TAYLOR UNIVERSITY | Education Department

Taylor University Education students effectively contribute to the learning growth of P-12 students as demonstrated through NWEA growth provided by school district partners across several grade levels and by alumni. Alumni have also started sharing principal observations and evaluations with us to supplement our data. Many districts have high populations of diverse students. We will continue to partner with these schools and our alumni to collect data in a way that informs how we ensure completers contribute to student learning growth.

Title: Analysis of Teacher Candidate Completer I’s Data Aligned to CAEP Standard 1

Content: This report analyzes the observation data of Candidate I’s teaching in a classroom, aligning the findings with CAEP Standard 1. The analysis covers the candidate's strengths and areas for improvement in instructional planning, student engagement, content knowledge, and professional responsibility. The observations demonstrate the candidate's ability to create inclusive and supportive learning environments, apply diverse instructional strategies, and continuously reflect on and improve their practice.

Analysis of Candidate I's Impact on Student Learning

Observation Summary

Observation 1 (September 2023)

- Overall Rating: 3.0 (MET)
- Key Strengths:
    - Student Engagement: Candidate I effectively engages students with songs, jokes, and interactive activities, which helps maintain their interest and participation.
    - Differentiated Instruction: The candidate uses scaffolding and personalized support to address individual student needs, enhancing their learning experience.

Observation 2 (November 2023)

- Overall Rating: 3.49 (MET)
- Key Strengths:
    - Content Knowledge: Candidate I demonstrates strong content knowledge and uses real-world examples to make the content relatable and meaningful for students.
    - Motivating Students: The candidate consistently motivates students by connecting the content to their everyday lives and reinforcing effort.

Observation 3 (January 2024)

- Overall Rating: 3.0 (MET)
- Key Strengths:
    - Student Engagement: The candidate engages students through practical and creative thinking activities, encouraging them to apply what they learn in real-life scenarios.
    - Respectful Culture: Candidate I fosters a respectful and inclusive classroom environment, supporting positive interactions and student compliance with expectations.

Observation 4 (March 2024)

- Overall Rating: 3.67 (MET)
- Key Strengths:

- Instructional Planning: The candidate's instructional plans are well-structured and aligned with learning objectives, supporting effective teaching and learning.
- Presenting Instructional Content: Candidate I uses visuals, examples, and clear communication to enhance student understanding and engagement.

Impact on Student Learning

Engagement and Motivation: Candidate I consistently engages and motivates students through interactive and relatable content. By using real-world examples, humor, and technology (e.g., Kahoot), the candidate makes learning enjoyable and relevant, which is crucial for student retention and interest.

Differentiated Instruction: The candidate demonstrates an understanding of learning differences and provides differentiated instruction to meet diverse student needs. This includes allowing students to work in different environments and using various instructional strategies to support all learners. Such practices ensure that all students have the opportunity to succeed and feel included.

Respectful and Inclusive Environment: Candidate I creates a respectful and inclusive classroom environment, fostering positive interactions and a sense of belonging among students. This supportive atmosphere encourages students to take risks and engage actively in their learning, contributing to their overall academic and social development.

Effective Use of Content Knowledge: The candidate's strong content knowledge and ability to connect instructional content to real-world applications enhance student understanding and engagement. By making content meaningful and relevant, Candidate I helps students see the value in what they are learning and how it applies to their lives.

Assessment and Feedback: Candidate I uses a variety of assessment methods to measure student learning and provides constructive feedback to support student progress. This helps students understand their strengths and areas for improvement, promoting continuous learning and development.

Conclusion

Candidate I demonstrates a positive impact on student learning through effective engagement, differentiated instruction, and the creation of a respectful and inclusive classroom environment. The candidate's strong content knowledge and use of diverse instructional strategies further support student understanding and motivation. Continued focus on refining grouping strategies and academic feedback will enhance the candidate's effectiveness in the classroom, ensuring all students have the opportunity to succeed.

Evidence of Student Learning

1. Mastery of Objectives:

a. Observation 1: There is evidence that some students demonstrate mastery of the objective, as indicated by their ability to describe their personality using three words and act out motions related to personality traits.
b. Observation 2: Most students demonstrate mastery of the objective, as evidenced by their participation in discussions and their ability to identify DISC characteristics and relational strengths.
c. Observation 3: Students are able to correctly identify personality types in characters using the DISC model, showing their understanding of the lesson's major objective.
d. Observation 4: Most students demonstrate mastery of the objective, as they can verbalize their disability diagnosis and apply their knowledge in practical ways.

2. Student Engagement:
    a. Observation 1: Students are actively engaged in learning activities, such as songs, jokes, and interactive discussions, which indicates their interest and understanding of the content.
    b. Observation 2: Students participate in whole-group and small-group discussions, showing their engagement and comprehension of the material.
    c. Observation 3: Students respond to questions and participate in activities that require them to apply their knowledge, demonstrating their understanding.
    d. Observation 4: Students are engaged in activities like Kahoot reviews and disability research assignments, which help them apply their learning in meaningful ways.
3. Assessment Results:
    a. Observation 1: The use of Kahoot and oral reviews provides immediate feedback on student understanding, with students demonstrating their knowledge through correct responses.
    b. Observation 2: Students complete research projects and participate in discussions that require them to apply their knowledge, showing their learning progress.
    c. Observation 3: Students' ability to identify personality types and explain their characteristics indicates their understanding of the content.
    d. Observation 4: Students' performance in Kahoot reviews and disability research assignments provides evidence of their learning and application of knowledge.
4. Feedback and Reflection:
    a. Observation 1: The candidate provides constructive feedback and encourages higher-level thinking, which helps students understand their progress and areas for improvement.
    b. Observation 2: The candidate uses specific feedback to guide student responses and reinforce learning, indicating that students are processing and applying the content.
    c. Observation 3: The candidate's feedback helps students refine their understanding and apply their knowledge in discussions and activities.
    d. Observation 4: The candidate's use of feedback during activities like Kahoot reviews and research assignments supports student learning and comprehension.

Conclusion

The observations provide multiple pieces of evidence that students have learned and understood the material. Mastery of objectives, active engagement, positive assessment results, and constructive feedback all indicate that Candidate I has effectively facilitated student learning and comprehension.

Acknowledgment:

This analysis was conducted with the assistance of Microsoft Copilot, an AI-powered tool that provided insights and alignment of observation data to CAEP Standard 1. The analysis was reviewed and verified for accuracy by a human.

