Recent Graduates

District and Building Demographics (NCES)

District	State	Total Students	Total Teachers	# of ELLs	# of Students with IEPs
Anne Arundel	Maryland	79,518	5,391.53	3,887	8,157
Hillsborough	Florida	207,469	16,788.34	24,784	28,985
Apollo-Ridge	Pennsylvania	1,251	87	3	239
Altoona Area	Pennsylvania	7,764	507.87	13	1,738

School	District	Locale	Total Students	Title I School?	Amer Ind/ Alaskan	Asian/ Pacific Islander	Black	Hispanic	White	2 or More Races	Free Lunch Eligible	Reduced Lunch Eligible
Altoona Area HS	Altoona	City: Small	1,739	Yes	2	8	138	14	1,577	0	845	140
Apollo Ridge MS	Apollo Ridge	Rural: Fringe	314	Yes	2	2	5	1	299	5	132	35
Southern High School	Anne Arundel	Rural: Fringe	1,071	No	4	13	116	50	835	53	212	50
Plant City High School	Hillsborough	Suburb: Large	2,219	Yes	14	37	268	827	1,022	51	1,244	162

Recent Graduates' Demographics

Name/Code	Initial Certification Program	Grade / Subject(s)	# of Years Teaching	Tenured (Y/N)	IUP Degrees	IUP Certifications	Degrees/ Certifications Other Institutions
RG4	Early Childhood with Special Education	6, 7, 8 Learning Support Reading and English	4 (1 in current district)	N	BSED	Early Childhood PK-4 with Special Education PK-8	Special Education 7-12 Point Park University
RG3	Social Studies Education	8 Social Studies	3	N	BSED	Social Studies Education	NA
RG2	Spanish Education	9-12 Spanish	3	N	BSED	Spanish Education	NA
RG5	Elementary Education Special Education	7-12 Life Skills	5	Y	BSED	Elementary Education K-6 Special Education N-12	NA
RG1	English Education	9 English	2	N	BSED	English Education 7-12	NA

RG1 is a 9th grade English Language Arts teacher. This is her first year teaching at this grade level in the Hillsborough County School District. Prior to Fall 2017, RG1 taught 10th and 12th grade English. She is a non-tenured teacher with two years of teaching experience. RG1 graduated with a Bachelor's of Science degree in Education from IUP. Her certification area is 7-12 English.

Currently, RG1 teaches a total of 177 students in three classes of 9th grade English I Honors classes and three 9th grade English I Honors FUSE classes. The latter are co-taught with an ESE (Exceptional Student Education) English teacher. Eleven of her students have a (GIEPs) Gifted Educational Plan, and 50 have a (IEPs) Individual Educational Plans.

RG1's school has piloted a "9th Grade Academy" since the beginning of the school year. All her 9th graders are placed in an English Honors class, regardless of their ELA (English Language Arts) Florida State Assessment Score.

RG1 chose "agree" or "strongly agree" in every category of the Completer Survey, indicating her belief that IUP has prepared her well for her teaching career. A follow-up question invited her to provide specific examples of how she is incorporating what she has learned in her teaching. Her responses are as follows:

- 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)

"I am [sic] sure to incorporate culturally and developmentally appropriate literature in my classroom so the students can relate to the work."

- Ensure inclusive learning environments that enable each learner to meet high standards? (InTASC 2; CAEP 4.1)

"I allow for students to make multiple attempts in order to master material, not just answer questions."

- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction,

active engagement in learning, and self-motivation? (InTASC 3; CAEP 4.1)

"I encourage students to be responsible for their own work and for them to reflect on their efforts after projects or essays."

- Create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content? (InTASC 4; CAEP 4.1)

"I have designed projects where students are able to be creative and take ownership in their learning while demonstrating mastery."

- Engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues? (InTASC 5; CAEP 4.1)

"I have created multiple Socratic seminars where students compare events in literature (To Kill a Mockingbird, Things Fall Apart, Othello) to historic events or current issues."

- 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 assess students in multiple ways and give them opportunities to create their own project which demonstrates understanding."

- 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)

"We often incorporate history into our lessons. Also, I give examples based on my students' interests and activities."

- Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways? (InTASC 8; CAEP 4.1)

"I try to give different approaches for students to show mastery: small group work, partner work, independent, white boards, book work, discussion, PowerPoints, quizzes, and projects so students can show mastery in a way that works for them."

- 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)

"Our school and district provides professional learning opportunities. I have become ESOL certified in my first year. Also, I have taken 197 hours of professional development."

- Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession? (InTASC 10; CAEP 4.1)

"This year I have had the opportunity to take over the school musical. Last year, I supported the Drama Chair in the two school productions. This year I am working with the school choir teacher, Spanish teacher, American Sign Language teacher, and ESL services to support our 35 students in the bilingual musical. Also, I have become the cosponsor of the Gay Straight Alliance."

- 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)

"The 9th Grade English teachers PLC about every 3 weeks with ESE teachers to plan and trouble shoot to best serve our students."

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

"We work cultural presentations into our curriculum and encourage students to teach their peers about their traditions and learn from each other."

- Value the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning? (InTASC Critical Disposition 3o; CAEP 4.2)

"I incorporate partner and group learning [in] each unit. I change seat placement often."

