Impact of NDMU Completers on PK-12 Student Achievement

23-24

NDMU utilizes multiple sources of evidence to demonstrate meeting the components of Standard 4.  Four essential pieces of evidence include a survey, observations, artifacts collection and specialized/ongoing support. Our director of clinical programs keeps a list of former interns with alternate contacts and once a year, we send out a survey to each former intern which contains questions in regards to their teaching practice, as well as asks to them to supply us with their SLO’s (in the state of Maryland all teachers must undertake an SLO project which is a pre-post academic intervention with their classes) and any other relevant information (such as principal evaluations and employment milestones). The survey questions are informed by inTASC. The results are compiled in an executive summary with quantitative and qualitative portions. The second method is a case study and is done through observations of completers (1-5 years out of our program) teaching in the state of Maryland. The focus of this case study is the impact of our completers on their students. Former supervisors observe their former interns with an observation tool aligned with the InTASC standards. At these observations, supervisors collect a lesson plan, examples of student achievement which demonstrate how the objectives of the lesson were met, and any other relevant student achievement and artifacts. Further, a document analysis which looks for common themes (Creswell, 2002) of all collected documents (from the surveys, observations and extended support) is completed. In addition, all observations are examined for commonalities. These commonalities direct the EPP toward strengths and areas of improvement. We aim for a representative sample by opening up the opportunities to interns in all schools, from urban to suburban, public and private (including parochial). The third source of evidence is through extended support and coaching. Completers can elect to work with their former supervisor and create a tailored plan of support which can include conferring about lessons and assessment, multiple observations and classroom management to name a few ideas. Data from surveys are used to gage completer satisfaction while the data from, observations, coaching and artifacts requests are used to gauge the impact of our completers. All observations and artifacts are collected with administrator approval. Observations and extended support also are a way to offer support to former interns after they leave NDMU and offer an incentive to cooperate with us. We have also written in a data request into the MOU’s of our PDS schools.

**2023-2024**

Totals

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| **Total number of Completers Reached** | **Through Survey** | **Through Observations** | **With**  **Extended Support** |
| 13 | 7 | 6 | 3 |

\*Total number may differ from summation of survey, observation, and support because some completers get an observation and extended support.

Meeting Lesson Objectives obtained from Observations

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| **Completer** | **Lesson Objective** | **Student Data/ Observation Notes** | **Observation Total** |
| Completer 1  MAT | Students will be following a scope and sequence of rhyming, segmenting, blending, initial sound, final sound, and deleting and adding syllables to a word to prepare them for reading in kindergarten. | Students met assessment Rhyming Match Game, Letter Sound Mat, Clap and Count Syllabus (All 100%) | 29/29 |
| Completer 2  MAT | Read chapter 5- Students will analyze the author's use of figurative language in the novel. *Students will record their outcome.* | Exit Ticket (95% total) Graphic Organizer (100% total) Spelling Test (90% total) | 25/29 |
| Completer 3  MAT | Students will participate in the Advent Day 4 prayer found in the Advent Packet. A student will be asked to be the prayer leader. Once prayer is complete, students will put their packet away. Volunteers will answer the question on the board aloud.  Students will read paragraphs pages 56-59 in their textbook. Students will take turns reading paragraphs. Students will be selected to read using ‘wheel of names.’ | lessons promote differentiated instruction, critical thinking, Discussion, work-book and quizzes.  Classroom management issues- expectations not clear, lack of engagement. | 22/29 |
| Completer 4  MAT | Students will analyze figurative language in a reading excerpt. | Scavenger-hunt and class discussion  Differentiation not indicated in the lesson plan.  Classroom management issues.  Some issues with formative assessment. | 29/29 |
| Completer 5  MAT | Students will practice rhyming, identify beginning and ending sounds, blending syllables, segmenting words and will be assessed multiple ways. | Needed work in meeting the objective. | 22/29 |
| Completer 6    BMAT | No objective provided (Assisting with general education teacher) | Multiple assessments | 29/29 |
| Totals/Notes |  | It seems most students perform well and meet the objectives of the lessons  Areas for growth: Classroom management, differentiation | 26/29 |

Qualitative Data from observations

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| **Completer** | **Examples from Observations** |
| Completer 1 | Completer implemented her lesson plan skillfully, with careful organization, song, hand movements, careful attention to each individual student, and a variety of activities as students rotated through stations after their mini-lesson.  It was readily apparent that students felt safe and confident that Completer would meet their needs, whether they be educational, emotional, or social.  In addition to the formative assessment during whole group instruction, the stations used by Completer were an excellent formative assessment of the concepts being taught and reviewed |
| Completer 2 | Completer is a good communicator, modeling effective oral and written communication skills. Her pitch and volume are often strained as she projects her voice over classroom noise.  Completer has a good rapport with her students, and for most the learning climate is positive. There are a couple of students who consistently struggle who would benefit from more intentional support and guidance. |
| Completer 3 | She differentiated her lesson plan during her teaching to meet the diversity in her classroom as her students come from a variety of faith backgrounds.  Completer shared that she is struggling to implement more student-centered activities due to student behavior.  Completer used discussion, workbook pages, and a take-home quiz for assessment of this lesson. |
| Completer 4 | Highly interactive lesson that was challenging for students.  Differentiated with use of Spanish to support multilingual learners  Highly organized space and lesson. Students knew routines well and followed them. Strong classroom management allowed students to move around the classroom to do a scavenger hunt activity without disruption. |
| Completer 5 | Though lesson and materials were highly organized, student behavior of “goofing around” affected student learning in this lesson. Teacher needs to set higher expectations of student behavior and help students to practice routines for strong classroom behavior.  This was a well-planned lesson that was interactive with high-interest and challenging content. The instruction would have been much more successful with stronger classroom management. Teacher is receiving support from his school in this area. |
| Completer 6 | |  | | --- | | Completer led an excellent class. Students had a virtual drill that was in place and ready at the start of class. She addressed some student concerns about an upcoming quiz by providing them with a study sheet for homophones with examples on Google. Students reviewed definitions for common examples of figurative language, then completed a scavenger hunt with 20 different sentences that students used to find similes, metaphors, and personification. She used excellent questioning skills when going over the results from the scavenger hunt, asking students to explain the type of figurative language that was used in the sample sentence (provide definition) and to explain how it relates to the sentence, such as what is being compared or which word is the onomatopoeia example. The graphic organizer was not mentioned | |

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| **Completer** | **Examples from Extended Support** |
| Completer 1  MAT | Discussion over zoom. At this meeting, we introduced ourselves and spoke of the NDMU doctoral program. We then discussed what Jermaine needed for his classes. Two specific things were mentioned: first, since he works at an alternative school, assessing prior knowledge is critical. He needs better ways to accomplish this. Next, relating materials to the student’s interests is always critical. |

Data from Survey

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| **Post-Completer** | **SLO** | **Other notes** |
| Completer 1  MAT | When I did my internship, I created a lesson with the help of my mentor about the Children of the Holocaust. The lesson was delivered for ESOL students level 1. There were many actions or learning strategies I applied in every part of the lesson such as: a) Introduce a clear agenda and objectives of the lesson b) Prepare a warm-up related to what they already read a week ago. c) introduce vocabulary for the lesson. d) Scaffold each step of the activities they should complete during the lesson. e) Use translanguaging. f) Create a safe environment so learners can express their ideas without fear. | Grouping students heterogeneously Display many visuals during the lesson Show learners an example before they complete the task Ask for possible questions Walk around each group |
| Completer 2  ACT | My SLO assessment tests students on their ability to critically think, to cross reference, and the skill of articulation. I challenge my students to think, to ask follow up questions, and to investigate even further. The objective keeps students on track. My subject area is Social Studies so my objectives offers connection between content and real-world situations. | I attend to the needs of different learners by maintaining a student-centered approach. I will typically use chunking, and scaffolding, as well as modifying each lesson/assignment to meet the academic level of all our students. |
| Completer 3  ACT | Summary of SLO: The goal for the students to recognize3 familiar words quickly and easily without sounding them out on decoding word reading fluency measure by DIBELS. Students will reach benchmark on DIBELS by the end of the school year. Progress is tracked through successful segmentation and blending of sounds in words, demonstrated in various assessment and activities including small group tasks, spelling test, and reading common words. | In my classroom, I address diverse learner needs through various strategies first differentiated instruction I tailor lessons to accommodate different learning styles, abilities and interest provide material use visual, alternative explanation use video or activity for brain and movement break. |
| Completer 4 | My SLOs were based on a classroom of 4th graders that included 7 students with IEPs. The SLO was to have 50% of students improve their county assessment scores on the I-Ready platform by 50% percent in both reading and math. The results of the SLO showed that 75% of the students within the class achieved a 50% growth in both subjects. | In my classroom, fostering a respectful environment is paramount. I establish clear expectations for behavior and communication from day one, emphasizing the importance of kindness, empathy, and acceptance. I model respectful interactions with all students and encourage them to do the same with their peers. Through regular discussions and activities focused on diversity, equity, and inclusion, I cultivate a sense of belonging for every student. I actively address any instances of disrespect or discrimination, using them as opportunities for learning and growth. By promoting open dialogue, mutual respect, and a supportive community, I strive to create a classroom where all students feel valued and empowered to thrive. |
| Completer 5 | N/A |  |
| Completer 6 | N/A |  |
| Completer 7 | Students will be assessed in the content area of Reading and Daily Living Skills (executive functioning). Students will increase their comprehension skills (WH questions) by 5% as well as being prepared and organized for the school day. Since the end of the year is not over, I do not have the final results. As of the mid-year assessment, my student's comprehension scores increased by 3% but they were still having difficulty staying organized |  |