124	92	0	100%	104	1	99%			
[redacted]	77	62	3	95%	77	1	99%			
[redacted]	89	75	2	97%	84	1	99%			
[redacted]	88	58	2	96%	71	1	99%			
[redacted]	71	64	2	97%						
[redacted]	45	38	6	86%	59	5	92%			
[redacted]	[redacted]	84	1	98%	102	2	98%			
[redacted]	79	78	2	97%	90	0	100%			
[redacted]	[redacted]	12	11	52%	18	10	64%			
[redacted]	[redacted]	30	7	81%	32	9	78%			
[redacted]	39	19	8	70%	36	9	80%			
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	21	14	60%			
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	106	0	100%			

Fall	Winter	Spring
70+	86+	100+
55-69	68-85	80-99
0-54	0-67	0-79

202 D.I.B.E.L.S

Student	2nd Grade	Benchmark								
		Fall 70+			Winter 86+			Spring 100+		
	+87	ORF	ERR	%	ORF	ERR	%	ORF	ERR	%
[redacted]		63	2	96%	90	1	99%			
[redacted]	127	102	0	100%	112	0	100%			
[redacted]	62	50	4	92%	MOVED					
[redacted]	80	48	6	88%	68	1	99%			
[redacted]	110	113	0	100%	113	0	100%			
[redacted]	48	36	6	85%	44	5	89%			
[redacted]	82	64	3	95%	91	1	99%			
[redacted]		65	2	97%	85	1	99%			
[redacted]	70	67	3	95%	89	2	98%			
[redacted]	134	123	0	100%	138	0	100%			
[redacted]	92	68	1	98%	82	1	99%			
[redacted]	115	79	2	97%	92	1	99%			
[redacted]		74	3	96%	66	1	99%			
[redacted]		77	1	98%	98	1	99%			
[redacted]	119	89	0	100%	100	1	99%			
[redacted]		39	3	93%	50	4	92%			

Fall	Winter	Spring
70+	86+	100+
55-69	68-85	80-99
0-54	0-67	0-79

SLO 2016-2017

20/20 students will show 40% growth in Just the Facts 100 addition by May 2017.

Student Name	JTF 100 Pre-Test Score	JTF 100 Post-Test Score	Target Met? Y/N	Amount of Growth
Student 1	18	97	Y	69%
Student 2	14	62	Y	48%
Student 3	6	100	Y	94%
Student 4	26	77	Y	51%
Student 5	20	100	Y	80%
Student 6	10	55	Y	45%
Student 7	25	67	Y	42%
Student 8	24	75	Y	51%
Student 9	15	63	Y	48%
Student 10	10	74	Y	64%
Student 11	13	65	Y	52%
Student 12	31	81	Y	50%
Student 13	20	72	Y	52%
Student 14	18	84	Y	66%
Student 15	13	61	Y	48%
Student 16	21	84	Y	63%
Student 17	17	100	Y	83%
Student 18	22	68	Y	46%
Student 19	9	56	Y	47%
Student 20	32	84	Y	52%

When asked what aspects of IUP's Educator Preparation Program were of greatest value, PPFA31 said, "IUP's Educator Preparation Program provided great value to me as a practicing educator in more ways than one. I would say the greatest value was the opportunity to student teach in a classroom for the full school year. I was a member of the Urban Track at IUP and having the chance to see the school year from start to finish was very beneficial. It also gave time for me to really get to know my students and see them grow throughout the school year. I believe that IUP's Educator Preparation Program also provided me with a variety of classes that covered many aspects of teaching." PPFA31 recommended candidates "have more opportunities for hands-on learning, mock interviews, and real-life experiences with children." In response to the question related to preparation, she responded, "I believe that my preparation from IUP was effective and relevant to the responsibilities that I confront on the job. I believe that my student teaching experience played a major role in that. I still am learning each year and becoming a better teacher each year, it takes more than 7 1/2 weeks to really get a feel for what it is like to have your own classroom."

Overall, PPFA31 demonstrated her impact on student learning through all of the students in her Learning Support classroom raising their DIBELS and Mathematics Student Learning Outcomes (CAEP 4.1). Her principal's observations illustrate that has shown growth over time as she applies the knowledge, skills, and dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). PPFA31 has earned a Master's Degree in Curriculum and Instruction from Gannon University (CAEP 4.3). Based on the validated survey using the InTASC Standards, PPFA31 perceives her preparation to be relevant and effective to her as a practicing teacher (CAEP 4.4).

PPFA41

PPFA41 is a fourth grade teacher (formerly a 6th grade teacher) in the Pittsburgh Public School District. She is a tenured teacher with five years of experience. She earned her Bachelor's Degree in Early Childhood PK-4 with Special Education PK-8 Urban Track from IUP and her Master's Degree in Elementary Mathematics from IUP.

There are 28 students in PPFA41's class; 100% are African American and all 28 are native English speakers. One hundred percent of her students are from low socioeconomic levels and receive free or reduced lunches. PPFA41 has five students with IEPs in her classroom.

PPFA41 agreed or strongly agreed in every category except one of the Completer Survey, illustrating that she believes IUP prepared her for her teaching career. When asked to provide specific examples for a few of the statements for which she agreed or strongly agreed, she chose the following bulleted statements and her comments follow:

- Use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making? (InTASC 6;CAEP 4.1)

"While at IUP, we discussed the various types of assessment and the appropriate times for the different types of assessment. I was able to transfer this learning to my student teaching experience and explore the use of assessment to motivate students, monitor their learning, and guide my instruction. Now as a full time teacher, I regularly collect formative and summative assessment data to reflect on my practice and guide my math instruction. I share results with students to motivate them to continue to address misconceptions and celebrate growth."

- Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context? (InTASC 7; CAEP 4.1)

"As a pre-service teacher, we studied the various content areas and content pedagogy. These skills allowed me to use my knowledge of my learners to make cross-curricular connections. Currently, even though I am departmentalized, I continue to make those cross-curricular connections as well as cross grade levels. The largest way I support my students is by infusing culturally relevant pedagogy into my teaching."

- Engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, and adapt practice to meet the needs of each learner? (InTASC 9; CAEP 4.1)

"My studies at IUP emphasized the importance of reflection. We practiced reflecting on lessons, professional decision-making, behavior management, and relationships. Today, I constantly reflect on what worked, what didn't, and what I can do better."

PPFA41 disagreed to one survey item: Commit to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth (InTASC Critical Disposition 6v; CAEP 4.2). When asked how IUP could have better prepared her for this critical disposition, she replied, "Although we learned about all of the various types of

assessments while at IUP, all content knowledge remediation or deepening skills were taught and learned from my cooperating teacher. I don't believe that I learned how to unpack a standard or eligible content and diagnose areas of remediation."

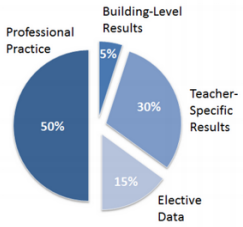
When asked how PPFA41 uses technology for instruction and assessment, she wrote, "I use a Smart Board daily in class to project and display resources and examples. Students regularly use computers and Ipads to research and practice math skills. One of our math programs monitors and adjusts learning paths for students regularly. We also use technology for our various types of assessments. While student teaching, I had access to student computers, ELMOS and projectors. I utilized these various types of technology within my teaching in direct, guided, and independent instruction. During the year of my student teaching experience, my district was using a computer based benchmark system to monitor student growth and performance in math. This data was collected and then used to drive whole group instruction , mini lessons, spiral reviews, and differentiated instruction."

The Pittsburgh Public School District uses the PPS: RISE Rubric for formal observations; the RISE Rubric is based on the Charlotte Danielson Framework for Professional Practice. PPFA41 was rated as distinguished or proficient in every category in all four domains. In her 2016 formal observation, PPFA41 was rated distinguished in all areas of Domain 1 except Demonstrating Knowledge of Resources where she was rated as Proficient. In Domain 2 she was ranked as distinguished in Establishing a Culture for Learning, Managing Classroom Procedures, and Organizing Physical Space. In Domain 3, PPFA41 was rated as distinguished in Communicating with Students, Using Questioning and Discussion Techniques, Demonstrating Flexibility and Responsiveness, and Implementing Lessons Equitably. She was rated distinguished in all categories in Domain 4.