- Appreciate multiple perspectives within the discipline and facilitate learners' critical analyses of these perspectives? (InTASC Critical Disposition 4p; CAEP 4.2)

"We focus on reader response in which we discuss biases and differing experiences that form our interpretations of literature and the world around us."

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

"I ask students what they are learning in other classes and try to bring it into discussions or examples in class."

- 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)

"I work closely with the writing coach at my school to analyze data and create new lessons to improve areas that my students are struggling with."

- Value planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community? (InTASC Critical Disposition 7q; CAEP 4.2)

"I work with many teachers in different departments for presentations and instruction."

- Commit to exploring how the use of new and emerging technologies can support and promote student learning? (InTASC Critical Disposition 8r; CAEP 4.2)

"We have beginning of the year trainings where we are encouraged to take technology seminars and through the year we have opportunities to use the technology for student learning."

- Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy? (InTASC Critical Disposition 9o; CAEP 4.2)

"Code of Ethics is taken by every new hire in the district. Teachers have an open line of communication with administration, counselors and support staff to ensure that we are creating the safest environment for our students and coworkers."

- Embrace the challenge of continuous improvement and change? (InTASC Critical Disposition 10t; CAEP 4.2)

"We are observed 3 times a year and receive notes to improve our teaching skills."

RG1 primarily uses presentation tools such as PowerPoint for classroom instruction. In addition, she makes use of "School City" for testing. She also uses an online timer to help students with time management when they are working on in-class assignments. She also relies regularly on certain software for communications with students and for intra-district communications ("First Class"). Finally, she uses Edsby to collate and organize students' grades.

As a recent college graduate, RG1 has not pursued any graduate training at this point. She has, however, taken full advantage of district-sponsored professional development opportunities. To date, she has completed 197 professional development hours.

Although she is still a relatively new teacher, RG1 has taken on leadership roles. Most significant is her role in organizing this year's school musical. She is working with colleagues across the school to support 35 students in the bilingual musical. This builds on her previous year's involvement in two drama productions in the school. In addition, she is also the co-sponsor of the Gay Straight Alliance.

Hillsborough County School District uses Charlotte Danielson's Framework for Professional Practice as the basis for their teacher evaluation template. Each element in the evaluation rubric is scored according to four performance ratings: Requires Action; Progressing; Accomplished; and Exemplary.

In her annual evaluation, RG1's principal described her as "an amazing first year teacher [who] has worked tirelessly with her mentor to improve her craft. She has volunteered to help with many school events. She works well with the English department and her PLC [Professional Learning Community]. She has such great potential to become a highly effective educator. I look forward to her continued growth in both the classroom and in leadership on this campus! What a great hire!"

The table below details RG1's ratings for two classroom observations and for her annual evaluation in her first year of teaching:

Danielson Framework	Observation 1 Rating Fall 2016	Observation 2 Rating Spring 2017	Annual Evaluation Rating 2016-17
1. Planning and Preparation			
1A. Demonstrating knowledge of content and pedagogy	Accomplished	Accomplished	Accomplished
1B. Demonstrating knowledge of students	Accomplished	Accomplished	Accomplished
1C Setting instructional outcomes	Accomplished	Accomplished	Accomplished
1D. Demonstrating knowledge of resources and technology	Accomplished	Accomplished	Accomplished
1E. Designing coherent instruction	Accomplished	Accomplished	Accomplished
1F. Designing student assessments	Accomplished	Accomplished	Accomplished
2. Classroom Environment			

2A. Creating an environment of respect and rapport.	Accomplished	Exemplary	Accomplished
2B. Establishing a culture for learning.	Accomplished	Accomplished	Accomplished
2C. Managing classroom procedures.	Accomplished	Accomplished	Accomplished
2D. Managing student behavior.	Accomplished	Exemplary	Accomplished
2E. Organizing physical space.	Accomplished	Accomplished	Accomplished
3. Instruction			
3A. Communicating with students.	Progressing	Exemplary	Accomplished
3B. Using questioning and discussion techniques.	Progressing	Accomplished	Progressing
3C. Engaging students in learning.	Progressing	Accomplished	Accomplished
3D. Using assessments in instruction.	Progressing	Accomplished	Accomplished
3E. Demonstrating flexibility and responsiveness.	Accomplished	Accomplished	Accomplished
4. Professional Responsibilities			
4A. Reflecting on teaching.			Accomplished
4B. Maintaining accurate records.			Accomplished
4C. Communicating with stakeholders.			Accomplished
4D. Participating in a professional community.			Exemplary
4E. Growing and developing professionally.			Accomplished
4F. Showing professionalism.			Exemplary

Since this is her first year teaching 9th graders, RG1 decided to submit scores in the essay portion of the district-wide honors midterm test from one of her 9th grade Honors English I class to illustrate her impact on student learning.

Of the 24 students in the class, 11 attained a higher score in their midterm essay than in the baseline essay they wrote in class; while five ended up with a lower score in the midterm essay than in the baseline essay, and four students attained the same score. Two students did not write the midterm essay, while two students did not write the baseline essay.

