MBU STUDENT
MBU ID
Fall 2018
SIP Option 3

This project was completed by an MEd student who was a 5th grade classroom teacher.
Part 1: Summary of Student

Oscar is an 11-year-old boy who is eligible for exceptional education services under the other health impairment (OHI) category for characteristics of attention deficit hyperactivity disorder. He was initially found eligible for services in September of 2017, and he continues to be found eligible after his most recent eligibility meeting in May of 2018. Oscar is not due for a total reevaluation until May 2021.

Evaluation results show that the majority of Oscar’s cognitive skills fall in the below average range. Behavior scales show that Oscar has issues with learning problems and adaptive skills. He is also more defiant and physically aggressive than most children his age. Oscar does show significant difficulty in the area of hyperactivity/impulsivity and learning problems. His Broad Achievement (a combined measure of letter/word identification, applied problems, passage comprehension, calculation, writing samples, sentence reading fluency, math facts fluency, sentence writing fluency and spelling) falls within the very low range. Oscar has specific weaknesses in all areas of word attack and spelling. His current instructional reading level is identified at the end of third grade (level P) based on the Fountas and Pinnell Reading Inventory. Oscar’s strengths lie within the areas of oral reading, writing samples and verbal ability.

According to his classroom teachers, Oscar will work for incentives such as classroom tickets and enjoys using classroom technology. He easily makes connections to previously learned information and is an active participant in classroom discussions. They have noted that he has difficulty transitioning from one subject to another and that when attending to tasks, he requires immediate positive feedback in order to maintain motivation to complete the work. In addition, because Oscar has a poor reading efficacy, according to the Test of Word Reading
Efficacy 2nd edition (TOWRE-2), he often gives up on written work when he is unable to spell a word.

Based on his exceptional education identification and evaluation results, Oscar will receive his 5th grade education in an inclusive classroom with the aid of an exceptional education assistant. During all classroom instruction, Oscar is entitled to the following accommodations and modifications: audio tests, math aids, verbal prompting, a calculator, flexible scheduling, small group testing, additional time for writing, extra wait time before answering a question, an elevated desk to stand at during instruction, assistance with organization, behavior specific praise, clarified directions, extended time on tests, instruction using multiple modalities, opportunities to choose academic tasks, oral explanations for visual information, preferential seating, opportunities for movement, spell checker, verbal/nonverbal prompts to stay on task and visual clues when new information is presented.

During the course of his 5th grade year, Oscar will work to complete several annual goals. One academic goal he will complete is: given reading passages at the beginning of 5th grade level (F&P level T) or higher Oscar will read the passage with 95% accuracy and 70% comprehension, evaluated at the nine-week interval, for 2 consecutive grading periods by 5/24/2019. Progress toward this goal will be measured by data collection, running records, classwork and tests/quizzes. He has specific weaknesses in all areas of word attack and spelling so another annual goal is: given computer based and classroom based assignments Oscar will spell taught word families and sight words with 80% accuracy, evaluated at the nine-week interval, for two consecutive grading periods by 5/24/2019. Progress toward this goal will be measured by data collection, classwork and tests/quizzes.
Part 2: Student Current Performance

Oscar is a 5th grade student expected to complete elementary school in June of 2019. In order to advance to middle school, Oscar will need to complete English (reading and writing), mathematics, science and social studies. He will be given the Virginia based Standards of Learning (SOL) Assessment in mathematics, reading, and science near the end of the 2018-2019 school year. In order to pass these assessments, Oscar must receive a score of 400 or better.

Oscar is working on a measurable goal of reading a 5th grade passage with 95% accuracy and 70% comprehension. At the start of the school year, he was given the Fountas and Pinnell (F&P) reading assessment where he scored a level N. A score of N equates to a reading level at the beginning of third grade. Based on this score, Oscar did show a significant summer slide. He slipped from a level P, which equates to end of third grade, at the completion of his fourth grade school year.

In order to help Oscar reach his goal, he receives language instruction with the exceptional education teacher daily for 30 minutes in a small group setting. The focus of this instruction is reading comprehension. He also receives 30 minutes of small group reading in the classroom where he works with a small group of peers on strategies that are useful when reading new information for comprehension. The in-class small group instruction is based on the Jan Richardson model. In addition, Oscar receives 60 minutes of whole group instruction in the reading classroom with his peers. During this time, Oscar is taught reading strategies, how to use graphic organizers to help him breakdown a passage and how to apply various techniques to master the reading content. While in this class, Oscar does have access to an exceptional education aid that assists him in order to ensure mastery of the content area.
While in small groups and the whole group setting, Oscar has had multiple chances to read new information and show reading comprehension through multiple modalities. He has been given the opportunity to orally answer comprehension based questions, and he has also been given a small group reading notebook where he is expected to write about what he read using the strategy learned that day. Oscar has shown great success in writing to show comprehension as well as in question/answer sessions. He proves orally that he can break down a topic and get to the main idea rather quickly. He does struggle when it comes to writing because he gets stuck on the phonetic nuisances of the English language.

Due to this, Oscar's second measurable goal is that he will spell taught word families and sight words with 80% accuracy. In order to help Oscar reach this goal, he works with words in his small group sessions using the within word level Words Their Way technique. He is able to sort words for common sounds (families) with tactile cutouts and this seems to keep his interest in learning. Oscar also uses the Jan Richardson 'make a big word' and 'sound push' techniques in his small reading groups. He engages in both activities willingly because he likes to work with the letter tiles. Oscar also works on a computer program called Study Island where he is given words to sorts for mastery. If he sorts the words correctly, he is rewarded with a game. Oscar likes the idea of rewards for positive classroom performance so he buys into this program with ease. Finally, Oscar is also using the Language Live program to help him with sight words, word attack skills and decoding. The online platform allows Oscar to move at his own pace and he seems to be working well within the program. He was given a pre-assessment with this program at the start of the school year where he scored a 53% mastery of grade level sight words, word attack and decoding skills.
Part 3: Summary of Instructional Decisions

Oscar's first goal is reading a 5th grade passage with 95% accuracy and 70% comprehension. In order to help Oscar reach this goal, I employed many of my English as a Second Language and Special Education techniques in order to help him master the language that appeared to impair his access to mastery. To start, Oscar likes to have direct teacher attention because he seeks direct positive feedback. Oscar decided one day to bring a grade level picture book outside during his recess time. I decided that I would have Oscar read the book aloud to me. As Oscar was reading, I offered ample praise and asked many comprehension questions to see how he was comprehending while reading the book. Oscar loved the praise, but frequently was frustrated by the comprehension questions. When he finished the book, I gave him a piece of chalk and asked him to draw me a picture of the story he had just read on the blacktop. Oscar was not able to do this, got upset and left to go play. It was at this point that I decided Oscar needed to learn to use his visual memory in order to help him master comprehension. As a result, during his small group reading instruction, I started pulling Oscar to work with him directly using self-illustrated pictures for overall comprehension and computer based concept mapping for visual assistance to his reading instruction.

Oscar has made tremendous gains using the illustrations and computer based concept mapping. He is able to pull the main idea from a passage by himself, and he is able to use various concept maps to help him understand the big ideas in various reading samples. For non-fiction texts, he knows to use text structure concept maps and for fiction he likes to use the somebody, but, so now organizer to help him place his ideas in a linear fashion. Oscar does not like to complete the concept maps on paper. He does; however, enjoy completing them on the computer. When asked the difference, Oscar stated that the computer helped him with the words
and the paper didn’t. He also stated that the computer made things easier because he didn’t have to draw the concept map himself.