PPFA41 was rated as distinguished and satisfactory for the 2015-2016 and 2016-2017 school years. Her final performance ratings are as follows:

2015-2016

Your Summative Evaluation



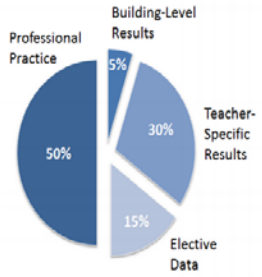
Category	Weight	Points
Your Observation of Professional Practice	50%	228
Your Student Learning and Growth Results	30%	300
Your Student Perception Results	15%	128
Your School Student Learning and Growth Results	5%	197
Total Points *		234

Performance Level	Distinguished
Rating	Satisfactory

* Where sufficient multiple measures are not available, no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

2016-2017

Your Summative Evaluation



Category	Weight	Points
Your Observation of Professional Practice	50%	277
Your Student Learning and Growth Results	30%	300
Your Student Perception Results	15%	161
Your School Student Learning and Growth Results	5%	91
Total Points *		258

Performance Level	Distinguished
Rating	Satisfactory

* Where sufficient multiple measures are not available, no points are listed. Performance Level is based on the preponderance of observation evidence. See your Educator Effectiveness Report for detailed information.

Student SLO data (growth on fluency of basic division facts) were presented for the 2016-2017 school year. All of the students who were in the initial SLO met their target levels of performance:

7		Student Name	Baseline Data September	(Data Point 1) January	(Data Point 2) May	Growth	Teacher Stated SLO Goal	Target Met
8	1		28	100	100	72	Fluent	Yes
9	2		23	29	80	57	Emerging	Yes
10	3		X	100	100	X	X	Not in initial SLO
11	4		19	24	88		Proficent	Yes
12	5		16	21	66	50	Needs Help	Yes
13	6		47	64	100	53	Fluent	Yes
14	7		30	100	100	70	Fluent	Yes
15	8		47	60	100	53	Fluent	Yes
16	9		34	100	100	66	Fluent	Yes
17	10		X	X	93	X	X	Not in initial SLO
18	11		40	100	100	60	X	Not in initial SLO
19	12		16	30	50	34	Needs Help	Yes
20	13		20	99	99	79	Needs Help	Yes
21	14		41	0	100	59	Fluent	Yes
22	15		13	99	99	86	Emerging	Yes
23	16		26	84	100	74	Proficent	Yes
24	17		17	17	53	36	Needs Help	Yes
25	18		52	42	55	3	Needs Help	Yes

JTF	
Fluent	(95-100%)
Proficient	(80-94%)
Emerging	(65-79%)
Needs Help	(0-64%)

15/15 Students met the SLO goal

Current data for the 2017-2018 school year were also shared. Students appear to be making steady progress as per the percentages of growth:

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O
Student	MTSS	PSSA	PSSA	Sept x	Ed- Sept.	Q1 Grade	Ed- Dec.	Growth	Jan. x	Growth				
1	16-17	BB	837	14%	910	81%	924	14	32%	18%				
2		P	1018	56%	994	80%	938	-56						
3		X	X	X	X	74%	938	X	100%	X				
4		P	1070	70%	959	78%	942	-17	80%	10%				
5		B	958	X	857	86%	944	87	56%	X				
6	16-17	BB	883	16%	998	83%	945	-53						
7		P	1011	32%	879	82%	956	77	48%	16%				
8		P	1054	20%	915	87%	964	49	54%	34%				
9		P	1025	X	911	X	966	55	98%	X				
10		B	978	22%	1016	91%	979	-37	74%	52%				
11		B	945	54%	919	74%	982	63	74%	20%				
12		P	1039	56%	988	73%	983	-5	94%	38%				
13		B	991	38%	951	85%	993	42	64%	26%				
14		P	1062	54%	946	93%	1009	63	100%	46%				
15		P	1070	42%	986	79%	1015	29	66%	24%				
16		B	945	20%	940	77%	1015	75	66%	46%				
17		P	1070	64%	984	91%	1020	36	100%	36%				
18		B	971	14%	920	MOVED	1030	110	56%	42%				
19		P	1011	44%	903	80%	X	X	X	X				
20		BB	X	X	X	X	X	X	28%	X				

When asked what aspects of IUP's Educator Preparation Program were of greatest value, PPFA41 stated, "The urban education courses were by far the most beneficial to my teaching in an urban and high needs school. I value the literature I studied and the discussions I participated in and see a direct correlation to the students I serve. I believe knowing and understanding the historical, social, and economical aspects of a minority community as white female have been integral in my success in a low SES neighborhood and school." She recommended the following improvements: "More content knowledge specific pedagogy that isolates specific grade levels to see the learning trajectories (Deconstructing standards). How to use data to re-mediate and plan lessons." In response to the question related to preparation, she responded, "I do believe that my preparation at IUP set me up to be an effective student teacher. However, I feel as though my cooperating teacher set me up to be a successful teacher in mathematics. I never received a hands on experience from my reading cooperating teacher. Having been a student teacher myself, and now actually supervising one, I see the gaps in content knowledge that I as the cooperating

teacher are responsible for filling in. Of course, I do acknowledge that the best learning experience is having a classroom of your own."