Student	Baseline Essay Score (out of 10)	Midterm Essay Score (out of 10)
1	4	6
2	5	6
3	6	0
4	6	8
5	6	4
6	8	6
7	NA	6
8	8	9
9	3	0
10	5	5
11	5	4

12	6	7
13	4	7
14	4	7
15	NA	4
16	4	7
17	5	7
18	8	8
19	4	4
20	5	6
21	5	5
22	8	7
23	7	5
24	4	5

RG1's comments in follow up exchanges after she completed the initial survey suggest that she is trying to adapt to the new 9th grade academy, which places all 9th graders in an English Honors class. She has found that the reading proficiency levels of her students have been a stumbling block in tackling the material in the 9th grade Honors curriculum. Consequently, she has adjusted her approach to include a great deal of guided work and participation opportunities for her students.

RG1 also provided the reading proficiency scores for her 177 students in the Florida State Assessment test for English Language Arts when they got to her class.

Florida State Assessment (English Language Arts)		
Proficiency Level	Number of Students	Percentage of Learners
5	5	2.8%
4	6	3.4%
3	31	17.5%
2	54	30.5%
1	72	40.7%
No Test Score	9	5.1%
Total	177	100.0%

From the limited data submitted, it would appear that RG1's instruction and guidance has had some positive impact on a segment of her students when it comes to structuring and writing an essay. As a young teacher, RG1 is clearly figuring out the best ways to serve the needs of her students.

When asked about the aspects of the IUP Educator Preparation Program that have been the most valuable to her as a practicing educator, SPI said, "Educational Psychology and my English Education Capstone classes were invaluable for me as I practice as a teacher. The textbooks and instruction during Teaching Reading and Teaching Writing (300 level classes) have been

excellent resources as well. Being part of the National Council of Teachers of English was extremely helpful including the trips we made to the national conferences. Also the student teaching opportunities prepared us for teaching. Finally the PERC fair in Pittsburgh was where I received my job offers." When asked for suggestions to improve IUP's program, RGI wrote, "I would ask that differentiation would be worked into more classes. I wish I had more experience co-teaching and planning for ESE instruction." RG1 felt that the preparation from IUP was effective and relevant to the responsibilities she confronted on the job: "Yes. I feel that the staff of the English Education Department did an amazing job preparing me to be a teacher. The course work was relevant and was linked with practical experiences."

Overall, RG1 demonstrated positive impact on some of her students. She has committed to finding the best ways to serve her students (CAEP 4.1).   Her observations from her administrator reflect growth as she went from all Progressing and Accomplished ratings to all Accomplished and Exemplary ratings by the end of the year and her building principal's comments were positive (CAEP 4.2 and CAEP 4.3). She has earned almost 200 hours in additional professional development and has assumed leadership roles in her district (CAEP 4.3). Based on the validated survey using the InTASC Standards, RG1 perceives her preparation to be relevant and effective to her as a practicing teacher (CAEP 4.4).

Ann Arundel County Public Schools (AACPS)

RG2

RG2 is a 2015 graduate from the Spanish Education (K-12) program. She currently teaches in Ann Arundel Public Schools in Virginia. She teaches 145 9th – 12th grade students in Spanish 2 and Spanish 4 classes. This is her third year as a full time teacher.

RG2 chose "agree" or "strongly agree" in every category of the Completer Survey, indicating her belief that IUP has prepared her well for her teaching career. A follow-up question invited her to provide specific examples of how she is incorporating what she has learned in her teaching. She chose the following areas to provide extended responses:

- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation? (InTASC 3; CAEP 4.1)

"Students are seating [sic] in partners to allow for easy pairing."
"Conversation cards are placed on students' desks to promote academic collaboration and confidence in using the target language."
"ÁNDALE (Participation Competition) allows students to use the "warm-up" for a real-world purpose and hold conversations in Spanish. The awarded points are collected for each class and the classes compete against one another for a prize twice quarterly."

- 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)

"Activities are differentiated by process, content, and grouping by readiness."
"Heritage speakers/Native speakers of Spanish are active participants in class and allow students to make cultural connections and language comparisons from another point of view."
"The … community in rural Maryland is not exposed to Hispanic culture regularly. Spanish Club (which I advise) works to promote cultural awareness by hosting cultural nights and working with the Signature program to make content meaningful to learners."

- 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)
- Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession? (InTASC 10; CAEP 4.1)

"2017-2018 Participant of the AACPS Curriculum Writing Academy, Spanish Club Advisor, SHS School Improvement Plan Process Manager, Eschool Teacher, Participant in AVID training 2016-2017, Varsity As. Soccer Coach."

RG2 uses a range of presentation tools in the classroom. She presents material on SMART boards, which allow her students to interact with the material in front of them. She uses Kahoot and Quizlet Live for formative assessments, and students participate using their phones. She also uses them as a study resource for students. Her students also use Chromebooks to complete assignments in Google Classroom, and to create projects in their Google Drive accounts.

As a recent college graduate, RG2 has not pursued any graduate training at this point.

Although she has not been tenured, RG2 has accepted leadership positions and roles in her school and district community. This school year, she participated in her county's Curriculum Writing Academy. In the previous year, she participated in AVID

(Advancement via Individual Determination) training, which is designed to support students in the academic "middle." She is currently the Manager of her school's School Improvement Plan process, an E-school teacher, the advisor of the Spanish Club, as well as the Varsity Assistant Soccer Coach.

AACPS uses a multiple measure educator rating to evaluate educators.

