

Evidence for Campbellsville University School of Education to address Standard 4 component (4.1) The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth and (4.2) The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve.

A Case Study of Campbellsville University Graduates

Updated 4/1/21

Introduction to the Study

The Council for the Accreditation of Education Preparation Standard 4 requires for evidence to be collected by an educator preparation program each year to ensure positive student impact. Each year the CAEP Standard 4 Committee at Campbellsville University selects from its pool of graduates who are employed in their first year of teaching, to provide data on their impact. This 19-20 Case Study was designed to answer the following questions.

Case Study Research Questions

Do Campbellsville University School of Education graduates have a positive impact on student achievement?

Do Campbellsville University School of Education graduates effectively apply professional knowledge, skills and dispositions?

Context of Study

In order to investigate the responses to the research questions for the study, six CU School of Education graduates were selected from counties which have employed a significant number of CU graduates. This case study concentrated on six graduates who served at schools in which represented multiple grade levels and provided a quality sampling of results.

Participants

The participants selected for this study included undergraduate students and a graduate student who graduated Campbellsville University in the 2018-19 school year. These participants included individuals who obtained preschool IECE certification, P/5 and IECE dual certification, 5-9 Language Arts, 8-12 Mathematics, Music Education, and one participant was an MASE graduate who obtained Special Education certification. The counties of which these participants were employed during the 2019-20 school year included (redacted).

District Demographics

School District 1: School District 1 was where the pre-school certified graduate in this study served; it is located in central Kentucky and consists of (redacted) schools serving pre-school to high school with 14,057 students. During the time of this study, approximately 59.7 percent of students were considered economically disadvantaged. The demographic makeup of these students consisted of 66.9 percent white, 4.3 percent African American, 8.5 percent two or more races and 10.3 percent were listed as others. A total of 12.6 percent of students were considered gifted and talented. This elementary school scored above state levels in the areas of Writing and Science. In the areas of Science, Reading, and Math, this school scored above the district level.

School District Two: School District Two housed our P-5 graduate who was employed at a local primary school; it is located in central Kentucky and consists of (redacted) schools serving pre-school to high school with a total of 2,629 students. A total of 58.3 percent of students were considered economically disadvantaged. The demographic makeup of the students consisted of 88.7 percent white, 4.3 percent two or more races, 3.7 percent Hispanic or Latino and 3.3 percent were listed as other. A total of 9.9 percent of the students were considered gifted and talented. The school our graduate taught in is a feeder school to the intermediate school that houses 3-5th grades and scored above the state levels in the areas of Writing, Science, Math, and Reading.

School District Three: School District Three included our 5-9 graduate who was employed at a middle school located in northern Kentucky and consists of (redacted) schools serving pre-school to high school with 12,909 students. A total of 47.5 percent of students were considered economically disadvantaged at the time of this study. The demographic makeup of the students consisted of 91.2 percent white, 3.5 percent Hispanic or Latino, 3.1 percent two or more races, and 2.2 percent listed as other. A total of 13.2 percent of students were considered gifted and talented. The middle school in which the participant served, had a record of scoring above state levels in the areas of Writing, Science, Math and Reading.

School District Four: School District Four included our 8-12 graduate who was employed at a local high school located in Northern Kentucky and consists of (redacted) schools serving pre-school to high school with 4,371 students. A total of 54.4 percent of students were considered economically disadvantaged at the time of this study. The demographic makeup of the students consisted of 92.7 percent white, 3.2 percent Hispanic or Latino, 2 percent two or more races and 2.1 percent were listed as other. A total of 10.3 percent of students were

considered gifted and talented. This school scored above state levels in the areas of Math and Reading.

School District Five: School District Five included our MASE graduate who was employed at a local middle school located in northern Kentucky and consists of (redacted) schools serving pre-school to high school with 94,466 students. A total of 65.1 percent of students were considered economically disadvantaged. The demographic makeup of the students consisted of 42.6 percent white, 6.2 percent African American, 11.8 percent Hispanic or Latino and 9.4 percent listed as other. A total of 12.6 percent of students were considered gifted and talented. In the last six years, this specific middle school population has grown by nearly 80% (to nearly 1300 students).