Overall, PPFA41 demonstrated her impact on student learning through her SLO and PSSA data (CAEP 4.1). Her principal's observation illustrate that she has mastered and exemplifies the knowledge, skills, and professional dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). PPFA41 has earned a Master's Degree that demonstrates her commitment to professional growth (CAEP 4.3). Based on the validated survey using the InTASC Standards, PPFA41 perceives her preparation to be relevant and effective to her as a practicing teacher (CAEP 4.4).

PPSHLS1

PPSHLS1 is a Learning Support teacher in the Pittsburgh Public School District where she teaches Reading and Mathematics. She is a third-year, non-tenured teacher who earned her Bachelor's Degree in Early Childhood PK-4 with Special Education PK-8 (ECSP) Urban Track certifications from IUP. She is currently enrolled in a Master's of Education degree program and has earned an Autism Endorsement from Slippery Rock University.

Thirteen students currently make up PPSHLS1's caseload. She has eight females and five males. Nine children are African American and four are Caucasian. All of her students have IEPs and all come from low socioeconomic backgrounds.

PPSHLS1 agreed or strongly agreed in every category of the Completer Survey, illustrating that she believes IUP prepared her for her teaching career. When asked to provide specific examples for a few of the statements, she chose the following bulleted statements and her comments follow:

- Plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context? (InTASC 7; CAEP 4.1)

"IUP had a lesson plan format that led to the creation of carefully developed lessons that incorporated rigorous learning goals. Professors encouraged or mandated that lessons be planned inclusive of all students. In many of the later classes we were required to write unit plans and encouraged to incorporate cross curricular activities. When I currently plan for lessons, I often refer to the format to be sure that I am incorporating rigorous goals yet attainable goals."

- Engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others, and adapt practice to meet the needs of each learner? (InTASC 9; CAEP 4.1)

"Throughout my time at IUP, I conducted many observations in multiple classrooms. I had the opportunity to observe classrooms in Indiana and the surrounding areas. I also had the opportunity observe in an urban environment and an alternative learning facility. The last portion of the lesson plan format included a space for reflection. After being observed teaching when pre-student and student teaching, I had the opportunity to discuss my lesson and ways in which I could improve. When student teaching, I was observed by my cooperating teacher and my advisor. When observed in my current practice I often reflect with my principal or co-workers about the lesson. I always look for ways to use my practice to incorporate higher level questioning in my lessons."

- Make learners feel valued and helps them learn to value each other? (InTASC Critical Disposition 2n; CAEP 4.2)

"During my student teaching experiences, I was really able to encourage students to feel valued by letting them know how smart they are and encourage them to motivate each other. During my current practice, I still make sure to tell my students daily how smart they are and how hard they need to work to continue become smarter. Students in 4th and 5th grades often put each other

down, I always encourage them to do the opposite, which is something I learned as a pre-service teacher."

- Value flexible learning environments that encourage learner exploration, discovery, and expression across content areas? (InTASC Critical Disposition 5r; CAEP 4.2)

"There were many classes that I took, that encouraged learning exploration. The classes let us as the pre-service teachers to participate in the exploratory learning, so that we could implement this in our classrooms as well. In my current practice, I am a learning support teacher. As a learning support teacher, I need to be incredibly flexible. Sometimes lessons change, or a behavior takes place that I need to address."

When asked how PPSHLS1 uses technology for instruction and assessment, she stated, "Technology is used on a daily basis within my school building. There are multiple programs being used for reading and math instructions and used for interventions. The current curriculum has tests available online; teachers have the opportunity to have students take selection tests on the computer. I adapt my tests and my students take the paper test. I use technology for instruction and intervention; the students on my caseload are required to use it for about 80 minutes a week. Regular education teachers in my building use Edmentum for math instruction and iLit20 for reading instruction. The GRADE assessment, which is used for progress monitoring is completed online this year."

The Pittsburgh Public School District uses the PPS: RISE Rubric for formal observations; the RISE Rubric is based on the Charlotte Danielson Framework for Professional Practice. In December 2016, March 2017, and December 2017, PPSHLS1 was rated as proficient or distinguished in every category in all four Domains. In 2016, she was ranked as distinguished in the following categories in Domain 1: Demonstrating Knowledge of Students, Setting Instructional Outcomes, Demonstrating Knowledge of Resources, and Planning Coherent Instruction. In Domain 2 she was rated as distinguished in one category: Creating a Learning Environment of Respect and Rapport. In Domain 3, PPSHLS1 was rated as distinguished in Demonstrating Flexibility and Responsiveness. Her scores for Domain 4 illustrated distinguished levels in Communicating with Families. In 2017, PPSHLS1 was ranked as distinguished in Domain 1 category Demonstrating Knowledge of Content and Pedagogy. In Domain 2 she was rated as distinguished in Creating a Learning Environment of Respect and Rapport. Domain 3 rating showed distinguished performance in Demonstrating Flexibility and Responsiveness. Finally, in Domain 4 she was rated as distinguished in Reflecting on Teaching and Student Learning, Communicating with Families, and Growing and Developing Professionally.

PPSHLS1 submitted her final Educator Effectiveness Report for the year 2016-2017. The following table illustrates her results:

Category	Weight	Points
Observation of Professional Practice	50%	218
Student Learning and Growth Results	30%	300
Student Perception Results	15%	164
School Student Learning and Growth Results	5%	34
Total Points		226

Overall, PPSHLS1 was rated as Distinguished at the Performance Level and she received a Satisfactory rating.

To demonstrate student growth, PPSHLS1 submitted Daze and DIBELS data from the 2015-2016 school year. One hundred percent of her students showed a positive percent growth score. Her students' results are as follows:

Daze (DIBELS maze) Comprehension

NAMES	PRE-TEST	POST-TEST	% GROWTH
Student 1	3	13	333%
Student 2	3	10	233%
Student 3	5	19	280%
Student 4	7	28	300%
Student 5	8	12	50%
Student 6	8	11	38%
Student 7	9	22	144%
Student 8	10	25	150%
Student 9	14	24	71%
Student 10	15	22	47%
Student 11	19	29	53%
Student 12	23	33	43%

DIBELS – Oral Reading Fluency – Words Correct

NAMES	PRE-TEST	POST-TEST	% GROWTH
Student 1	48	81	69%
Student 2	49	71	45%
Student 3	55	78	42%
Student 4	61	111	82%
Student 5	70	98	40%
Student 6	75	117	56%
Student 7	83	124	49%
Student 8	94	122	30%
Student 9	100	119	19%
Student 10	117	141	21%
Student 11	129	*above benchmark	
Student 12	*above benchmark	*above benchmark	

When asked what aspects of IUP's Educator Preparation were of greatest value, PPSHLS1 said, "The greatest part of my teacher preparation program was my student teaching experience. I was enrolled in the Urban Track. I student taught for an entire year, set up the room with my cooperating teacher and was with my class until IUP graduation. I was able to learn every aspect of what a teacher does, from writing lesson plans to attending district professional development."

One recommended improvement included, "I would recommend giving pre-service teachers time in the classroom during their freshman year. This way they can see if they really want to remain in the program. I felt that I learned the most when I was active in the classroom." Finally, when asked if IUP's preparation was effective and relevant to the responsibilities confronted in the classroom, PPSHLS1 wrote, "I do believe that my preparation from IUP was effective to the responsibilities that I confront on a day to day basis. The degree I earned was a dual degree in regular and special education, at the time I felt more prepared to be a regular education teacher than a special education teacher."

Overall, PPSHLS1 demonstrated her impact on student learning through all of the students in her Learning Support classroom raising their DIBELS and Daze scores (CAEP 4.1). Her principal's observations and evaluation illustrate that she applies the knowledge, skills, and dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). PPSHLS1 has earned an Autism Endorsement and is currently working on a Master's Degree (CAEP 4.3). Based on the validated survey using the InTASC Standards, PPSHLS1 perceives her preparation to be relevant and effective to her as a practicing teacher (CAEP 4.4).