

Section I: Impact on P-12 Student Learning Growth

For Academic Year 2024–2025, we completed five case study observations of program completers from the Art Education (Graduate), STEP Childhood, Physical Education (Undergraduate), STEP Adolescent Social Studies, and TESOL MA programs. Findings are reported below.

Findings on Observation Data

Case study observations were structured using the Danielson Framework for Teaching, a research-validated instrument that evaluates teaching practice across four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. All five completers performed at the Distinguished level, with an aggregate mean score of 3.8 out of 4.0.

Program	Domain 1 Planning	Domain 2 Environment	Domain 3 Instruction	Domain 4 Professional	Overall	Level
Art Education (Graduate)	3.2	3.8	4.0	4.0	3.7	Distinguished
STEP Childhood	3.2	4.0	4.0	4.0	3.8	Distinguished
Physical Education (UG)	4.0	4.0	4.0	4.0	4.0	Distinguished
STEP Adolescent Social Studies	3.83	3.8	3.6	4.0	3.8	Distinguished
TESOL	3.17	3.8	4.0	4.0	3.7	Distinguished
Aggregate Mean	3.43	3.88	3.92	4.0	3.8	Distinguished

Highlighted below are each program completer’s documented impact on P-12 student learning growth:

Art Education (Graduate) — Overall Score: 3.7 (Distinguished)

- **Confidence and Identity-Affirming Impact:** The completer’s primary measurable impact is on student confidence and identity development. Students who previously refused tasks with “I can’t” responses were attempting and completing multi-step art projects independently by the time of observation, including Lego self-portrait projects using rulers and geometric measurement.
- **Culturally Responsive Learning:** The completer incorporated projects affirming her students’ African American cultural identities, including hair textures and cultural representation. In her words: “I wanted them to accept who they are — to not be apologetic for it, or not to compare or make themselves seem any less special, but to see what is special within what they have.”
- **Differentiated Instruction by Class:** The completer differentiated instruction by class readiness level in real time, adjusting task complexity based on demonstrated student capacity. For example, she adapted color-mixing activities for one class while using pre-made colors for another.
- **Motivational and Relational Impact:** Students demonstrated sustained engagement and willingness to take artistic risks. The completer built personal relationships with approximately 500 students seen weekly, establishing the trust necessary for academic risk-taking in an arts context.

STEP Childhood — Overall Score: 3.8 (Distinguished)

- **Documented Reading Level Progress:** The completer demonstrates measurable impact through student growth in reading levels. As stated in the interview: “At this point in the year, for

example, they're supposed to be reading at like an H or I, and a lot of my students came in at RR, so they're finally reaching A, B, or C." While below grade-level benchmarks, this represents significant progress for English Language Learners entering at pre-reading level.

- **Differentiated Literacy Instruction:** The completer implements differentiated center rotations calibrated to individual reading levels, allowing her to target specific learning needs of a multilingual, economically disadvantaged class (85% Hispanic/Latino, 132 ELLs). Small-group instruction is used extensively to provide targeted support.
- **Celebration of Incremental Growth:** The completer creates an environment where student progress is explicitly honored regardless of benchmark attainment: "I celebrate them, even though it's not the growth they're supposed to be making." This approach sustains student motivation and persistence.
- **School Performance Context:** According to the 2023–24 NYS Report Card, the school's English Language Learner Progress rate is 58% (Level 3) and 100% of teachers are certified in their subject area, indicating the completer contributes to a high-quality instructional context.
- **Language Acquisition and Family Engagement:** The completer provides multilingual learning resources through Google Classroom videos and sight word materials to support English language development both in class and at home. An identified area for professional growth is developing stronger home-school connections with ELL families around literacy development.