For the 2017 school year, RG2 earned a "highly effective" rating. The table below shows the different components in RG2's multiple measure educator report:

Evaluation Component	Category Description	Weighting	Rating	Weighted Value	Rubric Label
Assessment for Learning	Professional Practice	8.33%	2.00	0.17	Effective
Instructional Delivery	Professional Practice	8.34%	2.00	0.17	Effective
Professional Behaviors	Professional Practice	8.33%	3.00	0.25	Highly Effective
Planning for Learning	Professional Practice	8.33%	2.00	0.17	Effective
Quality Learning Environment	Professional Practice	8.34%	3.00	0.25	Highly Effective
Student Learning Behaviors	Professional Practice	8.33%	2.00	0.17	Effective
SLO#1	SLO	25%	3.00	0.75	Highly Effective
SLO#2	SLO	25%	2.00	0.50	Effective
				2.42	Highly Effective

RG2 also submitted two sets of classroom observation forms (Spanish 2 in Fall 2017 and Spanish 4 in Spring 2018) completed by her Department Chair. These forms mirror the annual evaluation forms, focusing on the following categories:

Quality Learning Environment (6 elements)

Planning for Learning (7 elements)

Instructional Delivery (9 elements)

Student Learning Behaviors (9 elements)

Assessment and Closure (3 elements)

In both observations, RG2 received a "Highly Effective" of "Effective" rating for all 34 elements in the 5 categories.

The following concluding comments were recorded for each of the observations:

Spanish 2 (Fall 2017): "This Spanish 2 lesson was a review for the upcoming quarterly assessment. Various instructional models were utilized and students participated in multiple activities. Specific strengths of the lesson include: student participation, explicit understanding of the outcome, pacing, and the implementation of students' culture. In addition, the quality learning environment contributed greatly to student involvement in the lesson. Continue to reinforce high expectations for all learners – this is evident in your daily work!"

Spanish 4 (Spring 2018): "This Spanish 4 lesson was a review for the second quarterly assessment. Students participated in a group competition in order to review. Specific strengths of this lesson include: High levels of student engagement, a quality learning environment where students are willing to take linguistic risks, and cultural connections between Hispanic culture and students' own cultures. In the pre-observation [RG2] noted that she would appreciate feedback on the use of TL [Target Language] by the students. Students consistently use the TL when addressing the teacher. They tend to use English when engaged in conversation with peer or making general comments to the class. Consider implementing a system to hold students accountable for their use of Spanish during class (X cards, Competition, Clothespins/Necklaces, Pesos, etc.)."

In her response to the Employer Survey, RG2's principal wrote: "[RG2] used a variety of teaching techniques and instructional models in her classroom. She embraces the use of technology and new strategies. She is also open to feedback that supports her instructional growth."

AACPS uses Student Learning Outcomes (SLOs) to demonstrate a teacher's impact on student learning. RG2 provided her SLOs for text-dependent questioning in Spanish 2 in Fall 2016 and in Fall 2017 to illustrate her impact on student learning.

Common Core English Language Arts Standards:

CCSS.ELA-Literacy.RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RH.9-10.1
Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-Literacy.RST.9-10.1
Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Maryland College and Career-Ready Standards:

WCL World Readiness Standard 1.2: Interpretive Communication – Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

Target: Of the 25 students identified in the SLO group, 19 to 21 (75% - 85%) will improve their percentage scores from the pre-assessment on text-dependent questioning by a minimum of 30%, or achieve a minimum score of 85%

The tables below illustrates RG2's ability to achieved the target goal in Fall 2016:

Spanish 2 Fall 2016 for the period October 7-December 9

Scoring Bands				
SLO Score	0	1	2	3
	0 students met target (or SLO incomplete)	1-18 students met the target	19-21 students met the target	22-25 students met the target
No. of RG2's students who met the target				25

Target: Of the 25 students identified in the SLO group, 20 - 23 (80% - 90%) will improve their percentage scores from the pre-assessment on text-dependent questioning by a minimum of 30%, or achieve a minimum score of 80%

The tables below illustrates RG2's ability to achieved the target goal in Fall 2017:

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Spanish 2 Fall 2017 for the period October 27-December 1

Scoring Bands				
SLO Score	0	1	2	3
	0 students met target (or SLO incomplete)	1-19 students met the target	20-23 students met the target	24-25 students met the target
No. of RG2's students who met the target			23	

When asked about the aspects of the IUP Educator Preparation Program that have been the most valuable to her as a practicing educator, RG2 wrote, "I feel confident teaching my content and know that my teaching is modern and engaging to students. The rigorous program at IUP pushed me to achieve my best and I expect the same from my students."

When asked for suggestions for improvements, RG2 had the following recommendations: "I would have liked to spend more time in "NOT ideal" situations without being criticized or graded on that learning experience. For example, preparing for varying types of county curriculum versus our own "ideal" curriculum would have been helpful. Also, out of college, I began teaching at a low-income school and was faced with things I hadn't considered- hungry students, depressed and tired learners, students without mentors, kids not knowing the value of respect in an academic setting, phones being used as a distractor rather than an academic tool... none of which was a major focus in my program. Being prepared to teach in ALL types of schools is very important to future educators. We shouldn't feel concerned when knowing we have to deal with situations above, but rather empowered." RG2 felt that the preparation from IUP was effective and relevant to the responsibilities she confronted on the job: "I felt well prepared going into the teaching profession, but I would have felt more comfortable if the improvements above were made."

