1

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

WTEP Completer Effectiveness Case Study
Elementary Education K-6 Program Completer

Description: The data on Evidence 29 represents a single case study of the effectiveness of a K-6 completer who is teaching for the third year at one of the WTEP's partner school districts.

Evidence is provided for both aspects of CAEP R4.1: the K-6 completer effectively contributed to P-12 student learning growth **and** effectively applied the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. **See the rationale below and the table of contents for links to the data and analysis.**

Rationale: The majority of completers in the WTEP are from the Elementary Education K-6 program. Thus, a case study of the effectiveness of a completer from that program is **representative** of the overall program effectiveness. The P-12 student learning data included are from a proprietary student assessment rather than a teacher-created assessment and demonstrate marked growth as shown in the included analysis. The teacher effectiveness ratings provided are from the Arkansas proprietary TESS evaluation and were rated by the administrator who evaluated the teacher in her second year of teaching. The included alignment of TESS standards to the InTASC standards demonstrate that the WTEP preparation experience was designed to achieve is also included making these data **relevant, verifiable, and representative**. **The teacher was rated effective or highly effective in applying InTASC standards 1-8.**

Table of Contents

2

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

Data Analysis for P-12 Student Learning Growth Data – (data on following page)

Evidence that the K-6 Completer **effectively contributes to student growth** is provided in the analysis and AIMSweb Report for third-grade math students. **The analysis of the data is provided below, and the AIMSweb report that was analyzed follows on the next page.** The P-12 learner data is from a proprietary assessment rather than a teacher-created assessment. The data represent effectiveness in the teacher's third year of teaching.
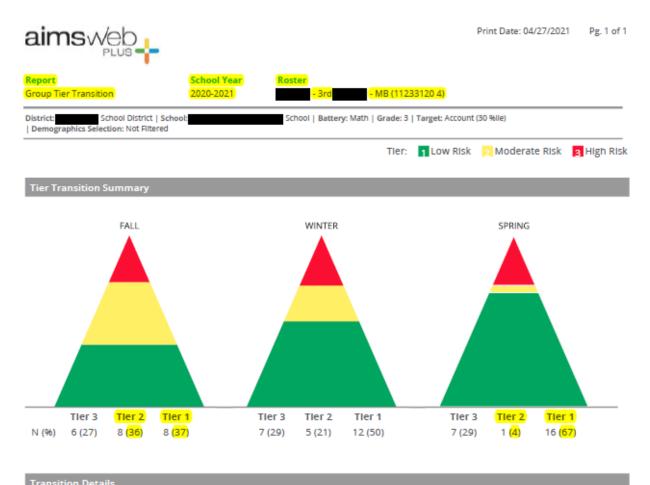
Completer Impact on P-12 Student Learning

3rd Grade K-6 Completer

The document shown below is a Tier Transition report from AIMSweb for the 3rd grade Math classroom of a WTEP Completer of the K-6 Program. The document demonstrates the effectiveness of core and intervention instruction by the 3rd grade teacher in the following ways:

1. Demonstrated growth from fall to spring in Tier 1 in the graphic at the top. 37% of the class was at low risk in Tier 1 in the fall and 67 % of the class was at low risk in Tier 1 by the spring.

2. The Rate of Improvement (ROI) and Student Growth Percentile (SGP) both increased from fall to winter and again from winter to spring.

3. From fall to spring students demonstrated a Rate of Improvement in Math of 1.39 and a Student Growth Percentile of 64.

3

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

AIMSweb Report for Third Grade Math Students of K-6 Completer – (see analysis above)

aimsweb PLUS+

Report	School Year	Roster		
Group Tier Transition	2020-2021	■ - 3rd ■ - MB (11233120 4)		

District: ■ School District | School: ■ School | Battery: Math | Grade: 3 | Target: Account (30 %ile)
| Demographics Selection: Not Filtered

Tier: **1** Low Risk   **2** Moderate Risk   **3** High Risk

Tier Transition Summary

	FALL			WINTER			SPRING		
	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1	Tier 3	Tier 2	Tier 1
N (%)	6 (27)	8 (36)	8 (37)	7 (29)	5 (21)	12 (50)	7 (29)	1 (4)	16 (67)

Transition Details

Fall to Winter Transition

Fall		Winter Tier for Fall Students		
Tier N (%)		🟥	🟨	🟩
🟥	6 (27)	3	1	1
🟨	8 (37)	1	4	3
🟩	8 (36)	1		7
	22	5	5	11

Winter to Spring Transition

Winter		Spring Tier for Winter Students		
Tier N (%)		🟥	🟨	🟩
🟥	7 (29)	5		1
🟨	5 (21)	1	1	3
🟩	12 (50)			12
	24	6	1	16

Fall to Spring Transition

Fall		Spring Tier for Fall Students		
Tier N (%)		🟥	🟨	🟩
🟥	6 (27)	4		1
🟨	8 (37)		1	7
🟩	8 (36)			7
	22	4	1	15

Tier Transition Growth

Tier	F to W		W to S		F to S	
	ROI	SGP	ROI	SGP	ROI	SGP
🟥	1.06	37	0.71	35	0.79	35
🟨	1.28	49	1.49	57	1.66	74
🟩	1.34	64	1.64	72	1.71	82
	1.23	50	1.28	55	1.39	64

4

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

Analysis of Effectiveness Data for WTEP Elementary Completer – (principal's rating form on following pages)
Evidence that the K-6 Completer **effectively applied the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve** is provided in the table below. **The summary table of the data is provided below, and the raw data follows on the next six pages in the evaluation report that was analyzed.** The teacher was evaluated using the proprietary Arkansas TESS assessment that is used to evaluate all teachers in the state of Arkansas. The WTEP also uses TESS to evaluate clinical interns. **An alignment of the TESS domains to InTASC and CAEP Standards is provided** in the following pages of this case study. **See analysis of the data below.**

Completer Effectiveness Evidence

The Formal Teacher evaluation document shown below was submitted to the WTEP by a K-6 Elementary Education completer who is currently in her 3rd year of teaching in a local school district. At the time of the evaluation in 2019, she was a 2nd year teacher of a 3rd grade class.

The performance ratings are aligned to the Arkansas Teacher Excellence & Support System (TESS) rubric descriptors. The ratings and principal comments can be viewed in the document attached, and they have been summarized in the table below.

TESS Domain & Component Descriptor AR Teachers in Years 1-3 are not scored on all components.	Principal's Effectiveness Rating
Domain 1 Planning and Preparation	
1a Demonstrating Knowledge of Content & Pedagogy	Effective
1d Demonstrating Knowledge of Resources	Effective
Domain 2 The Classroom Environment	
2a Creating an environment of respect and rapport	Highly Effective
2b Establishing a culture for learning	Effective
2c Managing Classroom Procedures	Effective
2d Managing Student Behavior	Effective
2e Organizing Physical Space	Highly Effective
Domain 3 Instruction	
3a Communicating with Students	Highly Effective
3b Using questioning and discussion	Effective
3c Engaging Students in Learning	Highly Effective
3d Using Assessments in Instruction	Highly Effective

Analysis of the Teacher Effectiveness Data
The WTEP completer in her second year of teaching was rated by her principal on 11 of the 22 TESS components in 3 Domains, as shown on the rating form on the following pages. It is important to note that **Arkansas teachers are not rated on all 22 TESS components until** after the third year of teaching. **The teacher was rated Highly Effective in 45% of the ratings.** The *Highly Effective* **ratings** in TESS components 2a, 2e, 3a, 3c, and 3d are directly aligned to the preparation experiences in the WTEP associated with **InTASC standards 1, 3, 4, 5, 6, and 8 and CAEP Standards R1.1, R1.2, and R1.3** as shown on the TESS alignment chart linked in the Table of Contents of Evidence 29.

The teacher was rated Effective in 55% of the ratings. The *Effective* **ratings** in TESS components 1a, 1d, 2b, 2c, 2d, and 3b are directly aligned to the preparation experiences in the WTEP associated with **InTASC standards 1, 2, 3, 4, and 8 and CAEP Standards R1.1, R1.2, and R1.3** as shown on the TESS alignment chart linked in the Table of Contents of Evidence 29. Together, these effectiveness provide strong evidence that WTEP completers can effectively apply the professional knowledge, skills, and dispositions that the preparation experience was designed to achieve.

5

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

WTEP Completer Formal Observation Form Rated by Principal (see data summary and explanation above)

Formal Observation - Educator Mar 2019 - Ratings

Between ▉▉▉ and ▉▉▉
Printed Apr 27, 2021 by ▉▉▉

AR Educator Rubric

Code & Description	Ratings			
	I.	P.	E.	H.E.
Arkansas - Educator Rubric				
Domain 1 - Planning and Preparation				
1a - Demonstrating Knowledge of Content and Pedagogy			•	
Activity:			SF	

Rating

Ineffective	Progressing	Effective	Highly Effective
The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

Evidence

Formal Observation by ▉▉▉
We are going to learn more about how to infer

Formal Observation by ▉▉▉
the teacher makes a comment that this is very good inferring

Comments

1b - Demonstrating Knowledge of Students				

Rating

Ineffective	Progressing	Effective	Highly Effective
The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Evidence

Formal Observation by ▉▉▉
the teacher makes her way over to a student that is having difficulty, she spends time helping coaching her, she has the student read to her

Comments

1c - Setting Instructional Outcomes				

Rating

Ineffective	Progressing	Effective	Highly Effective
Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the

6

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

1d - Demonstrating Knowledge of Resources

Activity:

| | | | ● | |
| | | | SF | |

Rating

Ineffective	Progressing	Effective	Highly Effective
The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

Evidence

Comments

1e - Designing Coherent Instruction

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Rating

Ineffective	Progressing	Effective	Highly Effective
The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

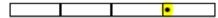## Evidence

Comments

1f - Designing Student Assessments

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Rating

Ineffective	Progressing	Effective	Highly Effective
The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

Evidence

Comments

Domain 2 - The Classroom Environment

2a - Creating an Environment of Respect and Rapport

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7

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

4/27/2021

Activity:

| | | | SF | |

Rating

Ineffective	Progressing	Effective	Highly Effective
Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

Evidence

Formal Observation by ▮▮▮▮
Ok class today we are going to get to know Mrs. ▮▮▮ and try to use the items in the bag to get to know her

Formal Observation by Shannon Fish
ok like the second graders that came and toured last week, what did they see when they came into the classroom, what could they tell about the calssroom, maybe about things I like?

Formal Observation by ▮▮▮▮
The students are eager to respond to the teacher

Comments

2b - Establishing a Culture for Learning

Activity:

| | | • | | |
| | | SF | | |

Rating

Ineffective	Progressing	Effective	Highly Effective
The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance-- for example, by initiating improvements to their work.

Evidence

Formal Observation by ▮▮▮▮
Ok class today we are going to get to know ▮▮▮▮ and try to use the items in the bag to get to know her

Formal Observation by ▮▮▮▮
What do the keys signify?

Formal Observation by ▮▮▮▮
The students are eager to respond to the teacher

Formal Observation by ▮▮▮▮
the teacher makes a comment that this is very good inferring

Formal Observation by ▮▮▮▮h
do you understand, at a candy shop, is that a good way to begin a sentence?

Comments

2c - Managing Classroom Procedures

Activity:

| | | • | | |
| | | SF | | |

Rating

Ineffective	Progressing	Effective	Highly Effective
Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and	Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance	Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and

8

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

4/27/2021

performance of noninstructional duties.	of noninstructional duties are only partially effective.	of noninstructional duties, which occur smoothly.	performance of noninstructional duties.

Evidence

Formal Observation by ██████████
Students have a graphic organizer, the teacher reminds them to put their name on their paper, and then review the steps with them

Formal Observation by ██████████
Ok I'm gong to hand these out do the best you can

Comments

2d - Managing Student Behavior
Activity:

		•	
		SF	

Rating

Ineffective	Progressing	Effective	Highly Effective
There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Evidence

Formal Observation by ██████████
the students are well behaved and are engaged with the teacher

Formal Observation by ██████████
the teacher is up and about monitoring student work and progress

Comments

2e - Organizing Physical Space
Activity:

			•
			SF

Rating

Ineffective	Progressing	Effective	Highly Effective
The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

Evidence

Formal Observation by ██████████
the classroom is organized and conducive to learning

Comments

Domain 3 - Instruction

3a - Communicating with Students
Activity:

		•	
		SF	

Rating

Ineffective	Progressing	Effective	Highly Effective
Expectations for learning, directions and procedures, and explanations of content are unclear or	Expectations for learning, directions and procedures, and explanations of content are clarified after	Expectations for learning, directions and procedures, and explanations of content are clear to	Expectations for learning, directions and procedures, and explanations of content are clear to students. The

9

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

4/27/2021

confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	students. Communications are appropriate for students' cultures and levels of development.	teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.

Evidence

Formal Observation by ▮▮▮▮
We are going to learn more about how to infer

Formal Observation by ▮▮▮▮
What do the keys signify?

Formal Observation by ▮▮▮▮
the teacher draws another item from the bag, what is this, chap stick, she asks students why she might have this in her bag, because you have chapped lips

Formal Observation by ▮▮▮▮
the teacher makes a comment that this is very good inferring

Formal Observation by ▮▮▮▮
if you can spell hydrated then write it down, if not write down something else, "why would I carry around a water bottle"

Formal Observation by ▮▮▮▮
teacher uses vocabulary with the students that helps their understanding, grade level appropriate and also challenges them

Formal Observation by ▮▮▮▮
we are going to decide where these people are, please write where it is happening, please write complete sentences. Why do we need to do that? In order for us to be able to explain it.

Formal Observation by ▮▮▮▮
▮▮▮▮ *it will be wrong*

Formal Observation by ▮▮▮▮
do you understand, at a candy shop, is that a good way to begin a sentence?

Comments

3b - Using Questioning and Discussion Techniques

		•	
		SF	

Activity:

Rating

Ineffective	Progressing	Effective	Highly Effective
The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

Evidence

Formal Observation by ▮▮▮▮
the teacher draws an item from the bag, it is car keys, she asks students "ok, what is this?"

Formal Observation by ▮▮▮▮
ok like the second graders that came and toured last week, what did they see when they came into the classroom, what could they tell about the calssroom, maybe about things I like?

Formal Observation by ▮▮▮▮
ok will? whar do you have, will has his glasses case, why does he have that?

Formal Observation by ▮▮▮▮
teacher uses vocabulary with the students that helps their understanding, grade level appropriate and also challenges them

Comments

3c - Engaging Students in Learning

			•
			SF

Activity:

Rating

Ineffective	Progressing	Effective	Highly Effective

10

Evidence 29 Case Study Elementary Completer Effectiveness
CAEP Standard R3.2, R4.1
Williams Teacher Education Program (WTEP)

4/27/2021

Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Evidence

Formal Observation by ▮
Ok class today we are going to get to know Mrs. ▮ and try to use the items in the bag to get to know her

Formal Observation by ▮
Ok lets put this on our organizer, she has the organizer projected on the board

Formal Observation by ▮
the students are well behaved and are engaged with the teacher

Formal Observation by ▮
ok the next one is for you, I want you to turn around or get up and get one item from your back pack, ok just a few more seconds

Formal Observation by ▮
ok lets use DoJo and randomly use it to choose someone to share with us

Comments

3d - Using Assessment in Instruction

		•	

Activity:

		SF	

Rating

Ineffective	Progressing	Effective	Highly Effective
Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.

Evidence

Formal Observation by ▮
Students have a graphic organizer, the teacher reminds them to put their name on their paper, and then review the steps with them

Formal Observation by ▮
the teacher is up and about monitoring student work and progress

Formal Observation by ▮
ok the next one is for you, I want you to turn around or get up and get one item from your back pack, ok just a few more seconds

Formal Observation by ▮
ok will? what do you have, will has his glasses case, why does he have that?

Formal Observation by ▮
the teacher makes her way over to a student that is having difficulty, she spends time helping coaching her, she has the student read to her

Comments

3e - Demonstrating Flexibility and Responsiveness

Rating

Ineffective	Progressing	Effective	Highly Effective

Alignment of TESS Domains Scored to InTASC and CAEP Standards

TESS Domain 1	Planning and Preparation	InTASC Alignment	CAEP Alignment
1a	Demonstrating Knowledge of Content and Pedagogy	4	CAEP R1.2
1b	Demonstrating Knowledge of Students	1, 2, 7	CAEP R1.1, R1.3
1c	Setting Instructional Outcomes	1	CAEP R1.1
1d	Demonstrating Knowledge of Resources	1	CAEP R1.1
1e	Designing Coherent Instruction	1, 4, 7	CAEP R1.1, R1.2, R1.3
1f	Designing Student Assessments	6	CAEP R1.3

TESS Domain 2	The Classroom Environment	InTASC Alignment	CAEP Alignment
2a	Creating an environment of respect and rapport	3	CAEP R1.1
2b	Establishing a culture for learning	3	CAEP R1.1
2c	Managing classroom procedures	3	CAEP R1.1
2d	Managing student behavior	1, 2, 3	CAEP R1.1
2e	Organizing physical space	3	CAEP R1.1

TESS Domain 3	Instruction	InTASC Alignment	CAEP Alignment
3a	Communicating with students	5	CAEP R1.2
3b	Using questioning and discussion techniques	8	CAEP R1.3
3c	Engaging students in learning	1, 3, 4, 5, 8	CAEP R1.1, R1.2, R1.3
3d	Using assessment in instruction	6	CAEP R1.3
3e	Demonstrating flexibility and responsiveness	5	CAEP R1.2
		InTASC	CAEP