School District Six: School District Six included our P-12 graduate who was employed at a K-8 school as a music teacher located in Northern Kentucky and consists of (redacted) schools serving pre-school to high school with 6,991 students. A total of 52.4 percent of students were considered economically disadvantaged. The demographic makeup of the students consisted of 66 percent white, 21.5 percent Hispanic or Latino, 6.7 African American, and 5.8 percent listed as other. A total of 17.5 percent of students were considered gifted and talented.

Common descriptors among these six schools allow for the reader to see that around 50% or more of each school's population is identified as economically disadvantaged. Therefore, when looking at the data and considering this context, the reader can see how these challenges may be overcome to effectively teach each individual population.

Methodology

Selection of Candidates

The Council for the Accreditation of Educator Preparation (CAEP) Standard 4 committee contacted six graduates of which provided a sample of Campbellsville University graduates and were suggested by the student-teaching coordinator. After discussions with the graduates, observations, and the following test results were used to measure graduate impact on student achievement.

School 1: Preschool: Observation and Teaching Strategies Gold data

School 2: Primary School: Observation and MAP tests

School 3: Middle School: Observation and CASE Language Arts

School 4: High School: Observation

School 5: Middle School: Observation and MAP tests

School 6: K-8: Observation

Method of Collection

The majority of the data was collected in the fall or winter of 2019 through observations. These were completed by a university faculty member who evaluated these graduates using the university formative assessment instrument, an outline of that document is included in Appendix A. The graduates who were serving in the field as certified teachers also provided-assessment samples from either the fall or winter 2019. However, COVID-19 and its impact on school closings and instruction did impact the amount of data that was able to be retrieved for this study.

Case Study Results

Graduate 1

The first graduate involved in this study was a preschool teacher. The graduate was observed and the assessment provided to demonstrate and measure student impact was the Teaching Strategies Gold Assessment.

Observation of Graduate 1

In the Winter of 2019 an observation of this graduate was conducted by a full time School of Education faculty member. Their class consisted of three and four-year old children with a variety of development levels. The teacher had two instructional assistants. This qualitative analysis yielded the preschool teacher scored at the accomplished or exemplary level on all InTASC Standards including Learner and Learning, Content Knowledge, and Instructional Practice. The teacher's overall summative rating was an E (Exemplary).

Reviewing the ratios of accomplished to exemplary ratings in the three InTASC categories, this teacher's highest level was in the area of Content Knowledge. The Learner and Learning category had the same ratio as the Instructional Practice category. Overall, the teacher was demonstrating exceptional competencies in all components, especially for a first-year teacher observed in the first few months of the school year.

Teaching Strategies Gold

Teaching Strategies Gold is a curriculum-based assessment that utilizes observations both authentic and ongoing. This assessment was found reliable and valid through the extensive testing of independent researchers. Teachers must pass an interrater reliability test to ensure they are correctly interpreting observations used to assign developmental levels. Teaching Strategies Gold is inclusive to all children and is used for children Birth to Kindergarten within the classroom setting. This assessment has the resources needed for English language learners or dual language speaking children. The 38 research-based objectives in this assessment encompass

nine developmental areas. The data collected for this case study focused on Objective 20c. “Connects numerals with their quantities”, which fell into the developmental range of Mathematics. As this assessment was designed on a 10-point scale labeled 0-9 provided the perimeters of this assessment. Graduate 1 assessed their students throughout the school year. Teachers and administrators analyzed the results.

Figure 1: Data Collected TSG Scores

Winter 2019			
Objective	At level	Below Level	Above Level
Math			
20a Counts	3	11	0
20b Quantifies	5	9	0
20c Connects numeral with their quantities	0	14	
20d Understands and uses place value and base ten	14	0	0
20e Applies properties of mathematical operations and relationships	14	0	0
20f Applies number combinations and mental number strategies in mathematical operations	14	0	0

21a Understands spatial relationships	0	14	0
21b Understands shapes	5	9	0
22a Measures objects	0	14	
22b Measures time and money	5	9	0
22c Represents and analyzes data	5	9	0
23 Demonstrates knowledge of patterns	0	14	0

Analysis of TSG Data

Figure 1 reflects the developmental level of Math concepts in the Teaching Strategies Gold continuous assessment. The Winter 2019 checkpoint represented in Figure 1. It is common for a preschool classroom in the public school setting to have a large majority of children with special needs and developmental delays. According to Figure 1, the children in this classroom scored higher in the area of understanding and using place values, base ten, mathematical operations, and relationships, as well as the application of number combinations and mental math. The areas these students had been scoring were the lowest in connecting numerals with quantities, understanding spatial relationships and demonstrating the knowledge of patterns. This information was used in the design of the graduate's future instruction.