Overall, RG2 demonstrated impact on student learning with all of her students reaching target on the SLOs (CAEP 4.1). Her observations and year-end evaluation illustrated that she is effective and highly effective in all categories and shows that she applies the knowledge, skills, and dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). She has accepted leadership roles in the district (CAEP 4.3) and based on the validated survey using the InTASC Standards, RG4 perceives her preparation to be relevant and effective to her as a practicing teacher (CAEP 4.4).

Altoona Area School District (AASD)

RG3

RG3 is currently an 8ᵗʰ grade Social Studies teacher in Altoona Area School District. She spent her first year after graduation as a long-term substitute teacher. Thereafter, she taught for a year in West York Area School District. Because of the possibility that new hires could be furloughed, RG3 applied for other positions at the end of her first year – she was hired by the Altoona Area School District. This is her first year in the district as a permanent teacher.

Currently, RG3 teaches a total of 120 students: 87 Caucasian, 22 African American, and 11 Latino. Sixty-eight of her 120 students are classified as economically disadvantaged. 18 of her students have either an Individual Education Plan or a 504 Plan.

RG3 chose "agree" or "strongly agree" in every category of the Completer Survey, indicating her belief that IUP has prepared her well for her teaching career. A follow-up question invited her to provide specific examples of how she is incorporating what she has learned in her teaching. She chose to expand on the following:

- Ensure inclusive learning environments that enable each learner to meet high standards? (InTASC 2; CAEP 4.1)

 "My special education course and my ELL class prepared me to create an inclusive learning environment for all. I was taught how to communicate with ELL learners and find ways to accommodate students with IEP's and 504 plans. As an assignment I was required to adapt an activity that would meet the needs a several "mock" students. I used this knowledge last year while teaching at West York High School. I taught an inclusion ELL American History course. I had to find way to include the ELL, and special education students into the regular classroom.

This was done by adapting student assignments and using technology like Google Translate to communicate the content with the ELL students."

- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation? (InTASC 3; CAEP 4.1)

"While in the IUP I had to develop lessons that with other classmates as if we were in a co-teaching situation. This experience helped prepare me for my experience at West York High School where I co-taught an American History course."

- 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)

"In the Social Studies education curriculum at IUP, the assessment design course helped me develop my understanding of assessing students using a variety of different assessments. At my current district we are to use projects, quizzes, tests, written responses, TDA & TDQ's to assess our students. In addition to the Assessment Design course, during my student teaching I had to track student achievement in my teacher work sample. I was able to evaluate student learning with data from assessments I used in class. I currently have to track student data in my current district to use for BAS testing."

- 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)

"In my methods course at IUP, I was required to develop lessons that used content from a variety of areas. I had developed a lesson on the Electoral College for my teacher work sample. The lesson included content from a geography, history, and U.S. politics curriculum. This prepared me for my profession today because I work closely with a team of teachers and we use cross curriculum assessments. This year I am working with the English teacher on my team to develop an English/Social Studies unit on the novel 'Johnny Tremain.'"

- Understand the expectation of the profession including codes of ethics, professional standards of practice, and relevant law and policy? (InTASC Critical Disposition 9o; CAEP 4.2)

"In the EDUC courses at IUP we discussed the disciplinary actions that can occur to an educational professional in the state of Pennsylvania. Also, in my methods course we discussed the PA educator's code of ethics before we started our student teaching experience. In my EDUC Law course we studied cases where teachers have violated a variety of laws. We especially covered laws dealing with special education. This helped me by knowing how to accommodate students as well as meet their needs according to IDEA."

RG3 uses a range of classroom tools such as EdPuzzle, NearPod, and Google Classroom on a regular basis since her students are all issued with Chromebooks. In addition she uses Google forms to create quizzes for formal assessment. Her district also uses an online gradebook so that teachers, parents, and students can track student progress.

As a relatively recent graduate, RG3 has not pursued graduate coursework, although she has taken advantage of in-service professional development opportunities offered at the schools at which she has taught.

Currently, she coaches both the junior high girls' basketball and volleyball teams at the AASD. She is also the volunteer coach of the high school girls and boys volleyball teams. In addition, she is a member of the school safety committee.

Because this is the second semester of her first year at Altoona Area School District, RG3 submitted observations and annual evaluations from her previous employer – West York Area School District (WYASD) – as well. Both AASD and WYASD use Charlotte Danielson's Framework for Professional Practice for the qualitative classroom observations.

In November 2016, RG3's principal at WYASD included the following comments in her formal observation report: "…, while very new to the teaching profession, you have a strong knowledge of the content you are teaching. I know that many students find this material to be somewhat dry, you have presented it in a real world manner so that students see the usefulness of learning about our government. Your enthusiasm is contagious with our students. It is evident that you have set the expectations and the students are rising to them. I really appreciate that no class time is wasted. Students are working from bell to bell." In particular, the principal singled out "Content Knowledge (1b)" and "Culture for Learning (2b)" as RG3's strengths in the lesson observed. The principal also identified "Resource Knowledge (1d)" as an area for growth in RG3's practice: "We are very pleased to have you as part of the West York family. As you continue through this acclimation phase, you will learn more about what resources are available. With technology changing the way we teach, this will be an on-going process."

In October 2017, RG3's assistant principal at AASD identified "Content Knowledge (1a)" and "Setting Outcomes (1c)" as strengths in RG3's professional practice, and "Questioning Techniques (3b) and "Using Assessment (3d)" as areas for growth. In completing the survey sent out to program completers' supervisors/principals, RG3's assistant principal lauded her performance: "[She] has the characteristics of a teacher who has 5+ years of experience. She is a natural. Her instructional practice is wide ranging."

The table below shows RG3's formal classroom observation ratings in Fall 2016 (WYASD) and in Fall 2017 (AASD):

D = Distinguished P= Proficient NI = Needs Improvement F = Failing

Danielson Framework	Formal Observation Fall 2016 WYASD	Formal Observation Fall 2017 AASD
5. Planning and Preparation		
1A. Demonstrating knowledge of content and pedagogy	D	D
1B. Demonstrating knowledge of students	P	P
1C Setting instructional outcomes	P	D
1D. Demonstrating knowledge of resources and technology	NI	P
1E. Designing coherent instruction	P	P
1F. Designing student assessments	P	P
6. Classroom Environment		
2A. Creating an environment of respect and rapport.	P	P
2B. Establishing a culture for learning.	P	D
2C. Managing classroom procedures.	P	P
2D. Managing student behavior.	D	D
2E. Organizing physical space.	P	P
7. Instruction		
3A. Communicating with students.	P	P
3B. Using questioning and discussion techniques.	P	P
3C. Engaging students in learning.	P	D
3D. Using assessments in instruction.	P	P
3E. Demonstrating flexibility and responsiveness.	P	P
8. Professional Responsibilities		
4A. Reflecting on teaching.	P	P
4B. Maintaining accurate records.	P	P
4C. Communicating with stakeholders.	NI	P
4D. Participating in a professional community.	P	P
4E. Growing and developing professionally.	P	D
4F. Showing professionalism.	P	P

RG3's final observation scores at WUASD for 2016-2017, as recorded in her annual evaluation, and her observation scores at AASD for Fall 2017, as recorded in her semi-annual evaluation, are identical. They are reflected in the table below:

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

Both AASD and WYASD also use the Commonwealth of Pennsylvania Department of Education's PDE 82-1 evaluation tool for both semi-annual and annual evaluations.

RG3's final evaluation scores in 2016-2017 from her building principal in WYASD are as follows:

Measure	Rating (C)	Factor (D)	Earned Points (CXD)	Max Points	Rating
Observation and Practice Rating	2.00	50%	1.000	1.50	NA
Building Level Rating	1.53	15%	0.2295	0.45	NA
Teacher Specific Rating	2.00	15%	0.3000	0.45	NA
Elective Rating	3.00	20%	0.6000	0.60	NA
Total Earned Points			2.12	3.00	Proficient

RG3's evaluation scores in her semi-annual evaluation (August 2017 – Jan 2018) from her building assistant principal in AASD are as follows:

Measure	Rating (C)	Factor (D)	Earned Points (CxD)	Max Points	Rating
Observation and Practice Rating	2.00	50%	1.00	1.50	NA

Building Level Rating	2.00	15%	0.30	0.45	NA
Teacher Specific Rating	2.00	15%	0.30	0.45	NA
Elective Rating	2.00	20%	0.400	0.60	NA
Total Earned Points			2.00	3.00	Proficient

RG3's SLO report AASD is not complete. Therefore, she submitted an SLO report completed in February 2017 at WYASD to demonstrate her impact on student learning.

In addition, she also submitted assessment results from a pre-instruction test and the post-instruction unit test for a 8th grade Honors American Cultures class at AASD. The unit was on the American Revolution.

SLO Report (Fall Semester 2016)

This was for a 9th grade American Cultures II class, which RG3 co-taught with another teacher. There were 26 students in the class, and the class met 5 days a week, for 80 minutes per session.

Goal: Students will be able to read content-based text (Social Studies) and answer independent response open-ended questions.

Standards: Common Core 8.5, 8.6

Throughout the semester, the classroom teachers gave a total of three prompts to the class, and required them to construct an open-ended response to each prompt. The prompts were adapted for three levels: Learning Support, English as a Second Language Learners, and Regular Education.

Rating levels for SLOs:

Failing	Needs Improvement	Proficient	Distinguished
0 to 13% of students will meet the PI targets	14 to 38% of students will meet the PI targets	39 to 75% of students will meet the PI targets	76 to 100% of students will meet the PI targets

Eighty-two percent of students met PI targets by scoring at "Proficient" or above. The remaining 12% improved over the scored response to the first content prompt. Overall, the teachers demonstrated a positive impact on student learning vis-à-vis the stated goal. Final SLO Rating: "Given the actual performance regarding the Performance Indicators, the evaluator rated the SLO

performance level as "Distinguished." RG3's SLO rating shows that she has had a positive impact on student learning.

8th Grade American Revolution Unit Test – Pre/Post Results

RG3 taught a unit on the American Revolution to her 8th grade Honors American Cultures class at AASD. Four of the students in this class have Gifted IEPs. Results for the pre- and post-tests indicate that RG3's students have mastered sufficient content in the unit to perform well in the unit test. The table below shows results for the pre-instruction test and the post-instruction unit test:

Student	Pre-Test (100)	Post-Test (100)	Percentage Growth (to nearest whole number)
1	33.3	82.7	148
2	53.3	73.3	37
3	40.0	88.0	110
4	40.0	78.7	97
5	46.7	90.7	94
6	26.7	69.3	160
7	53.3	94.7	78
8	53.3	82.7	55
9	20.0	89.3	347
10	33.3	72.0	116
11	33.3	78.7	136
12	26.7	81.3	204
13	40.0	92.0	130
14	33.3	84.0	152
15	46.7	90.7	94.2
16	53.3	85.3	60
17	33.3	70.7	112
18	60.0	90.7	51

While the data presented are limited, it should be remembered that it has been barely three years since RG3 graduated. In her first year, she worked as a long-term substitute teacher, and she has worked for two different school districts since completing her long-term substituting stint.

When asked about the aspects of the IUP Educator Preparation Program that have been the most valuable to her as a practicing educator, RG3 wrote, "My methods course which prepared me for the workload of a regular teacher and student teaching." She suggested that the program should "[c]ontinue to include the latest technology being used in the k-12 classrooms in your curriculum. In my district, we are going 1-1 in the 7-12 classrooms next school year. Currently, my students

are all experiencing the 1-1 technology initiative through Google Chromebooks." Overall, RG3 felt that the preparation from IUP was effective and relevant to the responsibilities she confronted on the job. She stated, "Yes, coming into the classroom during my first year of teaching I felt very prepared. The curriculum at IUP that included special education, technology, and teaching methods courses were all relevant to what I did in the classroom." In his response to the Employer Survey, RG3's assistant principal wrote, "If [RG3] is an example of what this university produces, continue what you are doing."

Overall, RG3 demonstrated impact on student learning with all of her students showing positive growth percentages on the Unit test and 82% students meeting targets on the SLOs (CAEP 4.1). Her observations and year-end evaluation illustrated that she is effective and highly effective in all categories and shows that she applies the knowledge, skills, and dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). She has accepted coaching positions and has taken advantage of professional development opportunities provided by her school districts (CAEP 4.3). Based on the validated survey using the InTASC Standards, RG3 perceives her preparation to be relevant and effective to her as a practicing teacher (CAEP 4.4).

Apollo-Ridge School District

RG4

RG4 is a sixth, seventh, and eighth grade learning support teacher in the Apollo-Ridge School District. He teaches Middle Level English and Reading. He has taught for four years, two of which he served as a long-term substitute; this is his second year under contract and he is not

tenured. RG4 earned his Bachelor's Degree in Early Childhood PK-4 with Special Education PK-8 and his Master's Degree in Special Education 7-12 from Point Park University.

Since he is a learning support teacher, RG4 teaches in co-taught classrooms where all of the students on his caseload have IEPs. He has eight sixth grade students, two seventh grade students, and ten eighth grade students with IEPs. One student is an English language learner. He has one Asian student and the rest of his students are Caucasian.

All of his students fall into middle or low socioeconomic status.

RG4 agreed or strongly agreed in every category of the Completer Survey, illustrating that he believes IUP prepared him for his teaching career. When asked to provide specific examples for a few of the statements, he chose the following bulleted statements and his comments follow:

- Work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation? (InTASC 3; CAEP 4.1)

"I do this on an everyday basis in my classroom. I currently work with six different co-teachers in my classroom (1 reading teacher and 1 English teacher per grade). This helped greatly seeing a co-teaching model at IUP. We mainly focus on group co-teaching in our class; however, we do implement a lot of different materials that the co-teachers are covering in their class that is modified or at their levels."

- 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 currently use multiple different forms of assessment in classroom. IUP has taught me not to just give a quiz or test to assess students. A lot of times in my classroom we do different projects that go along with the topic that we are discussing in class."

- Use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways? (InTASC 8; CAEP 4.1)

"A lot of the instructional strategies that I used at IUP, I am using in my classroom today. I am very fortunate that IUP gave me a lot of opportunities to observe excellent teachers in the classroom."

- Seek appropriate leadership roles and opportunities to take responsibility for student learning, and to collaborate with learners, families, colleagues, other

school professionals, and community members to ensure learner growth, and to advance the profession? (InTASC 10; CAEP 4.1)

"IUP always motivated me to become active and involved. I had many great opportunities to do national presentations at conferences across the country during my time at IUP. Even though this is a little harder to do now, I try my best to attend as many different professional development activities as possible."

- 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)

"This was covered a lot in my special education classes at IUP. Currently in my classroom, I have different types of data that I use to implement the teacher strategies that I use within my classroom. I base a lot of my teaching on the Lexile scores my students receive. The students are then grouped based upon those scores."

- Commit to exploring how the use of new and emerging technologies can support and promote student learning? (InTASC Critical Disposition 8r; CAEP 4.2)

"One of my favorite things about my experiences at IUP is to learn about all the different type of technological devices and resources that we can use within our classroom. This has helped me immensely with being prepared to implement as much technology in the classroom as possible so that my students are prepared to work and live in a technological society."

- Embrace the challenge of continuous improvement and change? (InTASC Critical Disposition 10t; CAEP 4.2)

"I am truly glad that my professors at IUP pushed me beyond my limits to become the best teacher that I can be today. Whenever I have a down day in the classroom at times, I always think of what they did to push me to succeed, and that helps motivate me to do what is best for my students to learn and grow."

When asked how RG4 uses technology for instruction and assessment, he wrote, "I have the fortunate ability to have a Promethean Board in my classroom that we use to interact with the students. I also am fortunate to work at a school where every student in the building has an iPad mini. Technology is used daily in my classroom through the Read 180 program that I teach. The students spend 20 minutes a day on this software through the iPads or Macs that we have in the classroom. There is also a Promethean Board in my classroom that I can use as I teach lessons. Technology is used through progress monitoring my classroom when the students take the Reading Inventory Assessment to measure their lexile score. Students also use Kahoot in my classroom to review for large assessments that they are about to take."

The Apollo-Ridge School District uses an observation protocol based on the Charlotte Danielson Framework for Professional Practice. RG4 provided one observation from 2017 and was rated proficient or distinguished in every category. In Domain 1 he was rated distinguished in the area

Demonstrating Knowledge of Resources. He was ranked at the distinguished level in Domain 2 in the category Organizing the Physical Space and in Domain 3 in the area of Engaging Students in Learning. In Domain 4 he was rated distinguished in Communicating with Families, Participating in a Professional Community, and Growing in Developing Professionally. The supervisor suggested two areas for growth: Managing Student Behavior and Organizing the Physical Space (Note - he earned Distinguished in the category). Written comments from his supervisor were as follows: "Great overall lesson. The use of small group was great to see. I liked how you utilized Ms. H within the classroom. Continue to find ways to organize your classroom, particularly with the new Read 180 Universal program being implemented next year. Be sure to attend the Universal training at the beginning of the year and come prepared with any questions you may have regarding the new program. Locating additional ways to integrate iPads within the classroom and continuing to work on classroom management strategies will be helpful moving forward as well."

RG4 presented one final evaluation from 2017 where he was rated as Proficient and Satisfactory:

(A) Classroom Teacher Observation and Practice

Domain	Title	*Rating* (A)	Factor (B)	Earned Points (A x B)	Max Points
I.	Planning & Preparation	3	20%	0.60	0.60
II.	Classroom Environment	2	30%	0.60	0.90
III.	Instruction	2	30%	0.60	0.90
IV.	Professional Responsibilities	3	20%	0.60	0.60
(1) Classroom Teacher Observation and Practice Rating				2.40	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 (0 - 107)	61.7
(2) Building Level Score Converted to 3 Point Rating	0.67

(3) Teacher Specific Rating	2.96
(4) Elective Rating	3.00

(C) Final Classroom Teacher Effectiveness Rating - All Measures

Measure	Rating (C)	Factor (D)	Earned Points (C x D)	Max Points
(1) Observation and Practice Rating	2.40	50%	1.2000	1.5000
(2) Building Level Rating (or substitute)*	0.67	15%	0.1005	0.4500
(3) Teacher Specific Rating (or substitute)*	2.96	15%	0.4440	0.4500
(4) Elective Rating (or substitute)*	3.00	20%	0.6000	0.6000
Total Earned Points (truncated to two decimal places)			2.34	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 the period beginning 1/22/2017 and ending 6/30/2017 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

RG4 provided one document with student assessment data that illustrate his students' 2017-2018 8th Grade Reading Inventory (Lexile) Scores. The majority of the students with learning disabilities showed growth from the beginning of the school year to the end of the second nine-week period:

Name	Beginning of the School Year	End of 1st Nine Weeks	End of 2nd Nine Weeks
Student 1	684	758	756
Student 2	233	218	272
Student 3	580	562	634
Student 4	524	800	825
Student 5	297	208	264
Student 6	912	1060	1142
Student 7	553	733	765
Student 8	561	509	544
Student 9	562	682	729
Student 10	752	742	733
Student 11	759	805	-
Student 12	649	641	687
Student 13	-	1063	980

When asked what aspects of IUP's Educator Preparation were of greatest value, RG4 stated, "IUP gave me a tremendous opportunity to teach in many different ages and areas. I felt like my experience at IUP, and what they taught me has led me to the job I am currently in today. If I went anywhere else for my education I truly believe that I would not be where I am today, especially since the room that I am currently teaching in is the room I student taught in for my special education experience. I also really appreciate the fact that the ECSP department offers classes that are co-taught with two professors in the class where there is a greater wealth of knowledge present. Based on what I hear from other colleagues that went through other education preparation programs, this has not been present at any other university." When asked for recommendations for program improvement, he wrote, "The only thing that I can truly think of changing is to make sure that there is a wider perspective of examples used in the classroom. I felt as though a lot of the instruction given was focused more on an earlier grade level example instead of more of a middle school example. I am sure that this has changed however as time has gone on since I graduated." Finally, when asked if IUP's preparation was effective and relevant to the responsibilities confronted in the classroom he wrote, "I absolutely believe that IUP prepared me to be the best teacher that I am today. I felt that I had any professors that had multiple years experience in the classroom that gave me as a future many great insights."

Overall, RG4 demonstrated impact on student learning. His students made gains in reading (CAEP 4.1), his observations were positive and illustrate that he applies the knowledge, skills, and dispositions that IUP's preparation experiences were designed to achieve (CAEP 4.2 and 4.3). He has earned his Master's Degree in Special Education 7-12 (CAEP 4.3). Based on the validated survey using the InTASC Standards, RG4 perceives his preparation to be relevant and effective to him as a practicing teacher (CAEP 4.4).