NWEA Observed Growth 2022-2023 (Completer G)

MATH	Average	Min	Max
points	28.65	14	53
percentiles	1.5	0	4

READING	Average	Min	Max
points	8.6	-12	34
percentiles	-0.15	-2	2

LANGUAGE	Average	Min	Max
points	13.05	-8	30
percentiles	0.55	0	3

It is observed that Completer G has extensively impacted student learning as demonstrated by high levels of average points of growth on NWEA scores. These scores are supported by her teaching observation.

Observation Report

Observer: Principal Completer G		**Teacher Observed: Completer G**
Date: 1/26/2023	**Time: 1:10 PM**	**Subject: Math**
School: Completer G School		**No Video**
Entered By: Principal Completer G		**Announced: No**

Designing And Planning Instruction	Observer Ratings	Self-Reflect Ratings
Instructional Plans (IP)	3	4
Student Work (SW)	3	4
Assessment (AS)	3	4

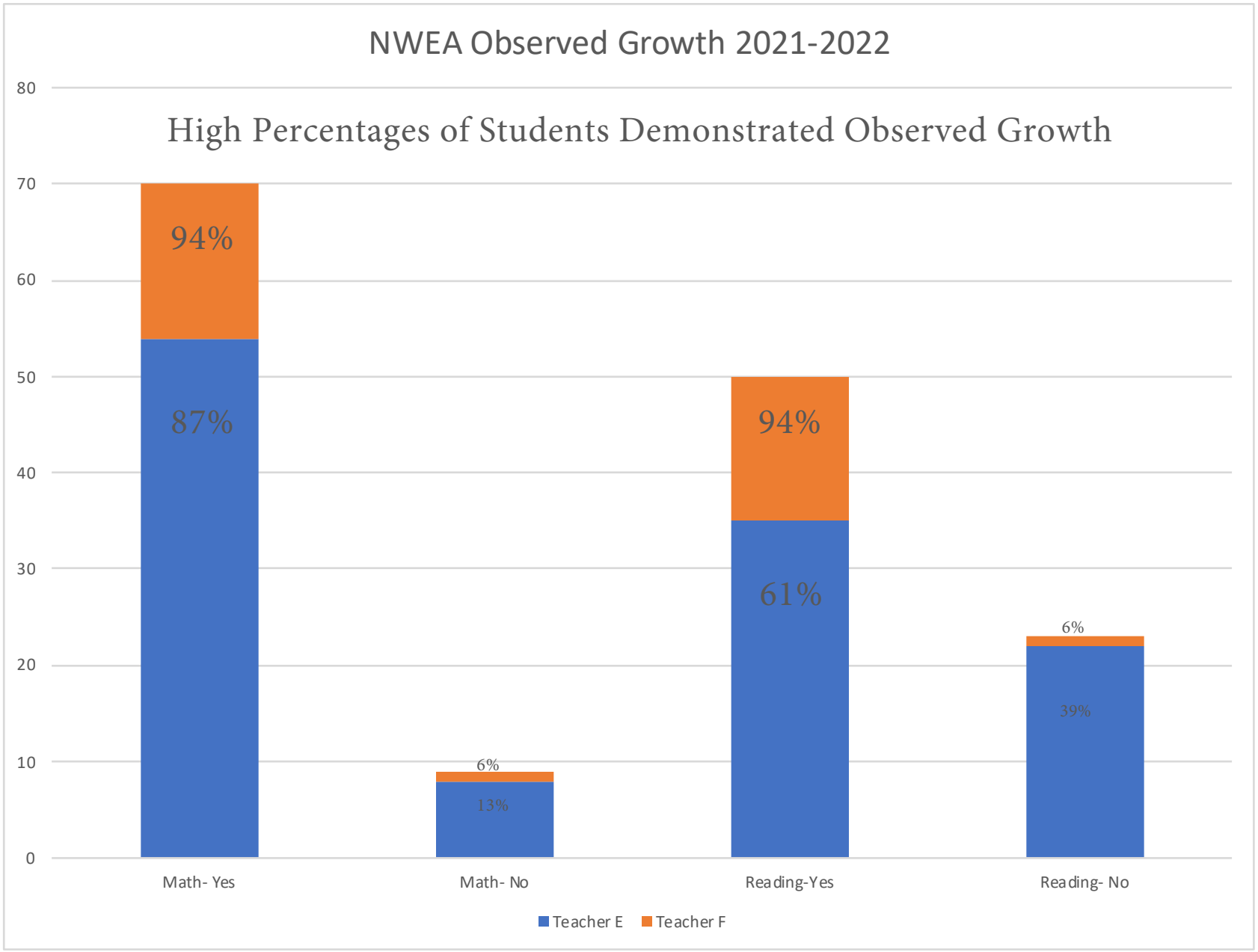
The Learning Environment	Observer Ratings	Self-Reflect Ratings
Expectations (ES)	3	4
Engaging Students and Managing Behavior (ESMB)	4	4
Environment (ENV)	4	4
Respectful Culture (RC)	4	5

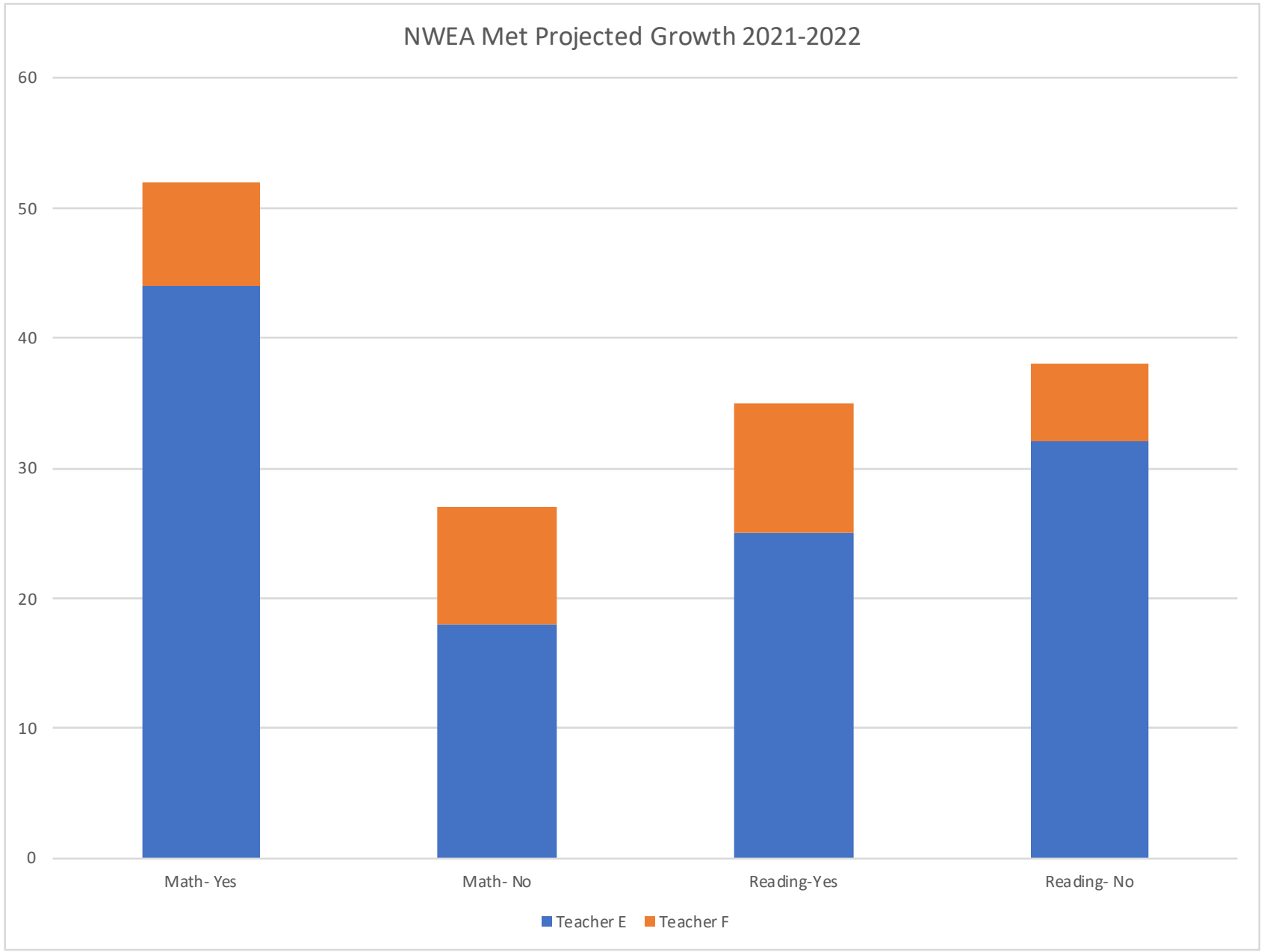
Instruction	Observer Ratings	Self-Reflect Ratings
Standards and Objectives (S&O)	3	3
Motivating Students (MOT)	3	3
Presenting Instructional Content (PIC)	3	4
Lesson Structure and Pacing (LS)	4	3
Activities and Materials (ACT)	3	3
Questioning (QU)	4	4
Academic Feedback (FEED)	3	5
Grouping Students (GRP)	3	4
Teacher Content Knowledge (TCK)	4	5
Teacher Knowledge of Students (TKS)	4	5
Thinking (TH)	3	3
Problem Solving (PS)	3	3

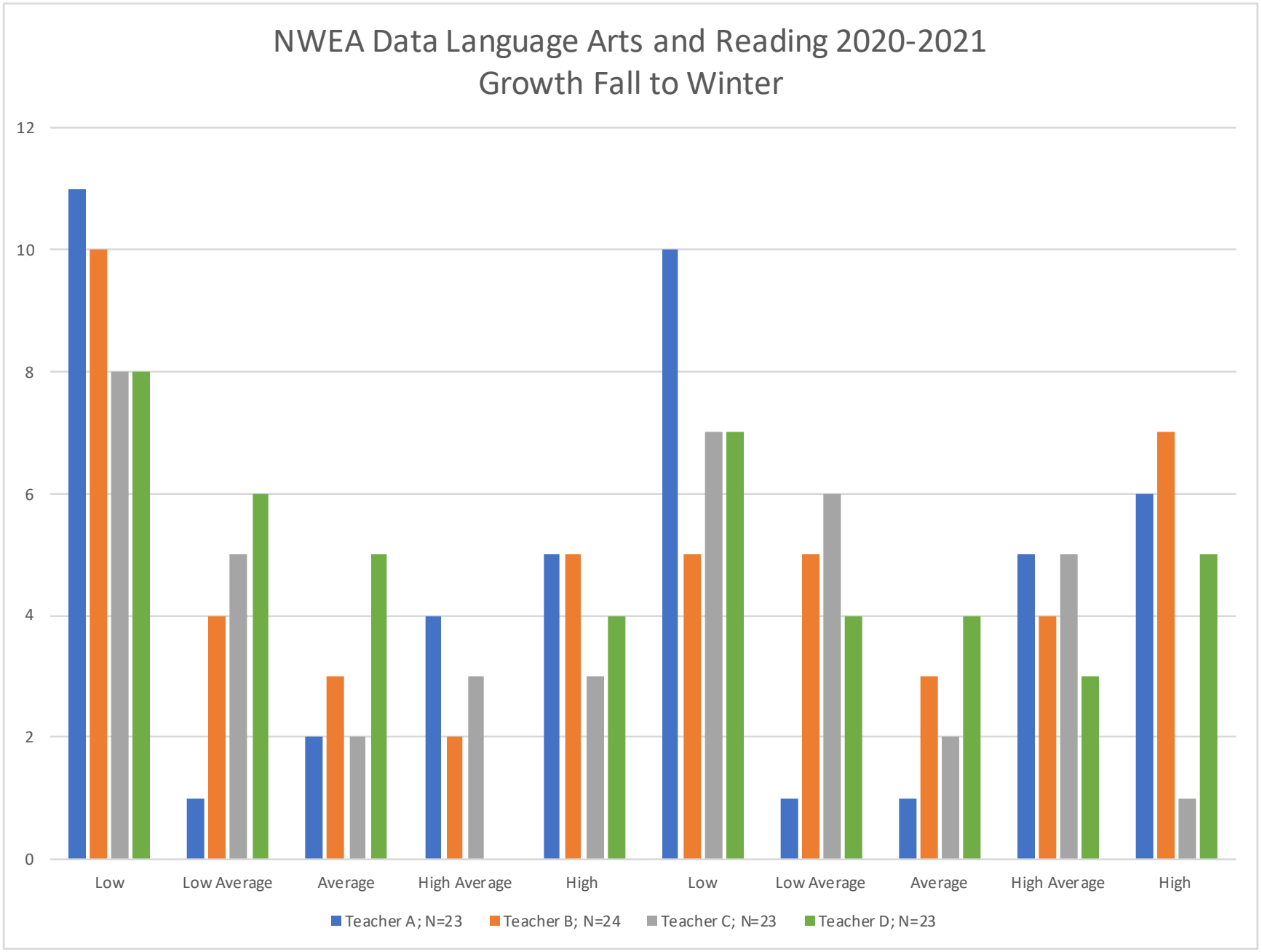
Observer

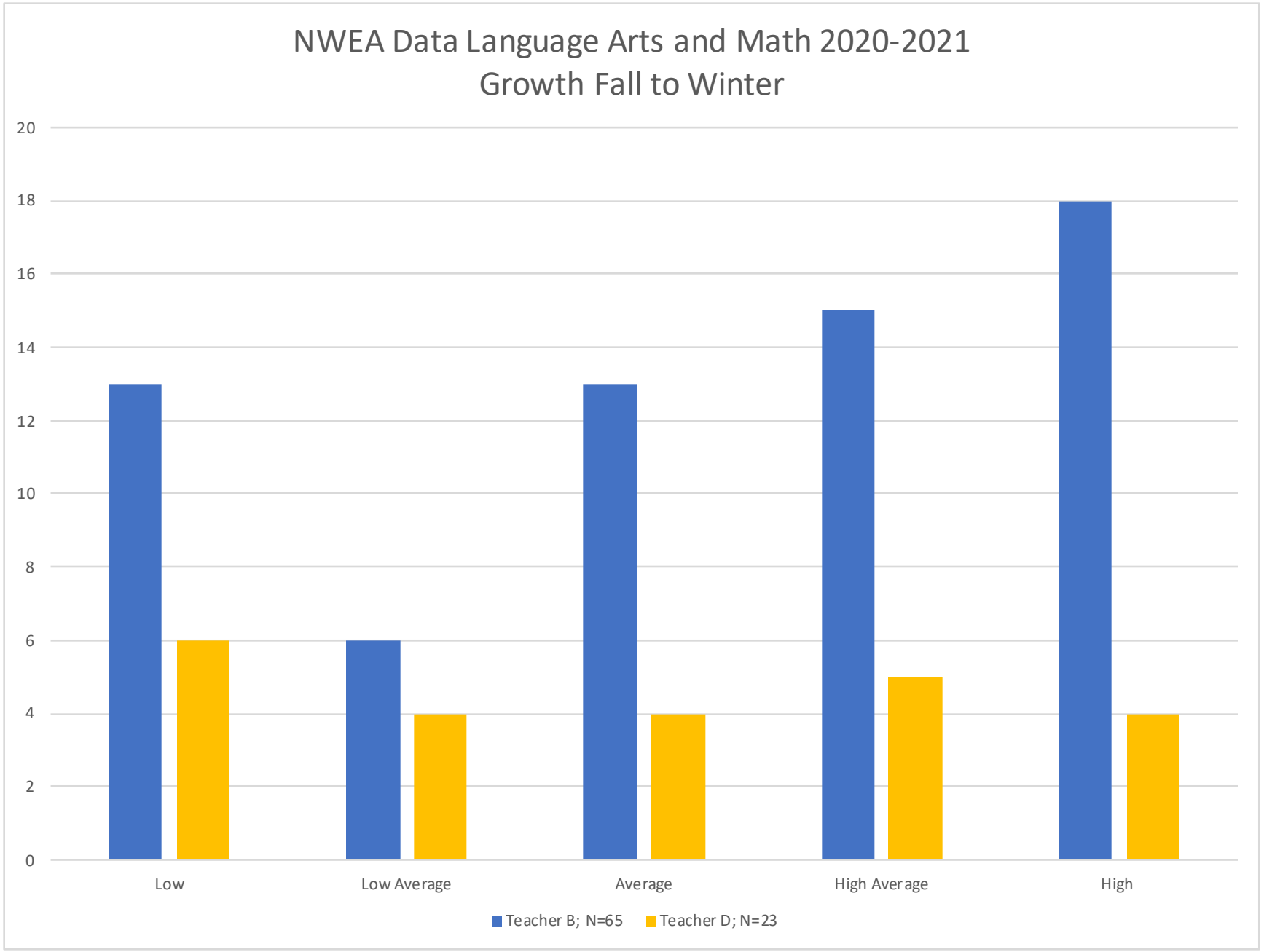
Reinforcement Evidence/Objective: QU	Refinement Evidence/Objective: PIC
By the end of the conference, Completer G will discuss the impact of Questioning, specifically how s/he provides opportunities for students to actively answer questions and engaging with the teacher or each other and how this increases student achievement in her/his classroom.	By the end of the conference,Completer G will discuss and create a plan for Presenting Instructional Content, specifically how s/he can increase all student learning by engaging students in the model to demonstrate accurate understanding of the content and performance expectations.

Self-Reflect


NWEA Observed Growth 2021-2022
High Percentages of Students Demonstrated Observed Growth
80
70
60
50
40
30
20
10
0
94%
87%
6%
13%
94%
61%
6%
39%
Math- Yes
Math- No
Reading-Yes
Reading- No
Teacher E
Teacher F

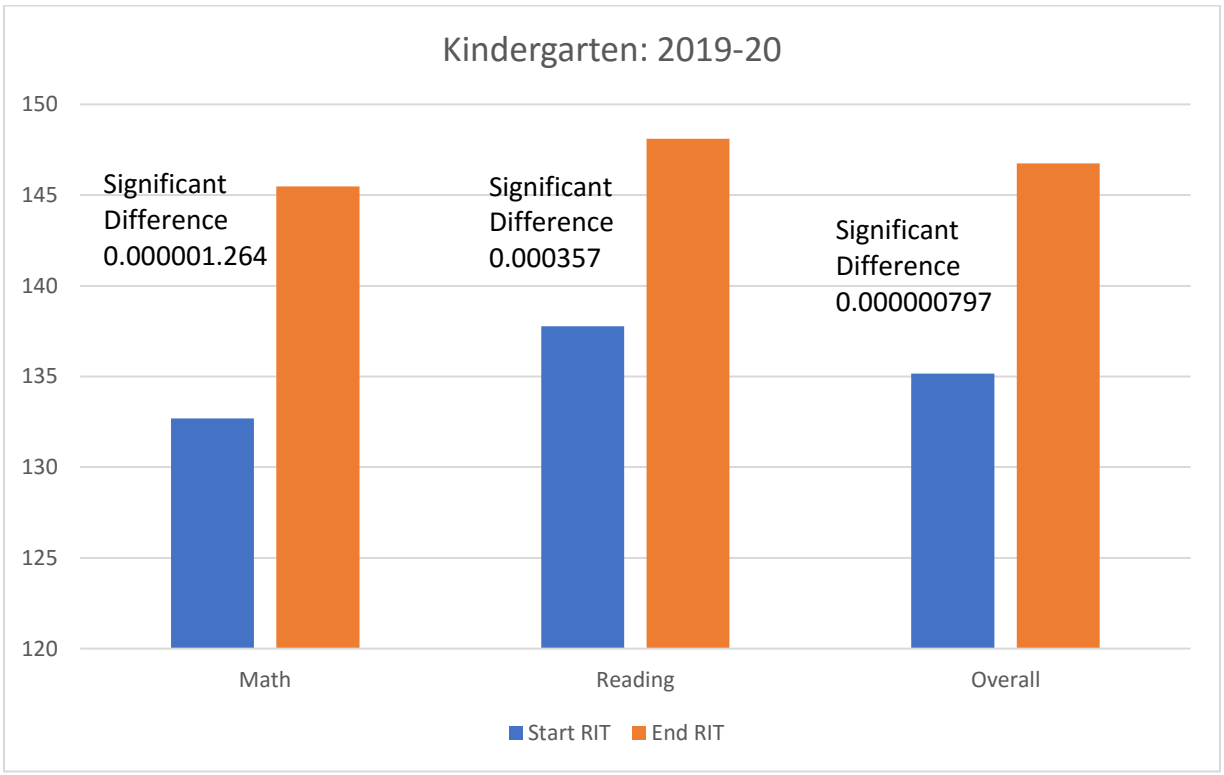

NWEA Met Projected Growth 2021-2022
60
50
40
30
20
10
0
Math- Yes
Math- No
Reading-Yes
Reading- No
Teacher E
Teacher F

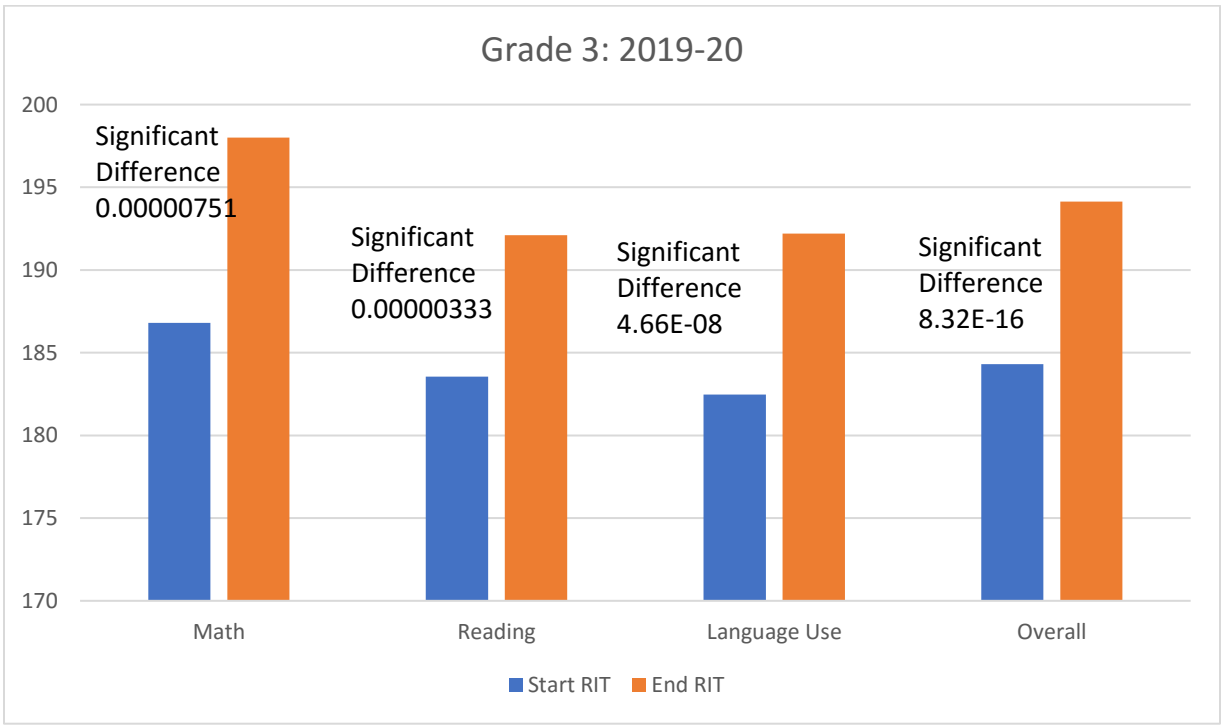

NWEA Data Language Arts and Reading 2020-2021
Growth Fall to Winter
12
10
8
6
4
2
0
Low
Low Average
Average
High Average
High
Low
Low Average
Average
High Average
High
Teacher A; N=23
Teacher B; N=24
Teacher C; N=23
Teacher D; N=23

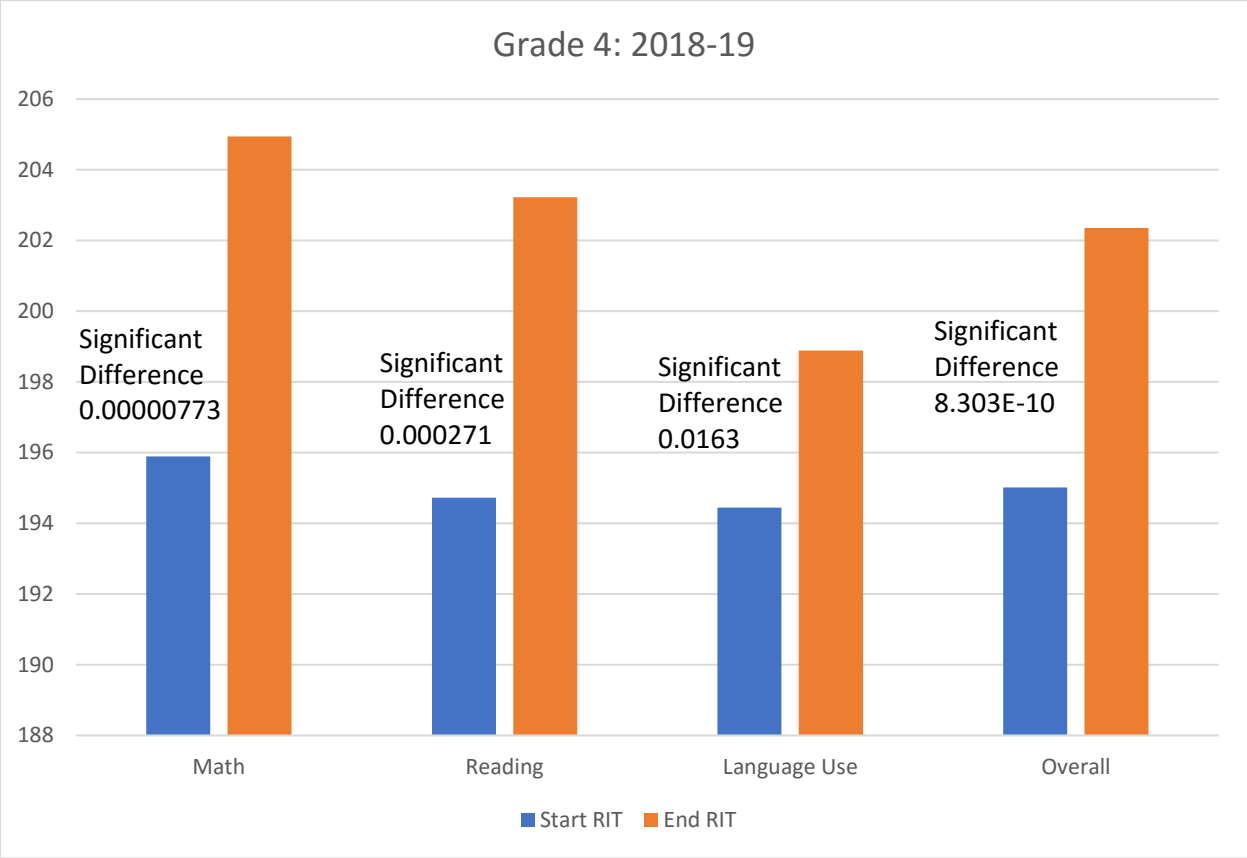

NWEA Data Language Arts and Math 2020-2021
Growth Fall to Winter
20
18
16
14
12
10
8
6
4
2
0
Low
Low Average
Average
High Average
High
Teacher B; N=65
Teacher D; N=23

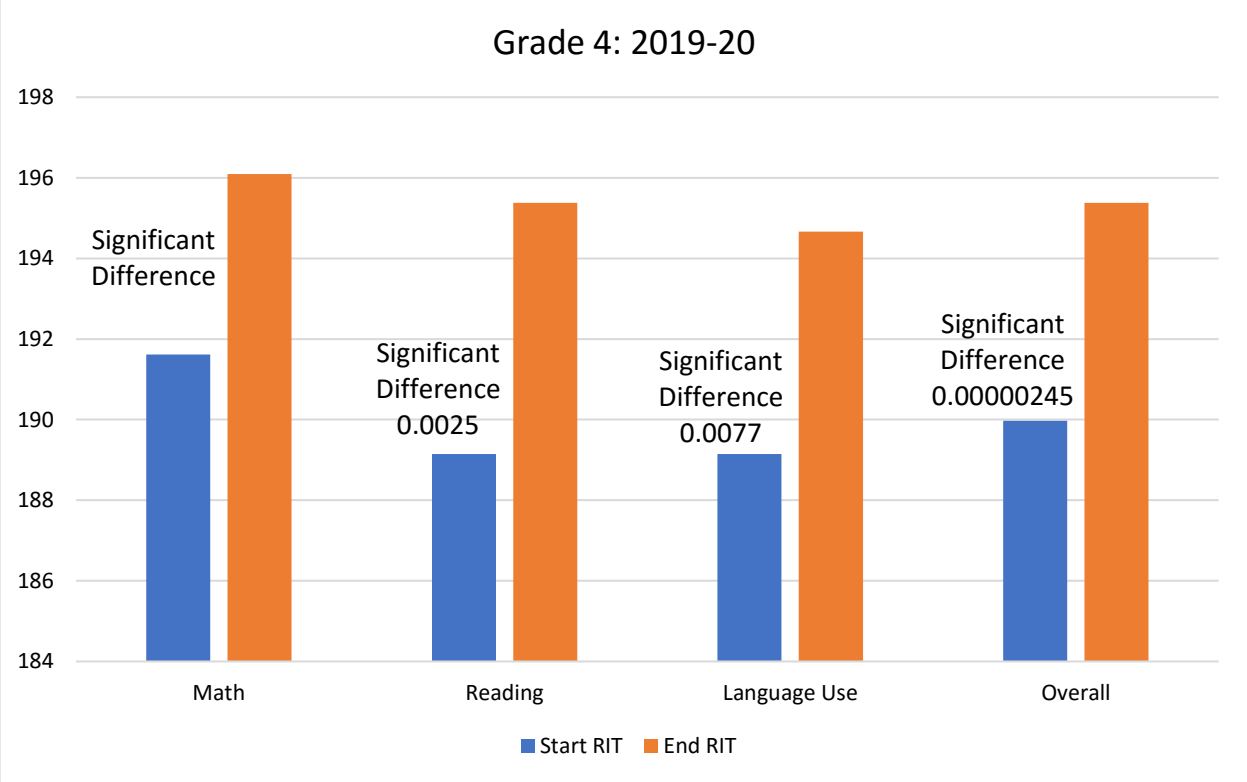
Alumni Impact on Student Learning

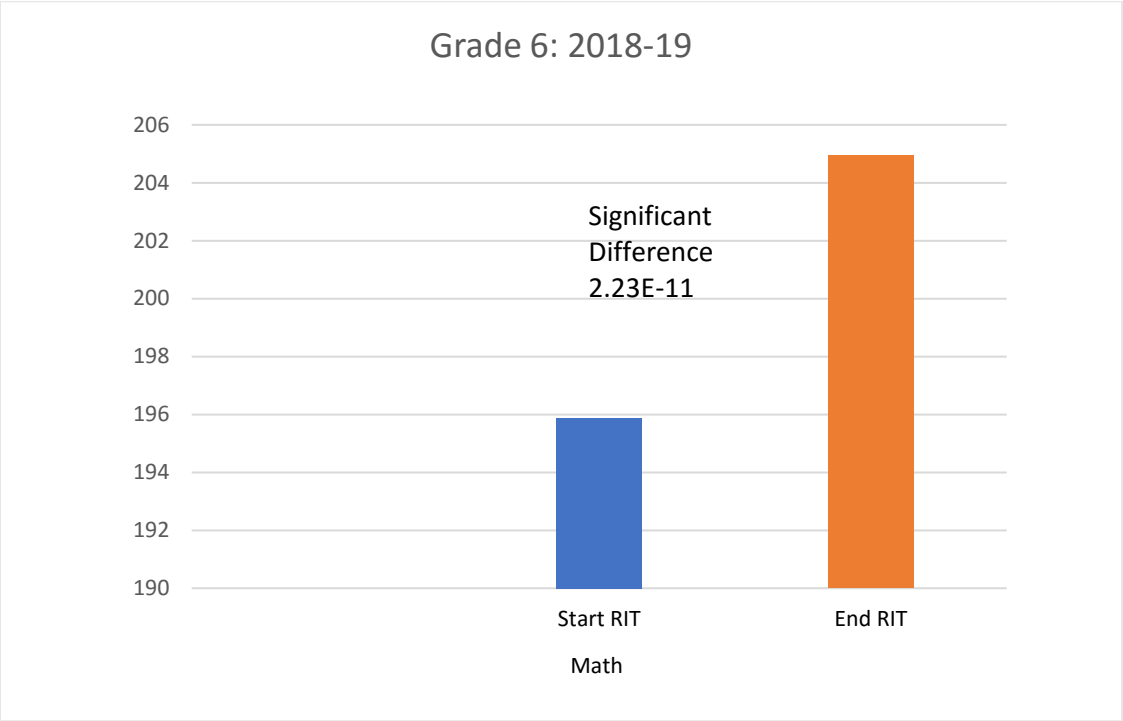
Prior to COVID, we were able to collect some data on reading and math RIT test scores for some completers in several grade levels 2018-2020 from two school district partners. One district has a high population of racially diverse and low SES students. *2020-2022 information has been requested from sources.*






Grade 4: 2018-19
206
204
202
200
198
196
194
192
190
188
Significant Difference 0.00000773
Significant Difference 0.000271
Significant Difference 0.0163
Significant Difference 8.303E-10
Math
Reading
Language Use
Overall
Start RIT
End RIT


Grade 4: 2019-20
198
196
194
192
190
188
186
184
Significant Difference
Significant Difference 0.0025
Significant Difference 0.0077
Significant Difference 0.00000245
Math
Reading
Language Use
Overall
Start RIT
End RIT


Grade 6: 2018-19
206
204
202
200
198
196
194
192
190
Significant Difference 2.23E-11
Start RIT
End RIT
Math

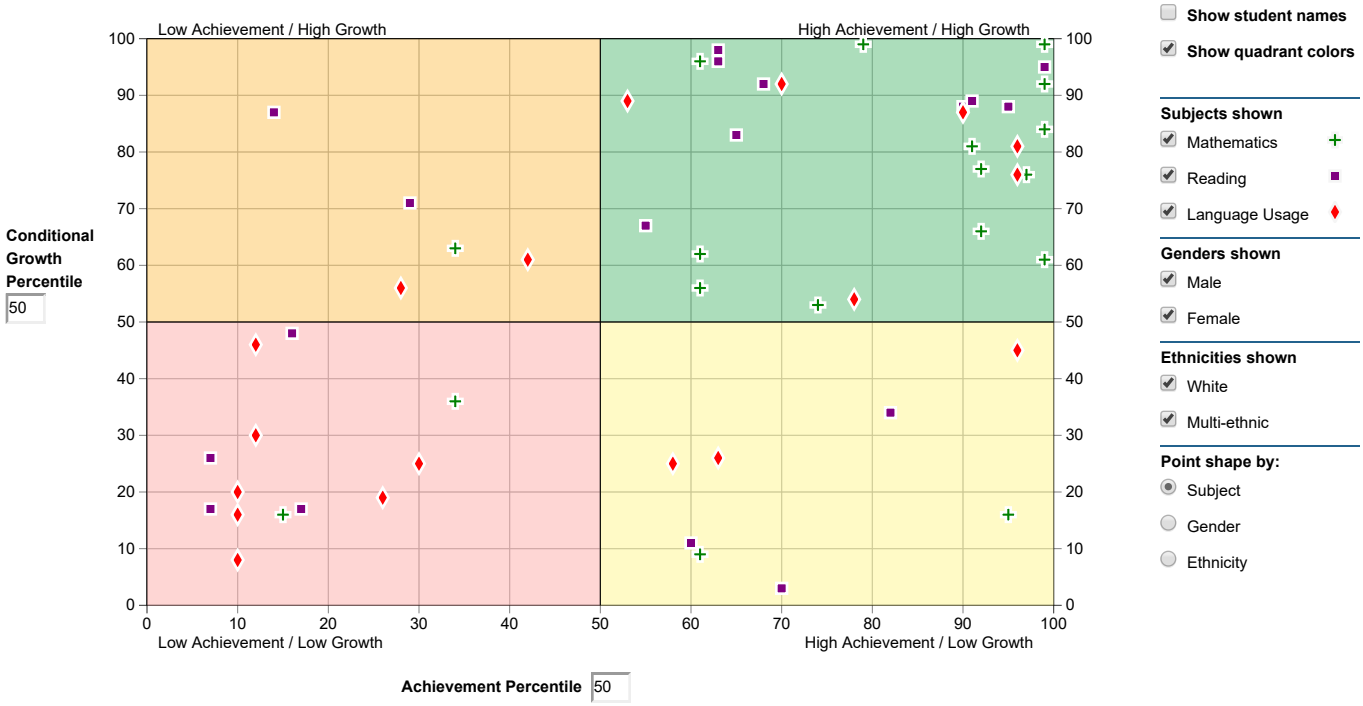
Achievement Status & Growth Summary with Quadrant Chart

.

2018-2019 Spring 2 CITI/2D

Term Tested: Winter 2018-2019
Term Rostered: Spring 2018-2019
District: _____Community Schools
School:

Norms Reference Data: 2015
Growth Comparison Period: Fall 2018- Winter 2019
Weeks of Instruction: Start - 4(Fall 2018)
End - 20(Winter 2019)
Small Group Display: No



			Achievement Status				Growth							
			Fall 2018		Winter 2019		Student						Comparative	
Name / ID	WI 2019 Grade	WI 2019 Date	RIT Range (+/- SEM)	Percentile Range (+/- SE)	RIT Range (+/- SEM)	Percentile Range (+/- SE)	Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	**Met Projected Growth**	Conditional Growth Index	Conditional Growth Percentile
Mathem[redacted]ts														
[redacted]	2	12/12/18	204-**207**-210	98-**99**-99	216-**219**-222	99-**99**-99	213	6	12	4.7	6	**Yes**	1	84
[redacted]	2	12/13/18	165-**168**-171	18-**25**-34	170-**173**-176	10-**15**-22	178	10	5	4.5	-5	**No**	-1	16
[redacted]	2	12/12/18	190-**193**-196	83-**89**-93	202-**205**-208	88-**92**-95	201	8	12	4.6	4	**Yes‡**	0.8	77
[redacted]	2	12/12/18	167-**170**-173	22-**30**-39	186-**190**-194	50-**61**-70	180	10	20	4.7	10	**Yes**	1.8	96
[redacted]	2	12/12/18	177-**180**-183	49-**59**-68	187-**190**-193	51-**61**-70	189	9	10	4.7	1	**Yes‡**	0.1	56
[redacted]	2	12/12/18	192-**195**-198	87-**91**-95	202-**205**-208	88-**92**-95	203	8	10	4.7	2	**Yes‡**	0.4	66
[redacted]	2	12/17/18	166-**169**-172	20-**28**-36	178-**181**-184	26-**34**-43	179	10	12	4.5	2	**Yes‡**	0.3	63

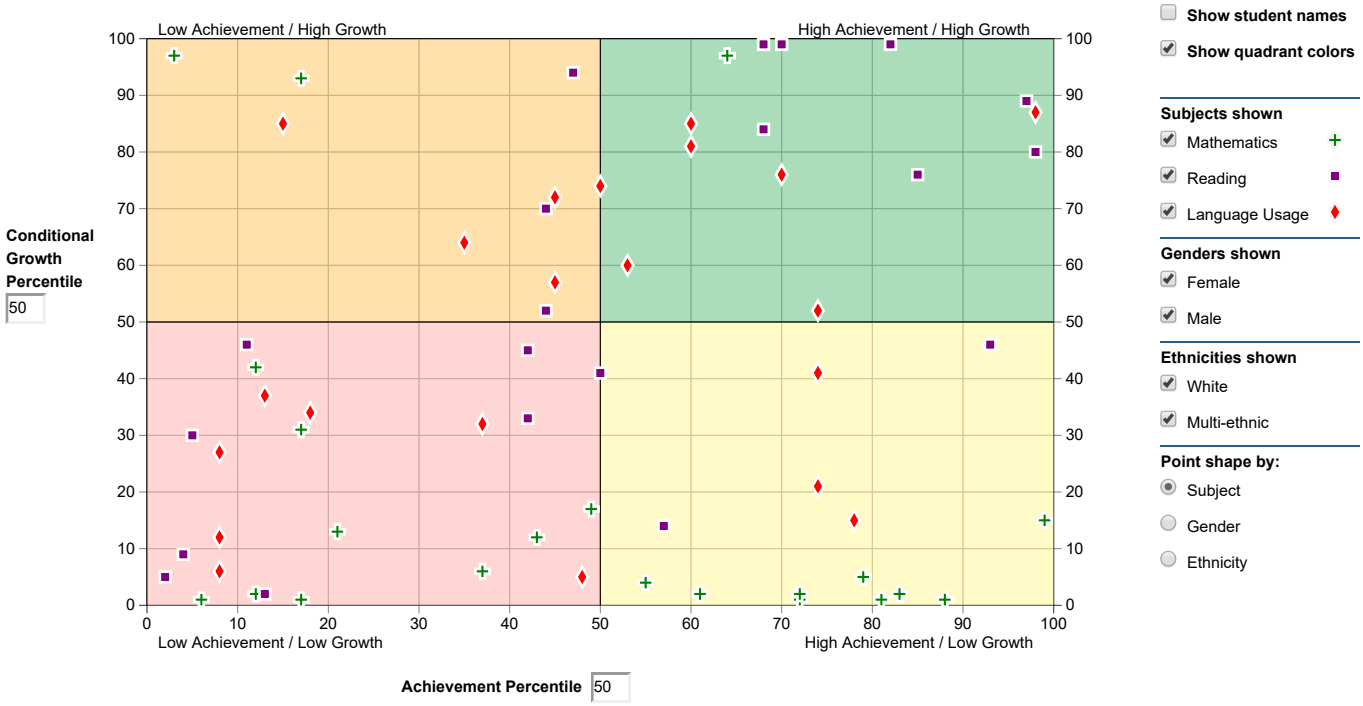
Achievement Status & Growth Summary with Quadrant Chart

B

2019-2020 Winter 2 CITI/2D

Term Tested: Winter 2019-2020
Term Rostered: Winter 2019-2020
District: ____ Community Schools
School: ___

Norms Reference Data: 2015
Growth Comparison Period: Fall 2019- Winter 2020
Weeks of Instruction: Start - 4(Fall 2019)
End - 20(Winter 2020)
Small Group Display: No



Name / ID	WI 2020 Grade	WI 2020 Date	Achievement Status: Fall 2019 RIT Range (+/- SEM)	Fall 2019 Percentile Range (+/- SE)	Achievement Status: Winter 2020 RIT Range (+/- SEM)	Winter 2020 Percentile Range (+/- SE)	Growth: Student: Projected RIT	Projected Growth	Observed Growth	Observed Growth SE	Growth Index	Met Projected Growth	Growth: Comparative: Conditional Growth Index	Conditional Growth Percentile
Mathematics: 21students														
Reading: 21students														
[redacted]	2	12/5/19	197-**200**-203	92-**95**-97	203-**206**-209	89-**93**-95	207	7	6	4.7	-1	**No**‡	-0.1	46
[redacted]	2	12/3/19	148-**151**-154	4-**6**-10	157-**160**-163	3-**5**-8	163	12	9	4.7	-3	**No**‡	-0.5	30
[redacted]	2	12/3/19	***	***	153-**156**-159	2-**3**-5								
[redacted]	2	12/3/19	166-**169**-172	28-**36**-44	164-**167**-170	9-**13**-18	179	10	-2	4.6	-12	**No**	-2.1	2
[redacted]	2	12/3/19	202-**205**-208	96-**97**-98	213-**216**-219	97-**98**-99	211	6	11	4.8	5	**Yes**	0.8	80
[redacted]	2	12/3/19	151-**154**-157	6-**9**-13	155-**158**-161	2-**4**-6	166	12	4	4.7	-8	**No**	-1.3	9