Physical Education (Undergraduate) — Overall Score: 4.0 (Distinguished — Perfect Score)

- **Measurable Student Achievement:** The completer's hockey unit achieved approximately 75% student success on the unit assessment, with students demonstrating skill acquisition across stick handling, spacing, passing, and game play. Many students had no prior exposure to hockey outside of school.
- **Program Transformation:** Over four years, the completer transformed a previously non-competitive school athletics program into a winning program, demonstrating sustained and scalable P-12 impact beyond a single classroom.
- **Inclusive and Adaptive Instruction:** The completer developed "noodle hockey" as an innovative adaptation making the sport accessible to students of all physical backgrounds, while maintaining rigorous skill expectations. He deliberately balanced teams across cultural backgrounds and used diverse visual aids to ensure equitable participation.
- **Growth Mindset Integration:** The completer explicitly connected athletic learning to academic persistence, using physical education as a context for teaching students that effort and practice produce growth — a lesson he applies across the school community.
- **Reflective Responsiveness:** The completer identified stick handling as a skill gap mid-unit and planned to extend the unit by one week to reteach and reassess, demonstrating the formative use of assessment to improve student outcomes.

STEP Adolescent Social Studies — Overall Score: 3.8 (Distinguished)

- **High-Stakes Student Achievement:** The completer teaches at a school that achieved 96% proficiency on the Global History & Geography II Regents and 92% on the U.S. History & Government Regents (2024–25 NYS Report Card), demonstrating that her students are performing at the highest levels on state assessments.
- **Writing Growth Documentation:** The completer tracks measurable writing development, with students progressing from single-paragraph attempts to full Regents-format multi-paragraph essays. She provides detailed written and typed feedback on every assignment to communicate individual progress.
- **Differentiated Support for Diverse Learners:** The completer accommodates ELL students and students with IEPs through extended time, translation devices, refocusing prompts, and guided

notes, ensuring that all students can access grade-level social studies content and demonstrate learning.

- **Standards-Aligned Multimedia Instruction:** The completer integrates documentary clips, primary document analysis, and guided note structures to engage students with complex historical content while building the academic skills assessed on Regents examinations.

TESOL — Overall Score: 3.7 (Distinguished)

- **Dramatic Achievement Growth:** The completer’s most striking documented impact is the rise in English Regents pass rates among her newcomer immigrant students from approximately 20% in January to approximately 92% by the end of the academic year — a 72-percentage-point improvement.
- **Scaffolded Language and Literacy Instruction:** The completer designed a systematic instructional sequence progressing students from identifying single-word themes to constructing full thematic statements with textual evidence. She provided sentence frames, graphic organizers, and trans languaging supports for emerging English speakers.
- **Cultural Bridge and Identity Affirmation:** As a Russian and Uzbek speaker who immigrated to the United States, the completer served as a cultural bridge for her students, normalizing struggle and making the classroom a psychologically safe space: “Failing is completely okay.” Students who felt invisible in other contexts reported feeling “very seen” by this completer.
- **Collaborative Learning Structures:** The completer used heterogeneous turn-and-talk and group work structures deliberately to maximize peer academic language exposure, accelerating English acquisition through structured interaction.

Section II: Teacher Effectiveness

For Academic Year 2024–2025, the EPP collected evidence through five case study observations and structured interviews with program completers across Art Education (Graduate), STEP Childhood, Physical Education (Undergraduate), STEP Adolescent Social Studies, and TESOL. Findings from these case studies showcase each completer’s effectiveness in applying professional knowledge, skills, and dispositions.

All five completers scored at the Distinguished level on the Danielson Framework for Teaching (aggregate mean 3.8/4.0). All five earned perfect Distinguished ratings (4.0) in Domain 4: Professional Responsibilities, reflecting exemplary reflective practice, accurate record-keeping, family communication, professional community engagement, and ongoing professional growth.

Danielson Framework Assessment

Across the five case study completers:

- Domain 4 (Professional Responsibilities) — Mean 4.0: All five completers earned Distinguished across every component, demonstrating that Adelphi’s preparation effectively develops the professional dimensions of teaching beyond classroom instruction. All five demonstrated thoughtful, specific self-reflection during post-observation interviews, identifying concrete improvement strategies and articulating clear professional goals.
- Domain 3 (Instruction) — Mean 3.92: Four of five completers earned perfect Distinguished ratings (4.0) across all instructional components. Observed strengths included clear multimodal communication, effective higher-order questioning, strong student engagement through culturally responsive content, and real-time instructional adjustment based on student responses.
- Domain 2 (Classroom Environment) — Mean 3.88: All five completers earned Distinguished ratings in Creating an Environment of Respect and Rapport (2a) and Establishing a Culture for

Learning (2b). Completers consistently created classroom environments where students felt safe to take academic risks, mistakes were normalized, and individual student identities were affirmed.

- Domain 1 (Planning and Preparation) — Mean 3.43: While planning and preparation was the lowest-scoring domain, all completers performed at the Proficient to Distinguished level. Notably, four of five completers earned Distinguished ratings (4.0) in Demonstrating Knowledge of Students (1b), reflecting deep understanding of cultural backgrounds, language needs, and individual student characteristics.

Application of Professional Knowledge, Skills, and Dispositions

Findings from the five case studies showcase program completers' effectiveness through the following patterns:

- **Classroom Environment:** All five completers created supportive learning environments where students felt safe to take risks. Observed in every classroom: normalizing mistakes as part of learning, affirming student identities, building genuine teacher-student relationships, and maintaining clear routines that support student independence. This directly parallels the previous year's finding that "students felt safe yet challenged to participate and take risks."
- **Instructional Flexibility:** All five completers demonstrated the ability to adapt instruction in real time based on student needs — adjusting task complexity by class, reteaching in response to formative data, modifying questioning during discussion, and creating accessible entry points for diverse learners. Each completer showcased both in words and actions the willingness to explore flexibility to help students reach their needs and goals.
- **Professional Growth and Reflective Practice:** All five completers earned Distinguished ratings (4.0) in Growing and Developing Professionally (4e) and in Reflecting on Teaching (4a). Each articulated specific, targeted areas for improvement and concrete next steps following the observation. This reflects consistent preparation for ongoing professional inquiry.
- **Attribution to Adelphi Preparation:** Multiple completers credited specific Adelphi preparation experiences as foundational to their classroom effectiveness. The STEP Childhood completer cited the Residency student teaching model as giving her "the courage to think outside the box." The Physical Education completer credited Adelphi mentorship and Dr. Rink's skill progression theory as "formative" to his teaching philosophy. The STEP Adolescent Social Studies completer emphasized the networking and professional relationships built during the STEP program. The TESOL MA completer credited coursework in cultural responsiveness and second language acquisition as critical to her instructional approach.
- **Cultural Responsiveness:** All five completers demonstrated strong cultural competence in serving diverse student populations, including English Language Learners, students with disabilities, immigrant and newcomer students, and students from historically underserved communities. Culturally responsive practice was not incidental but central to how each completer designed and delivered instruction.
- **Assessment Practices:** Completers implemented effective formative assessment strategies through small-group monitoring, written feedback, unit assessments, reading level tracking, and real-time questioning. These practices informed next instructional steps and supported individual student progress.

Areas for Program Improvement

Case study data also identify areas for continued program development. Consistent with the prior year's recommendation to strengthen home-school connections for ELL families, the STEP Childhood case study again highlighted the need for family-centered literacy strategies for multilingual households. Additional areas identified in 2024–2025 data include:

- **Assessment design:** Multiple completers identified designing student assessments as an area for professional growth, particularly developing rubrics, portfolios, and Regents-aligned assessment

formats. Methods coursework is being strengthened to include more authentic assessment practice.

- Lesson planning structures: Several completers identified lesson planning depth and curricular alignment as areas for development. Expanded iterative lesson planning practice with discipline-specific frameworks is being explored for pre-student-teaching coursework.
- Family engagement: The STEP Childhood case highlighted inadequate parental support for literacy development, particularly for ELL families with limited English. The EPP is developing targeted coursework on family-centered literacy partnerships.
- Secondary Regents preparation: Completers in STEP Adolescent Social Studies and TESOL MA identified limited prior exposure to NYS Regents exam formats as a gap. Regents-readiness components are being explored for secondary methods courses.

Section III: Case Study Assessment Plan and Protocols

August 26, 2024

By: Emily Kang, