

Data Cycle 1: Survey & Interviews

Analysis	Question 8: What is the one thing you are proudest of when it comes to your work with students?	Question 9: What is one goal that you have for an area where you think you need to get stronger?	Question 10: How are your students doing? How do you know that you are contributing to their growth and learning?
Theme	Student Accomplishments	Classroom Management	Formative Assessment
	<p>“I am proud that my students and I work as a team to work through challenges.”</p> <p>“The one thing I am most proud of is how students trust me ...is not an easy thing to accomplish with the students we work with.”</p> <p>“The students feel comfortable working on challenging problems and aren’t afraid to make a mistake and know they learn from them.”</p> <p>“Helping a group of 7th grade students who were accelerated, skipped 7th and 8th grade math, to pass the Algebra 1 Keystones in my first year teaching at the middle school.”</p>	<p>“There are many times where I tried to create a new behavior management system or routine for our classroom and the second I feel it is not working out it sort of just slowly fades away instead of trying to keep working with it for a while.”</p> <p>“Classroom Management!!”</p>	<p>“I use formative assessment strategies throughout all my lessons. And I don’t have too many days with thumbs down happening.”</p> <p>“My students are doing well. I constantly am asking for feedback and even when I don't ask students will mention how the math makes sense and they are understanding. They also then show this with their assessments that they then complete.”</p>
Theme	Disposition Learning	Curriculum & Instruction	Data Tracking Evidence
	<p>“The moments where students show excitement when they are learning math.”</p> <p>“Creating a love of reading and supporting literacy.”</p>	<p>“I wish I that I could use more of my own materials.”</p> <p>“Being able to see what part of the standard students are struggling with, to determine how and when to reteach concepts and plan for more time to re-practice so students have a better understanding.”</p> <p>“I had more time to plan implementing more challenging tasks.”</p>	<p>“At each checkpoint in the year, more students are engaging in class activities, discussing the material with each other, completing assignments well, and performing better on tests.”</p> <p>“I would estimate that 75% of students are able to understand the curriculum and content and can complete problems on their own.”</p> <p>“My students increase their level of achievement with each CDT.”</p>

Analysis	Question 11: What grade levels are you teaching? What do you like about the age groups of your students?	Question 12: How do you support student's individual needs?	Question 13: Describe your classroom environment. What are the most effective classroom management strategies for you and your students? What are areas that still challenge you?
Theme	Student Growth	Formative Assessment	Routines
	<p>“the students are working on who they are and are all unique in their own way.”</p>	<p>“We have also been using exit tickets/questions at the end of class to assess students’ understanding. This can help us in planning the next lesson or</p>	<p>“The two most important things about classroom management is clear routines and consistency in your own behavior.”</p>

	<p>“By the end of the year, I can see that they have become better students and are more prepared for their upper level courses.”</p> <p>“K-6 library skills I love watching them grow and seeing the increase in ability across grade level”</p> <p>“I like that these students can talk about their futures and want to prepare for post high school.”</p> <p>“By the end of the school year, they are becoming a little closer to who they want to become.”</p>	<p>incorporating a period to reteach or re-practice.”</p> <p>“I work hard to meet each of my students needs through each lesson by having classroom discussions, notes, and hands-on activities.”</p> <p>“checking for understanding throughout the lessons.”</p> <p>“I chunk my lessons and frame the chunks with the students doing/learning a variety of assessments.”</p>	<p>“The most effective classroom management strategies that I have are having students work on mathematical routines at the beginning of class.”</p> <p>“For classroom management, at the beginning of each year I show and talk about classroom expectations and routines.”</p> <p>“I use opening routines to get the students focused and assess their prior knowledge while bringing misconceptions/mistakes so they can learn from them and move on.”</p>
Theme		Relationships	Challenges
		<p>“in order to support student's individual needs I begin by creating a good rapport with the students and I learn how they learn best.”</p> <p>“Supporting each of their needs can be a challenge, however, I have come to know each of my students really well.”</p>	<p>“When one of my students is shutdown it takes quite a bit of time to get them back on track.”</p> <p>“For example, the beginning of class (or a student that comes in late) is the most difficult part to manage since you had no control or effect over the students' immediate prior experiences.”</p> <p>“Something that still challenges me is time management at times.”</p>
Theme		Variety of Diversity	
		<p>“I have students diagnosed with ED, bipolar, SLD, and some autism.”</p> <p>“While every class has differences, one class of mine this year has been extremely challenging as it is composed of 50% ELL students. I have my ELL certification, and I have taught a 100% ELL class before. But a 50% ELL class is likely even more challenging: supporting students with language supports while also having the other 50% of the class be used to a different culture and different social environment creates difficulties I never knew possible.”</p> <p>“I teach all different levels.”</p> <p>“I have every class from K-6 so I see a lot of student differences.”</p>	

Analysis	Question 14: How confident are you about the content that you teach? What do you wish you had more opportunity to learn in your program?	Question 15: How do you connect the content you are teaching to the students in your classroom?	Question 23: What else would you like to tell us that would help us with our quality and continuous improvements?
Theme	Very Confident	Formative Assessment	
	<p>“I am quite confident in the content that I teach.”</p> <p>“I am pretty confident about the content that I teach.”</p> <p>“I am teaching what I love and have been learning for years.”</p> <p>“I took a lot of math courses. And I was told once that I have forgotten more math than my students have ever seen.”</p>	<p>“I ask the students what they are interested in at the beginning and try to incorporate their shares.”</p> <p>“I have write their interests on my seating chart any time I hear them share with a partner, group member, or whole class discussion. This helps me remember.”</p> <p>“at the beginning of each year I have the students create a file of all of the things that they are interested and want to learn and once a week or every 2 we choose a different topic from one of their folders to focus on. “</p> <p>“I learn about students interests and find ways to connect the material to what students are learning. If there are word problems I change it to make it relevant to the students' interests.”</p> <p>“To relate more to the students I can adjust questions or examples during lessons and assignments to match students interests such as sports or video games.”</p> <p>“Being a coach really helps me relate to my students' interests due to listening to them talking with friends. I use their interests and school spirit as much as I can. I think of this as a Think Pair Share in their environment outside the classroom.”</p>	<p>“I wish that there was a class geared towards working with students with ED specifically.”</p> <p>“I believe the only thing I would have wanted to be different was a bit more training on the realities of balancing the tasks of the job.”</p> <p>“The quality at Penn West was amazing, I felt confident when I first started teaching and felt prepared. I have learned a lot through teaching, but the program did an excellent job at getting me prepared. The class that had the most impact for my teaching was the methods class because this allowed me to learn more about my own teaching style and what I wanted to use in my own classroom.”</p> <p>“Provide opportunities for preservice teachers to discuss, experience, or plan for dealing with students' behavior issues. One of the biggest hurdles when I began was how to deal with behavior issues in the classroom. While we talked about different strategies, I wished there was a way to show preservice teachers how students can behave. Provide scenarios of how students can act and how teachers can handle the situation.”</p> <p>“Maybe analyze case studies with video of student behaviors, discuss how we might address the behaviors, and then, have access to a video of a teacher handling the behavior effectively.”</p> <p>“Keep doing what you do at PennWest. Keep making teachers be hands-on and treating their students with respect.”</p> <p>“My principal was amazed how I handled working in an urban setting being from a rural area. Keep developing teachers who see the students as people.”</p>

Theme	Needed More	Student Challenges	
	<p>“By practicing explaining problems differently I feel that would have helped me better prepare to be a teacher.”</p> <p>“I would really like to improve my confidence in ELA.”</p> <p>“I wish I had more opportunities to learn more about special education and how to help students who require special education.”</p>	<p>“Many of my students have rough home lives and many of their parents do not work, so it can become difficult to connect it to their lives. However,... things that they are interested in... focus on.”</p> <p>“Students can easily lose track of the many vocabulary words they learn in Algebra I, but having that connection to what they know and the memory hook of that discussion helps reinforce the words and make them more comfortable for them to use in class.”</p>	

Questions 16 through 22 from the survey continued to be analyzed and incorporated into the case study findings.