During recess, Oscar has continued to bring books outside to read. He has also enlisted a few of his friends to join in the reading and drawing. Now, we have an outside reading group that students can chose to engage in if they like. The students read a book they brought out, illustrate it using chalk on the blacktop and some even chose to draw concept maps to explain their book. Oscar has been noted to draw and complete a concept map or two in the presence of his friends. The group offers great praise to each other so I believe the positive feedback from peers is a huge factor for Oscar as well.

Oscar’s second goal is to spell taught word families and sight words with 80% accuracy. In order to reach this goal, Oscar is using the Jan Richardson word work model and several computer based programs. With the Jan Richardson model, Oscar is learning to use syllables to identify breaks in words so that large words can be broken down into syllabic segments. He has learned to use his hands to clap the syllables, and he can push a coin onto a syllable graphic in order to demonstrate how many syllables a word has in it. Oscar has also been using letter tiles to make a big multi syllable word in small group. The multi syllable words are taught in word families so this is helping Oscar to learn some of the sight word families with which he struggled with before.

In order to help Oscar reach the goal of mastering sight words appropriate for 5th grade, he comes to me before his homeroom starts and we use flashcards to read sight words. I vary the lists through the different grade levels so that Oscar does not know which words he will see each morning. He does very well during this time and has great enthusiasm for the success he is noticing. Oscar is a student known for disruptive behavior but since we began this change in his
schedule, he has seen less referrals for negative behaviors in the classroom. I attribute this change to the positive, one-on-one start to his day. The attention seeking behavior is no longer required, because Oscar has the direct attention of an adult in the building every morning. By implementing this strategy, Oscar has seen both an increase in his sight word reading capacity and a decrease in his disruptive behavior.

Oscar is also using the Language Live program daily to work on word families, word attack and decoding skills. He enjoys using the program because it is paced to his current ability and engages him through visuals and tasks that he finds enjoyable. Oscar is able to work on this program when he is with his exceptional education teacher, during indoor recess and at times when the teacher has given him permission.

In sum, Oscar is making progress toward both of his goals using the strategies and instructional methods that are being used with him. He will need to learn to use concept maps without the computer because a computer will not always be available. I believe that if his exceptional education teacher and general education teacher have him continue to work with the concept maps, that he will find success both on and off line.
Part 4: Analysis of New Level of Performance

Oscar is a student who thrives on immediate positive feedback and activities that involve multiple modalities. He is a student who works best when the activity makes him use several intelligences at once as it seems to stimulate his brain in a way that is academically promising. If Oscar is given a reading assignment, it must be paired with an oral, visual or tactile activity in order for Oscar to fully engage and not become frustrated. He is not a student who will willingly sit, read a book and then write a summary of what he read. He is simply not wired to work in that capacity. He is the type of student who will read the book if he has feedback from a caring adult and write a summary if he is able to use a computerized concept map in order to help him organize his thoughts in a pattern that makes sense to him. In order to show his ability to comprehend reading material, Oscar must have an adult to work with, positive praise and simple concept maps to get what he knows out onto paper.

Oscar has shown progress using the strategies in place during the first quarter (nine weeks) of his 5th grade year. Oscar has improved from a Fountas and Pinnel (F&P) reading level of N to a Fountas and Pinnell (F&P) level of Q in only nine weeks. Essentially, he has improved his reading comprehension and level from that of a student in the beginning of third grade, to a student in the beginning of fourth grade in just nine weeks. He is well on the path to not only meet, but succeed his goal of reading a 5th grade passage with 95% accuracy and 70% comprehension. If the methods employed during the first quarter are continually used, Oscar should reach the Fountas and Pinnell (F&P) level T by the end of the second quarter which is reading and comprehending fifth grade material at the start of the fifth grade year. By the end of his fifth grade year, if the strategies are used, he should be on grade level reading with the rest of his classmates. Finally, according to his exceptional education teacher, he has made sufficient
progress toward reaching this goal during the first quarter based on data collection, running records, classwork and tests/quizzes.

Oscar has made sufficient progress toward his goal of being able to spell taught word families and sight words with 80% accuracy during the first quarter as well. He has made progress breaking large word family words into manageable syllables using the Jan Richardson model, and he has made great progress with sight words by mastering the third and fourth grade sight word lists he has been given. He is working diligently to master the fifth grade sight word list as well. He is on track, according to running records, observations and tests/quizzes to reach this goal by the end of his fifth grade year. According to his exceptional education teacher, Oscar is completing the goal of being able to spell taught word families and sight words with 80% accuracy. He is currently at 79% accuracy. Based on this data, Oscar should easily reach his goal by the end of fifth grade.

In the Language Live program, Oscar has seen an increase of skill mastery move from 53% correct on the pre assessment to 90% accuracy on the post assessment. He is mastering word families and learning to attack and decode words in a way that he understands. He enjoys using the program and has asked to use the program at home. Oscar’s exceptional education teacher agreed to allow him to use the program at home, and his mother has stated there has been a marked increase in his willingness to study using this program.

Using the computer based concept maps, daily sight word flash cards and word family work through Jan Richardson and Language Live strategies, Oscar has increased in all areas academically. He is making great strides towards reaching his goals and his behavior has improved in class. In fact, on the first quarter report card, Oscar received a grade of C in
reading, writing, and math; and, he received a B in science. All in all, Oscar is successfully using
the strategies provided to achieve academic excellence.
Part 5: Synthesis of Current Research and Evidence to Support Instructional Practices

In order to adequately educate Oscar, changes needed to be made to the way in which he was able to access reading for comprehension activities. The traditional paper and pencil methods were not effective for him due to the impulsivity and hyperactivity associated with his designation of other health impairment due to characteristics of attention deficit hyperactivity disorder. Upon meeting and interacting with Oscar, it was noted that he may benefit from computer based learning with concept maps in order to fully achieve academically in the reading content area. This decision was made because technological applications, when used with students with ADHD, generally help them focus better and assist them in engaging in their coursework for success (Barnett, 2017). It has also been found that readers who are struggling benefit from computer based instruction that uses effective instructional techniques (Cullen 2014).

Reading comprehension was a goal given to Oscar. His goal was to, at a 5th grade level, read a passage with 95% accuracy and 70% comprehension. Reading comprehension is simply making meaning from a text that a student has been given (Omar, 2015). Oscar was unable to take a reading passage and visualize it in a non-linear fashion in order to show comprehension. To help Oscar do this, I introduced computer based concept maps. Concept maps are a graphic tool found on various websites that help students organize and represent information found in texts (Omar, 2015). There have been many evidence based examples of how concept maps have helped improve the reading comprehension of students (Cullen, 2014). It is thought that the graphic nature of the maps, “help readers’ identity, compare and retain or draw inferences about relations, supporting cognitive processing that do not overload the students’ working memory” (Chang, 2012). In relegating the cognitive tasks to various parts of the brain, the student is better
able to comprehend what they are reading. The student reads the text, pulls out data to input into the concept map and then relies on background knowledge to fill in the blanks.

Many language teachers use computer based concept maps when teaching the story line in fictional texts. The story line concept map consists of the setting, characters, plot, problem and solution (Alturki 2017) found in a text. The concept story map requires students to find these elements in the text, pull them out and place them into the correct category on the computer based concept map. Students who are able to successfully do this, find that they are more successful with their fiction reading comprehension.

Teachers are also finding that non-fiction text structures can be used in a concept map to help students with their non-fiction reading comprehension. Text structures such as problem/solution, cause/effect, sequence/order, and compare/contrast make for easily self-made concept maps. In fact, many students are able to generate these maps on their own in document programs. Oscar was able to make non-fiction concept maps using the shape inputs from the document editor Word. It has been found that students who can create their own concept maps spark creativity in their brain and create new pathways for connecting information (Omar 2015). These connections help the visual and linguistic areas of the brain unite to make sense of the text based material. In doing this, the student is better able to comprehend the text they have been given.

Another benefit to using computer based concept maps with students is the vocabulary component. Students must input vocabulary from the text in order to successfully complete the concept map. In doing this, the student is inadvertently expanding his/her vocabulary. It has been shown that using concept maps with students has “substantial growth on alphabetic, phonological awareness and decoding skills” (Boon 2017). The vocabulary skills learned through
using the computer based concept maps has helped Oscar to reach his second goal which was to spell taught word families and sight words with 80% accuracy. So in choosing to use computer based concept maps with this student, I was able to reach two goals with the use of one tool that is easily varied on the computer. It is also engaging for the student and lowers his risk of inappropriate behaviors (Cullen 2014) that arise due to his disability.

In conclusion, computer based concept maps are an easily accessible online tool that can help struggling readers succeed. The reader is able to find success because they learn to break apart a reading passage/text and place it into a visual modality. By accessing both visual and linguistic components, the student is able to better comprehend the text they are reading because they have activated several parts of their brain.
References


Part 6: Technology Standards

Basic Operations and Concepts

C/T 3-5.1 Demonstrate an operational knowledge of various technologies.

A. Use various types of technology devices to perform learning tasks.
   - Use a keyboard, mouse, touchscreen, touchpad, and other input devices to interact with a computer.
   - Demonstrate the ability to perform a wide variety of basic tasks using technology, including saving, editing, printing, viewing, and graphing.

B. Communicate about technology with appropriate terminology.
   - Use basic technology vocabulary in daily practice.

Oscar demonstrated mastery of this technology standard by being able to turn on and off his computer to engage in Language Live. He used a keyboard and mouse to interact with the computer in order to advance screens and move through the program.

During the course of the first quarter, he had to complete many concept maps for his reading class. When completing these maps, he had to show mastery of basic computer based tasks such as the ability to save his document, edit it when there were errors that needed to be fixed, demonstrate the ability to retrieve and pull up the maps for his teachers to view and he learned to print them out to several printers throughout the school.

In completing these tasks, he used computer related vocabulary on a daily basis in order to let teachers and aides know what he needed to do. Knowledge of the correct vocabulary helped him achieve success in properly using the computers.
Identify and use available technologies to complete specific tasks.

A. Identify the specific uses for various types of technology and digital resources.
   - Create, edit, and format a document with text and graphics.
   - Demonstrate the ability to choose appropriate resources when completing assignments in various content areas.

Oscar showed mastery of this technology standard when he completed his concepts maps for reading. He was able to create, edit and format the maps in order to meet the requirements of his teacher. There were many concept maps that Oscar added pictures and graphics to in order to help himself understand the information. He was a master at copying and pasting pictures and graphics in order to enhance his concept maps.

Oscar was also easily able to choose the correct concept map for the type of reading he was engaged in by the teacher. If he needed a non-fiction concept map, he knew where to find them, and if he needed a fiction concept map, he could easily retrieve that as well. He knew which sites were acceptable and which were not. Oscar was even able to bookmark acceptable sites so that he could retrieve the information he needed quickly.
C/T 3-5.11 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
B. Use technology tools to share original work.
   • Use presentation tools to organize and present stories, poems, songs, and other original work.

During the course of the first quarter, Oscar was involved in creating a multimedia Google slide presentation in a collaborative group. The group was given the basic vocabulary of the ocean floor. Then they had to explain each element, use a picture to show it and then write a sentence about how it relates to the parts around it. While working in the group, each student was given a computer and worked on the presentation simultaneously. At the completion of the project, groups had to share their work with the class using the LCD projector and a flash drive to insert their work into the teacher computer. Oscar worked diligently in his group setting and was able to use his concept mapping to help explain the difference between a sea mount and a guyot. He chose a text structure concept map, compare and contrast, to illustrate his point. His group received an A on their project. The group successfully created their own innovative idea of the ocean floor, and used technology to organize and present their original work to the class.

Through the use of the Language Live program, the various computer based concept maps and the interactive project, Oscar has used technology often in the classroom. He has developed a nice skill set and often volunteers to help others. He likes to share what he knows in a digital setting.
Part 7: CCRI

SOL:

5.6 The student will read and demonstrate comprehension of nonfiction texts.
1) Use reading strategies throughout the reading process to monitor comprehension

CCRI: Nonfiction Reading

8. Use reading strategies throughout the reading process to monitor comprehension

Students, like Oscar, must learn the nuances of nonfiction texts in order to successfully comprehend reading from grade school through college. Non-fiction text is much different than fiction in that it contains both text features and text structures. To fully comprehend nonfiction text, the reader must understand each structure and feature in order to comprehend the content in the reading. Knowing these two strategies will help readers achieve success with nonfiction text.

To start, the reader must understand that there are five text structures found in nonfiction reading. The structures are descriptive, compare/contrast, problem/solution, cause/effect and order/sequence. Once the reader understands this, the reader can categorize the reading in order to fully comprehend its purpose. Once categorized, the reader can pick a concept map in order to ensure he/she is fully comprehending the text by completing the map with information from the text. If a reader can pull information from the text in order to complete a concept map, the chances are high that the reader is comprehending the text with some mastery.

Text structures are also important because they help direct readers to look for text features. Text features are items in nonfiction reading that help readers make sense of the text. Items like captions, graphics, maps, labels, subtitles, illustrations, and specialized print are examples of text features. If the reader pays attention to these items in the text, they further enhance their opportunity to fully comprehend the text. Students can use these features to help
them understand what they are reading. For example, if a student is reading about a country they don’t know, a map will help them visualize the area. The visualization will help with comprehension of the reading because now the reader knows where the country is located. The same goes for each of the features. If the reader pays attention to them, he/she will have a better chance of fully comprehending the text.

Once students know to focus on the strategies of finding the text structure and read each of the text features to help understand the text, they are able to master the comprehension of nonfiction text. It does help to pair the knowledge of text structures and features with concept maps to further enhance the comprehension of the text.

It is imperative that students learn to read and comprehend nonfiction text because they will need the knowledge throughout their high school career and beyond into college. If we prepare students in elementary school to read nonfiction text with a purpose, they are more likely to show comprehension as they progress through their educational endeavors.
SOL:

5.4 The student will expand vocabulary when reading.

f) Develop vocabulary by listening to and reading a variety of texts.

CCRI:

6. Expand general and specialized vocabulary through speaking, reading, and writing.

Vocabulary plays an integral role in academic success. Students who have a larger vocabulary do better on federal, state and district level assessments. In addition, students with a larger vocabulary generally do better on college entrance exams securing themselves a spot in an institution of higher learning.

In elementary school, students like Oscar must be exposed to new vocabulary on a daily basis in order to maximize their exposure to words. Words need to be learned across content areas and in general usage as well. Students learn vocabulary through daily interactions in the classroom, on the sports field, at restaurants, and through reading and writing about what they read. Students have both a general and specialized/technical vocabulary. Generalized vocabulary are words the students would use with peers, family and teachers. Specialized/technical vocabulary are words the student is exposed to through education. The words are generally content specific and relate to specific aspects of learning.

Students who are able to attack words, decode words, use context clues to understand words and rely on word families to sound out words generally have a higher vocabulary. These students are ones that can look at a word and tackle it without hesitation. This skill must be taught to students like Oscar. Allowing Oscar to use language building programs like Language Live helps him to successfully attack words. Learning word family words also help students like
Oscar succeed because they can rely on what they know about strings of phonemes to correctly sound out words.

As students' progress into middle and high school, they need to continue to have exposure to content specific specialized/technical vocabulary. Exposure helps the student to expand his/her vocabulary through reading, writing and oral usage during class discussions. When students read and hear vocabulary used in real time, they pick up nuisances such as correct usage, part of speech, origin and other details that will help them to master vocabulary acquisition.

Finally, when students reach college, they will continue to need exposure to vocabulary because it will help them understand the specifics of their degree. Students will be exposed to more origin based words that are Latin in nature. Knowing how to attack these words using skills learned in elementary, middle and high school will help these learners achieve success. Students should be exposed to new words daily. In fact, adults are able to learn vocabulary throughout middle age and everyone should strive to do so.

Vocabulary acquisition starts in elementary school. It is a skill that is used throughout life and as educators, we need to ensure that we give students the tools necessary to achieve success. Educators should make vocabulary instruction a main stay in their daily instruction for the benefit of learners.
Option 2: Student Case Studies (any endorsement)

The teacher candidate will select three different learners from among his or her students and document each of the three students’ growth/learning throughout a unit of instruction. The three learners must represent 1) a struggling or underperforming learner, 2) an average learner, 3) an above average or accelerated learner.

Items to be submitted include:
- Cover page with name, ID# and option selected.
- One-page summary of the unit*
- One-page summary of each student chosen (do not use real names)
- Copies of 3-4 completed student assignments that demonstrate growth over time in material covered during the unit (black out the student names)
- One page reflection (per student) on each student’s growth and learning for this particular unit of study, including instructional decisions made along the way, and how those decisions were tied to assessment/assignment performance.
- 2-3 page synthesis of current research and evidence to support instructional practices used in SIP. Proper APA citations must be included.
- One page summary describing instructional decisions and actions engaging student use of technology.
- One page for each of the College and Career Readiness Initiative standards referenced in SIP describing how they are linked to SOL standards.

*If the students chosen are being instructed in different units of instruction then there is to be a summary of each unit.

Option 3: IEP-based Student Learning Outcomes (special education only)

The teacher candidate will select one special education student (do not use real names) on his or her student teaching caseload. The candidate will identify two IEP annual goals (may be academic, behavioral, or functional). For each of the two goals, the candidate will document student progress and learning throughout the duration of the entire placement on these goals as directly related to instruction and interventions implemented by the candidate.

Items to be submitted include:

**✓** cover page with name, ID# and option selected.
**✓** one-page summary of the student including the two selected IEP goals; at least one must be an academic goal (do not use real name)
**✓** one-page (or more) summary of the student’s current performance for the two goals areas (including examples of how that was measured)
**✓** one-two page summary and reflection of any instructional decisions made based on current performance (rationale) and any planned interventions/activities
**✓** one-page analysis of the student’s new level of performance (and how it was assessed) following the interventions/activities.
**✓** 2-3 page synthesis of current research and evidence to support instructional practices used in SIP. Proper APA citations must be included.
**✓** one page summary describing instructional decisions and actions engaging student use of technology.
**✓** one page for each of the College and Career Readiness Initiative standards referenced in SIP describing how they are linked to SOL standards.
**Evaluator: Please CIRCLE one score per row.**

<table>
<thead>
<tr>
<th>Evidence of student growth/learning as a direct result of the candidate's instructional actions (Performance)</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td><strong>Unacceptable</strong></td>
<td>There is <strong>inadequate evidence</strong> that the teacher candidate impacted student learning/growth in any measurable way.</td>
<td>The teacher candidate provides <strong>partial evidence</strong> that his or her instruction of students resulted in positive measurable change in student learning/growth.</td>
<td>The teacher candidate provides <strong>clear evidence</strong> that his or her instruction of students resulted in positive measurable change in student learning/growth.</td>
<td>The teacher candidate provides clear and <strong>multiple sources of evidence</strong> that he or she reflected on student performance data in order to make instructional decisions.</td>
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<tr>
<td>Evidence of reflecting on student data in order to make instructional decisions (Reflection)</td>
<td>There is <strong>inadequate evidence</strong> that the teacher candidate used student performance data to make instructional decisions.</td>
<td>The teacher candidate provides <strong>partial evidence</strong> that he or she reflected on student performance data in order to make instructional decisions.</td>
<td>The teacher candidate provides <strong>clear evidence</strong> that he or she reflected on student performance data in order to make instructional decisions.</td>
<td>The teacher candidate uses 2-3 examples of current research regarding best practices to guide instructional decision making within this project.</td>
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<td>Documentation of use of research and evidence to guide instructional decision making</td>
<td>The teacher candidate uses limited examples of current research regarding best practices to guide instructional decision made within this project.</td>
<td>The teacher candidate uses one example of current research regarding best practices to guide instructional decision made within this project.</td>
<td>The teacher candidate uses 2-3 examples of current research regarding best practices to guide instructional decision made within this project.</td>
<td>The teacher candidate uses 4-5 examples of current research regarding best practices to guide instructional decision made within this project.</td>
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<tr>
<td>Evidence of linking Career and College Readiness Initiative (CCRI) standards to lesson goals and objectives as related to SIP at an appropriate developmental level.</td>
<td>The teacher candidate identifies one CCRI standard. Depth of knowledge or ability to describe the connections is lacking.</td>
<td>The teacher candidate identifies one CCRI standard when linking with SOL standards within goals and objectives. Depth of knowledge or ability to describe the connections is weak.</td>
<td>The teacher candidate identifies one CCRI standard when linking with SOL standards within goals and objectives. Demonstrates depth of knowledge when describing the connection.</td>
<td>The teacher candidate identifies more than one CCRI standard when linking with SOL standards within goals and objectives. Demonstrates depth of knowledge when describing the connection.</td>
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<tr>
<td>Evidence of modeling technology standards as they design, implement and assess learning experiences.</td>
<td>Rarely integrates instructional technology into instructional practice.</td>
<td>The teacher candidate uses technology to deliver instruction.</td>
<td>The teacher candidate engages student use of technology in design, implementation and assessment of learning experiences.</td>
<td>The teacher candidate facilitates student engagement in design, implementation and <strong>assessment of learning</strong> experiences. Use of technology enhances learning.</td>
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**Additional Comments:**


**Field Placement Coordinator Use Only:**

**Student Teaching Performance:**

\[
\frac{14}{15} = 0.9333 
\]

**Student Impact Project:**

\[
\frac{7}{15} = 0.4667 
\]

**Sum of ST Performance + SIP:**

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+ or less: non passing grade

*Final grade is calculated by averaging the CT/US grades unless otherwise noted by the US; if noted, the US grade only will be assigned.

**see next pg. for explanation**
1. **Performance – 3 out of 3 points**
   The student teacher clearly described multiple sources of evidence that showed his/her instruction resulted in positive and measurable changes in student learning. Multiple pieces of evidence included example activities and how the student responded to those activities over time.

2. **Reflection – 3 out of 3 points**
   The student teacher clearly reflected on the multiple sources of evidence that showed his/her instruction resulted in positive and measurable changes in student learning. S/he reflected on the activities presented, varying from group work in the classroom to independent work 1:1 as well as the reading group on the playground.

3. **Research – 3 out of 3 points**
   The student teacher researched scaffolding instruction, included five quotes/examples, and reflected on the research to show how s/he used this information in their unit. APA formatting was NOT followed and should have been corrected before submission.

4. **CCRI – 3 out of 3 points**
   The student teacher clearly linked the SOL to TWO CCRI skills, writing one page about each link.

5. **Technology – 2 out of 3 points**
   The teacher used technology to engage the student in several learning activities. The teacher asked the student to use technology to research a topic as part of a group assignment. For the student to receive a 3 on this section, s/he would have needed to have the students design, implement, and assess learning experiences. For example, create PowerPoint slides to share what they learned and then contribute a question based on what they shared to be used on the next quiz or have their group design and provide a quiz after their presentation.

**Final grade:** 14 out of 15 possible points. Assuming this student was meeting expectations in ALL areas on their final evaluation, thus receiving all points for that part of the grade recommendation form, they would have received a 98.3% in student teaching which is an A.