Graduate 2

The second graduate involved in this study was a primary school teacher. This individual was observed and the assessment provided to measure student impact for this teacher was the Measures of Academic Progress Test.

Observation of Graduate 2

The observation on this first year, first-grade teacher was conducted during the Fall 2019. The observer made observations related to Learner and Learning, including the fact that the teacher had bi-lingual labels in her classroom. It was noted that the teacher adjusted the pace and strategies to meet the needs of her learners. This graduate encouraged students while still holding them accountable and the teacher provided student choice opportunities for the students, such as selecting where and how they sit within the classroom to retain student interest. In observations, related to content knowledge, it was noted that this teacher used a variety of appropriate materials and embedded technology throughout the lesson.

Regarding instructional practice, the graduate provided feedback and/or models of quality work to students at the teacher-led center. The teacher was encouraged to add a review to the whole group part of the lesson before moving students to centers and independent work. For the area of the Learner and Learning, the graduate scored accomplished in all indicators except one. Content knowledge scores were mostly accomplished, except one. Instructional practice scores were the lowest, but accomplished overall, except for two indicators, engaging opening and reviews, and the pacing of the lesson. The overall rating of the observation and each InTASC standard was Accomplished.

Measures of Academic Progress (MAP) Test

Graduate 2 assessed their students through the MAP or Measures of Academic Progress standardized test created by the Northwest Evaluation Association (NWEA). The Northwest Evaluation Association (NWEA) is a national non-profit organization that provides research-based assessments. MAP is a computer adaptive test. This ensures every student receives a unique set of test questions based on responses to previous questions. As the student answers correctly, question difficulty increases. If the student answers incorrectly, the questions decrease in difficulty. Upon completion of the MAP test, most students will have answered about half of the questions correctly. MAP is unique in that it follows the ability and level of the student rather than using their grade level to determine the starting point. MAP covers reading, language usage, and math. Some schools also may use the MAP Science test to measure student achievement and growth (NWEA, 2015).

A MAP test is scored using the Rasch Unit (RIT), is a numerical score provided once completed. The RIT scale is a stable, equal-interval scale. Equal-interval means that a change of 10 RIT points indicates the same level regardless of whether a student is at the top, bottom, or middle of the scale. The RIT score has the same meaning regardless of grade level or age of the student. Scores over time can be compared to determine the amount of growth a student has made. The RIT score represents a student's achievement level at the time of administration during the school year. The scores can compute a student's academic growth, throughout the school year (NWEA, 2015).

MAP tests are given to students at the beginning, middle, and end of the school year. Some schools may include summer testing sessions. Most students take less than an hour to complete a MAP test. However, MAP is not timed, and students may take as much time as they need to complete. MAP is designed to measure student achievement in the moment, and growth

over time, regardless of grade level. MAP provides immediate feedback to teachers, administrators, students, and parents. Teachers receive immediate results with MAP that show student knowledge and what they are ready to learn. The results can be used to help personalize lessons at the appropriate level for the students. The MAP test aligns to the same standards in a given state as the state tests, so both measure similar content (NWEA, 2015).

The MAP assessment scores are calculated by the NWEA using the above-mentioned RIT or Rasch UNIT scale. This scale measures the value of a student's score in relation to his or her scores on previous tests. Each RIT score indicates a point on a continuous scale of learning. These NWEA scores are not to be interpreted as target scores, but rather as benchmarks of a student's academic skill level over a given period. Questions on the MAP receive their RIT values after being tested on thousands of students across the United States. Responses to items throughout a student's test are used to produce the final RIT score for that student (NWEA, 2015).

The numerical (RIT) value given to a student predicts that at a specific difficulty level, a student is likely to answer about fifty percent of the questions correctly. Results are scored on an even interval scale which determines the difference between scores and remains consistent regardless of whether a student scores high or low (NWEA, 2015).

RIT scores are expected to increase over time. Scores of students in lower grades tend to increase more quickly than those of students in higher grades due to the increased level of difficulty of the higher grade-level tests. RIT scores generally range between 140 and 300. In third grade, students usually score anywhere between 140 and 190 and in higher-grade levels they may progress to a score between 240 and 300 (NWEA, 2015).

Figure 2: Data Collected from MAP

Teacher	Fall	Winter	Testing Year
Reading	159	163.7	2019/2020
Math	162	169.1	

Analysis of MAP Results

Figure 2 shows student growth from the fall and winter MAP assessment for Graduate 2. In the area of Reading students showed a growth of 4.7 and in the area of Math students showed a growth of 7.1 between the fall and winter of 2019-2020. The graduate reflected on the data and has continued to plan instruction for future student growth.

Graduate 3

Graduate 3 was a sixth grade Language Arts teacher who assessed middle school students through the Collaborative Assessment Solutions for Educators (CASE) which in this case study included a collection of benchmark assessments designed to test proficiency in sixth grade Language Arts.

Observation of Graduate 3

The observation of this first year sixth grade Language Arts teacher occurred in the graduate's class of 22 students of which the majority were white. Several were identified with special needs and a collaborating teacher co-taught. It was noted that this graduate adjusted the pace and strategies to meet the needs of the learners. The graduate encouraged students in a quiet soothing voice but still held them accountable. Students were for the most grouped in pairs

or in tables of four with very few students seated alone. The teacher indicated this seating arrangement was determined by student choice.

This graduate created an engaging learning environment using a variety of appropriate materials and embedded technology into the lesson. A few students in the classroom wore headsets using a text-reading software but at some point, all students used Chromebooks. Content vocabulary and content strategies were neatly arranged around the walls of the room for students to reference during their work.

During instruction and student work both this content teacher and the collaborating teacher circulated and provided feedback and/or models of quality work as well as counter-examples. Students were observed working independently and with partners. At key points partners or small groups took two minutes to share interpretations of "Parts and Plots" from the readings. There was little to no off-task behaviors and those who were, were addressed immediately and provided redirection.

The university classroom observation instrument, based on InTASC standards and indicators used to evaluate the teacher, were marked either accomplished or exemplary during the observation. The graduate demonstrated a strong understanding and effective application of instructional practice, content, knowledge, as well as professional responsibility. In the post-conference discussion with the observer, the graduate indicated a little stress over the pacing of the curriculum as a whole rather than the lesson itself. The graduate indicated that the pre-service training was valuable and the graduate was confident at work.

Collaborative Assessment Solutions for Educators (CASE)

The choice of assessment shared by Graduate 3 was the Collaborative Assessment Solutions for Educators (CASE) is an assessment from the Teaching and Educating in the 21st Century (TE21) company. These assessments called “benchmark assessments” are aligned to the state standards and college/career ready standards. Veteran educators created these assessments. They are available for grades kindergarten through high school in the areas of English Language Arts and Mathematics. These assessments can be administered at nine weeks, mid-term and end of year assessment. Data then can be available within 72 hours. The data collected by this graduate is found in Figure 3.

Figure 3: Data Collected from CASE Language Arts 6th grade Reading

Teacher	Fall	Winter	Testing Year
Language Arts	45% met benchmarks	47% met benchmarks	2019/2020

Analysis of CASE Results

According to the Language Arts data taken from the CASE benchmark assessments, students showed a growth of 2% from the fall to winter assessment points. This candidate continued to design her instruction to increase student knowledge of Language Arts.

Graduate 4

Graduate 4 was a high school teacher of mathematics. This graduate was unable to provide any data but was observed during the fall 2019 of this case study.

Observation of Graduate 4

This graduate was a high school math teacher. The observation occurred toward the end of the first full semester teaching algebra to a ninth grade regular education class. There was not a lot of ethnic diversity in the classroom. Although diversity can take many forms, to an outside observer, ethnicity is one easy trait to observe.

Related to the InTASC standards one through three, the candidate scored a mean of 2.5. The observer noted strengths in fostering respect and meeting the needs of individual students. The observer also noted that the teacher had a good rapport with students and most students in the class participated in the lesson. The mean score for standards four and five was 2.86. The observer noted several strengths related to content knowledge. Weaknesses in the lesson included a lack of real-life application and problem-solving activities. The observer noted that the teacher provided several examples that were modeled before students worked individually. Content knowledge was the highest mean score.

The mean score for standards six through eight, related to instructional practices was 2.75. The observer noted an area of growth for this individual was in asking higher order questions. The students worked individually toward the end of the lesson and the teacher walked around the room monitoring students and providing support and encouragement as needed. The overall mean for the standards for Graduate 4 was accomplished on the observation instrument.

Graduate 5

Graduate 5 was a middle school special education teacher in a large urban district in Kentucky observed in fall of 2019. This MAT graduate provided evidence of data collected from the MAP assessment as well.

Observation of Graduate 5

This observation was conducted during a seventh grade science lesson in the fall of 2019. If there was an area in need of improvement, it would be pacing. The evaluator's comments included that the graduate had a great lesson, the students were very engaged. The graduate was flexible and knows students. The graduate sets high expectations for them as well. The observation indicated that the teacher is both accomplished and exemplary in performance.

Measures of Academic Progress (MAP) Test

Content Literacy is a large strand of instruction that this middle school special education teacher teaches. Their primary role is to support and modify instruction for students in the area of math and reading. The graduate provided the MAP assessment scores of students with special needs as shown in Figure 4.

Figure 4: MAP READING AND MATH

Student	Fall 2019 MAP Reading	Fall 2019 MAP Math	Winter 2019 MAP Reading	Winter 2019 MAP Math
1	174	186	173***	191
2	173	171	170***	196
3	190	197	187***	196***
4	176	175	182	185

5	197	188	169***	191
6	216	187	184***	199
7	185	178	194	184
8	195	171	183***	195
9	212	223	227	221***

***Decline in RIT score

Analysis of MAP Results

The MAP data provided revealed scores in both reading and math for Fall 2019 to Winter 2020. While the math showed continual improvement, during the same time period reading scores either flatlined or fell slightly. This information was taken into account as the special education teacher plans to provide additional support for reading.

Graduate 6

Graduate 6 was a music educator. This graduate was unable to provide assessment results as there were not formal assessment results collected for this content area. The graduate mentioned that a more formal assessment measure is needed in the area of music. However, being in the first year of teaching, the graduate used class wide assessments for the data driven lesson planning.

Observation of Graduate 6

At the time of observation, this graduate shared some unique challenges faced in the first year of teaching. the graduate was tasked with teaching Kindergarten through Grade 8 music. Although, the graduate has had a permanent placement, the school has also been in the process of a huge renovation project which is due to be completed by the end of the 2019-20 school year.

For the 2019-20 school year, students were divided and dispersed throughout other schools in this large suburban school district. The graduate spent last year traveling throughout the district to teach her assigned grade levels and students. The continual travel did positively impact organizational skills and the graduate did continually strive to meet the needs of students in spite of challenges.

The observer noted that the graduate met challenges by continuing to establish positive and warm relationships with not only classes as a whole but also with individual students. The observer felt the graduate's depth and understanding of the content area of music was the greatest asset. It was also evident that the graduate adjusted the curriculum to meet the developmental needs of students, across grade levels hour by hour and day by day.

Admittedly, still finding a foothold as a first year teacher, *Graduate 6* continued to plan for stabilizing routines, content and continuity to build relationships with students and their peers. The graduate expressed eagerness to soon have their own classroom. In spite of challenges, competence and likability served the graduate well in the first year of teaching. The graduate is confident that, once in their own classroom, s/he will be able to expand the ability to teach music.

COVID 19 Impact on Spring 2020 Data

After March 13th, 2020 the pandemic closed schools there was not an attempt made to collect data until fall 2020. There was a desire to complete a cross-analysis between fall 2019 and fall 2020 data, but with school closings still occurring, the same types of data collected in the fall of 2019 was not available to collect in the fall 2020. Other obstacles in retrieving data included the inconsistency in student attendance as some schools were operating fully remote

and other schools in hybrid format. The preschool teacher involved in this study did provide a narrative of this experience.

“Student growth at the preschool level is measured in a couple of different ways. At the beginning of the 2019-20 school year, teachers were able to observe students and complete the Teaching Strategies Gold (TSG) assessment for each student. There is an academic component as well as a social-emotional component. The social-emotional component is a questionnaire that can be completed by parents or teachers. TSG data is a state required assessment. Children are assessed within one or two weeks of enrollment and again at the end of the school year to measure student growth.

The end of the 2020 school year looked a little bit different due to the COVID-19 Pandemic. End of the year assessments relied heavily on parent input, virtual observations, and student work samples.”

As one can tell there were many outside variables that could impact the results of data for Spring 2020. The CAEP Standard 4 Committee then decided to close out the 19-20 study and began seeking contacts for the 2020-21 study. On the other hand, based on the assessment provided in this study and the observations that were to take place the committee believes, in spite of these uncertain times, these graduates will continue to have a positive impact on future students.

Conclusions of the Case Study

From the analysis provided by the assessment scores and observation, Campbellsville University graduates demonstrate positive impact on student achievement (CAEP 4.1). These graduates have demonstrated that they are able to effectively apply professional knowledge, skills, and dispositions and their preparation experiences did design them to achieve in their future roles as teachers (CAEP 4.2).

Appendix A: Observation of Teaching used for Case Study Observation

The following rating scale was used to rate each graduate on each of the four indicators and the four overall categories.

1: Ineffective Candidate provides little evidence to denote competency in the KTPS/InTASC standard. Candidate exhibits difficulties and requires much assistance.

2: Developing Candidate provides some evidence of competency in the KTPS/InTASC standard. Candidate exhibits some difficulty and requires some assistance.

3: Accomplished Candidate provides consistent evidence of competency in the KTPS/InTASC standard. Candidate rarely exhibits difficulty and requires occasional assistance.

4: Exemplary Candidate provides continuous evidence of competency in the KTPS/InTASC standard. Candidate does not exhibit difficulty or require assistance.

KTPS/InTASC Standards 1-3 Learner and Learning

The candidate...	KTPS/InTASC Indicator	Rating			
1. Allows for different learning styles, language development, abilities, cultures, genders, and experiences	2a, 2d	I	D	A	E
2. Fosters respect for individual differences by demonstrating warmth, caring, and respect toward learners through verbal and nonverbal communication	2m, 2n, 3f, 3q, 3r	I	D	A	E
3. Uses developmentally appropriate instruction to meet the needs of all learners	1b, 1d, 2b, 2f, 2h, 3e, 7b	I	D	A	E
4. Makes appropriate adaptations to instructional tasks and assessments to accommodate unique learning needs of all students	1a, 1e, 1f, 8l	I	D	A	E

5. Recognizes and assists students in need of remediation/help	1h, 2l	I	D	A	E
6. Helps students work cooperatively and productively with each other	3j, 3o	I	D	A	E
Category Rating		I	D	A	E

KTPS/InTASC Standards 4-5 Content Knowledge

The candidate...	KTPS/InTASC Indicator	Rating			
		I	D	A	E
7. Demonstrates a thorough understanding and command of subject matter	5j	I	D	A	E
8. Engages learners in activities that demonstrate development of critical thinking and problem solving within the content area	5a, 5b	I	D	A	E
9. Uses a variety of appropriate materials, technology, and teaching strategies	4a, 4g, 5c, 5l, 6i, 7c	I	D	A	E
10. Provides students with opportunities to apply content knowledge to solve real-world problems through collaboration	5m	I	D	A	E
11. Recognizes and addresses learner misconceptions and prior knowledge related to content	4d, 4e, 4k, 8i	I	D	A	E
12. Utilizes content specific vocabulary and encourages student use	4h, 4l	I	D	A	E
13. Relates instructional practices to relevant Kentucky Academic Standards (KAS)	4n	I	D	A	E
Category Rating		I	D	A	E

KTPS/InTASC Standards 6-8 Instructional Practice

The candidate...	KTPS/InTASC Indicator	Rating			
14. Develops a comprehensive lesson plan including an engaging opening and reviews to conclude lesson	7a	I	D	A	E
15. Includes measurable objective which is shared with students	7g	I	D	A	E
16. Aligns assessments and instruction to Kentucky Academic Standards and measurable objective	6r, 7a	I	D	A	E
17. Paces lesson appropriately	3d	I	D	A	E
18. Includes higher-order thinking questions, metacognitive practices, AND defines key vocabulary	6f, 8f	I	D	A	E
19. Effectively utilizes formative assessments to evaluate KAS	6a, 6b, 6j, 8b	I	D	A	E
20. Provides models of quality work, descriptive feedback, OR rubric	6d	I	D	A	E
Category Rating		I	D	A	E

Overall Rating**I D A E****Overall Strengths:**

Suggestions for Growth: