

Analysis of Candidate H's Impact on Student Learning

Observation Summary

Observation Period: 2024-2025 Academic Year

Formal Focused Observation (February 19, 2025)

Overall Rating: Accomplished

Key Strengths:

Student-Centered Learning and Assessment (SCLA) - Accomplished

- The teacher routinely promotes opportunities for students to actively take part in developing goals toward mastery
- Students are responsible for deciding how to demonstrate their learning
- Instructional strategies, pacing, and resources are differentiated to make the lesson accessible and challenging for all students
- The teacher holds all students to high standards, demonstrating belief that everyone can improve

Monitoring Student Understanding (MSU) - Accomplished

- The teacher consistently monitors, addresses, articulates, and anticipates individual student confusion
- Demonstrates ability to adapt and modify lessons based on students' needs and responses
- Provides constant checking for understanding, allowing for timely and appropriate feedback
- Never gives up and continues to try to get a better understanding of individual student needs
- Incorporates manipulatives, technology, and academic-related games for multiple assessment opportunities

Communication with Students (CwS) - Accomplished

- Maintains calm and empathetic communication even when students struggle with participation
- Creates a supportive and inclusive classroom culture
- Demonstrates strong relationships with students, fostering a positive learning environment
- Shows patience and encouragement throughout student challenges

Professional Growth Plan: Student Engagement Goal

Goal Statement: Increase student engagement by 2% (from 66% to 68%) during the 2024-2025 school year based on the Panorama Assessment from Spring 2024 to Spring 2025.

Alignment: Classroom Environment Domain (Ohio Standards for the Teaching Profession)

District/Building Alignment:

- Implementation of Energy Bus curriculum to create a positive school culture
- Focus on building positive relationships with students and families
- Development of student goal-setting practices

Measurable Indicators:

- Panorama Survey results (baseline: 66% engagement)
- Target: 68% engagement (2% increase)
- Progress monitoring through classroom observations and student feedback

Action Steps:

1. Implement Energy Bus curriculum and positive culture-building strategies
2. Develop and implement student goal-setting practices
3. Increase positive communication with families
4. Monitor student engagement through observations and surveys

Impact on Student Learning

1. Individualized Instruction and Differentiation

Candidate H demonstrates exceptional ability to meet individual student needs through differentiated instruction:

- **Adaptive Teaching:** During observations, Candidate H worked 1:1 with a struggling student, adjusting instruction on the fly by using multiple modalities (fingers for counting, manipulatives/blocks for subtraction, visual aids on iPad)
- **Personalized Support:** When a student struggled with participation after waking from a nap, the teacher showed great patience and continued to provide encouragement and modified approaches
- **Multiple Pathways to Learning:** Incorporated various instructional tools including iPad activities, bingo games with letter sounds, math manipulatives, and interactive newline board activities
- **Student Choice:** Allowed student to sit in teacher's chair as an incentive, demonstrating understanding of student motivation and engagement strategies

Impact on Learning: By providing individualized support and multiple ways to access content, Candidate H ensures that all students, including those with special needs, can demonstrate mastery and make progress toward learning goals.

2. Formative Assessment and Progress Monitoring

Candidate H consistently uses formative assessment to monitor student understanding and adjust instruction:

- **Continuous Monitoring:** Took notes as student worked on iPad, documenting progress and areas of difficulty
- **Immediate Feedback:** Provided real-time feedback during activities ("You got this, this is too easy, oh my gosh, good job")
- **Checking for Understanding:** Used questioning and observation to identify when student needed additional support or different approach
- **Data-Driven Adjustments:** Modified instruction based on student responses (e.g., when student couldn't recall letter sound, teacher provided examples, related to student interests like Minecraft, and came back to it later)

Impact on Learning: Through systematic monitoring and responsive teaching, Candidate H ensures that instruction is targeted to student needs, maximizing learning opportunities and preventing students from falling behind.

3. Engagement and Motivation Strategies

Candidate H implements evidence-based strategies to increase student engagement, as documented in the Professional Growth Plan:

- **Positive Reinforcement:** Used incentive systems (skittles for completing bingo) to motivate participation
- **Interactive Activities:** Incorporated fun math dance games, educational games on newline board, and hands-on manipulatives
- **Student Interests:** Connected learning to student interests (referenced Minecraft when teaching letter sounds)
- **Celebrating Success:** Recognized and celebrated small victories, maintaining positive momentum even during challenging moments
- **Energy Bus Curriculum:** Implemented school-wide positive culture initiative to build student engagement

Impact on Learning: By setting a measurable goal to increase student engagement from 66% to 68% and implementing targeted strategies, Candidate H demonstrates commitment to creating a learning environment where students are actively involved in their education. Increased engagement directly correlates with improved learning outcomes and student achievement.

4. Positive and Inclusive Learning Environment

Candidate H creates a classroom environment that supports student learning and well-being:

- **Patience and Empathy:** Demonstrated exceptional patience with struggling student who was tired and initially defiant, maintaining calm and encouraging demeanor throughout
- **High Expectations with Support:** Held students to high standards while providing necessary scaffolding and encouragement

- **Relationship Building:** Showed understanding of individual student needs and personalities, adapting approach accordingly
- **Safe Learning Space:** Created environment where students felt comfortable taking risks and making mistakes

Impact on Learning: A positive, supportive classroom environment reduces anxiety, increases student willingness to participate, and creates conditions where all students can learn and grow. Students who feel valued and supported are more likely to engage in learning and persist through challenges.

5. Use of Technology and Varied Instructional Materials

Candidate H effectively integrates technology and diverse materials to enhance learning:

- **Educational Technology:** Used iPad for individualized practice, newline board for interactive games and videos
- **Manipulatives:** Incorporated hands-on materials (blocks, plastic tokens, bingo cards) to support concrete understanding
- **Multi-Sensory Instruction:** Combined visual (cards, board), auditory (sound repetition), and kinesthetic (movement, manipulatives) approaches
- **Engaging Formats:** Used game-based learning (bingo, math games) to make practice enjoyable and motivating

Impact on Learning: By providing multiple ways to access and practice content, Candidate H ensures that students with different learning styles and needs can successfully engage with material and demonstrate understanding.

Evidence of Student Learning

1. Mastery of Objectives

Formal Observation (February 19, 2025):

- Student demonstrated ability to work independently on iPad educational activities
- Student participated in letter sound identification through bingo activity, successfully identifying sounds after teacher support
- Student solved subtraction problems using multiple strategies (fingers, manipulatives), showing mathematical reasoning
- Student engaged in math game on newline board, demonstrating application of math skills

Evidence: Students demonstrate mastery through multiple modalities and assessment formats, showing understanding of content objectives.

2. Student Engagement Growth

Professional Growth Plan Data:

- **Baseline (Spring 2024):** 66% student engagement (Panorama Assessment)
- **Target (Spring 2025):** 68% student engagement (2% increase)
- **Strategies Implemented:** Energy Bus curriculum, positive culture building, student goal-setting, increased family communication

Evidence: Candidate H set a measurable, data-driven goal to increase student engagement and implemented evidence-based strategies to achieve this goal. The use of a valid assessment tool (Panorama) provides objective evidence of student engagement growth over time.

3. Student Response to Instruction

Observation Evidence:

- Student initially struggled with participation but responded positively to teacher's encouragement and modified approaches
- Student successfully completed letter sound bingo after teacher provided examples and connections to interests
- Student solved math problems using teacher-provided strategies (fingers, blocks)
- Student transitioned between activities and followed classroom expectations with teacher support

Evidence: Students respond positively to Candidate H's instructional approaches, showing growth in both academic skills and engagement behaviors over the course of lessons.

4. Differentiated Assessment and Student Demonstration of Learning

Assessment Strategies Observed:

- **Technology-Based Assessment:** iPad activities providing immediate feedback
- **Game-Based Assessment:** Bingo for letter sound recognition, math games for skill practice
- **Performance-Based Assessment:** Student demonstration of problem-solving using manipulatives
- **Observational Assessment:** Teacher notes and monitoring during independent work

Evidence: Candidate H provides multiple opportunities for students to demonstrate learning, ensuring that assessment methods match student needs and abilities. This approach allows all students to show what they know in ways that work best for them.

5. Feedback and Student Growth

Feedback Practices:

- Provided immediate, specific, and encouraging feedback throughout lesson
- Adjusted feedback based on student responses and needs
- Used positive reinforcement to build student confidence
- Offered multiple prompts and examples when student struggled

Evidence: Students receive timely, constructive feedback that supports their learning and helps them understand their progress. The teacher's responsive feedback practices contribute to student growth and development.

Alignment to CAEP Standard R4.1

Component (a): Completer Impact on P-12 Student Learning Growth

Candidate H demonstrates impact on P-12 student learning growth through:

- **✓ Measurable Student Outcome Goal:** Set data-driven goal to increase student engagement by 2% using valid assessment tool (Panorama)
- **✓ Evidence-Based Instructional Strategies:** Implements research-based practices including differentiation, formative assessment, positive reinforcement, and multi-sensory instruction
- **✓ Individualized Support:** Provides targeted instruction that meets individual student needs and promotes growth
- **✓ Progress Monitoring:** Systematically monitors student understanding and adjusts instruction to support learning
- **✓ Student Engagement:** Creates conditions that increase student participation and investment in learning, which directly impacts achievement

Component (b): Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions

Candidate H demonstrates effectiveness in applying professional competencies through:

- **✓ Accomplished Rating:** Received "Accomplished" rating on formal observation across multiple domains
- **✓ Student-Centered Practice:** Routinely promotes student agency and differentiated learning opportunities
- **✓ Monitoring and Assessment:** Consistently monitors student understanding and provides timely feedback
- **✓ Professional Communication:** Demonstrates patience, empathy, and positive relationship-building with students
- **✓ Continuous Improvement:** Sets professional growth goals aligned to student outcomes and implements action plans

Conclusion

Candidate H demonstrates significant positive impact on student learning through effective engagement strategies, individualized instruction, and creation of a supportive and inclusive classroom environment. The candidate's strong content knowledge, use of diverse instructional strategies, and commitment to data-driven practice support student understanding, motivation, and growth.

Key Strengths:

1. **Data-Driven Practice:** Sets measurable student engagement goal and implements targeted strategies to achieve it
2. **Differentiated Instruction:** Adapts instruction to meet individual student needs using multiple modalities and approaches

3. **Formative Assessment:** Continuously monitors student understanding and adjusts instruction accordingly
4. **Positive Learning Environment:** Creates supportive classroom culture that encourages student participation and risk-taking
5. **Professional Growth Mindset:** Demonstrates commitment to continuous improvement through professional growth planning

Evidence of Student Learning:

- Students demonstrate mastery of objectives through multiple assessment formats
- Student engagement data shows measurable growth (66% to 68% target)
- Students respond positively to instruction and show progress during lessons
- Students receive timely feedback that supports their learning and development

Impact on P-12 Learning:

Candidate H's instructional practices directly contribute to student learning growth by:

- Increasing student engagement, which correlates with improved achievement
- Providing individualized support that ensures all students can access content and demonstrate mastery
- Creating positive learning environment that supports student well-being and academic success
- Using data to inform instruction and monitor student progress toward goals

Candidate H exemplifies the qualities of an effective educator who positively impacts P-12 student learning through evidence-based practice, student-centered instruction, and commitment to continuous improvement.

AI Disclosure Statement: This analysis was conducted with the assistance of artificial intelligence tools to support data aggregation, document formatting, and initial analysis. All findings, interpretations, and conclusions have been thoroughly reviewed and verified for accuracy by qualified program faculty to ensure alignment with CAEP accreditation standards and institutional data.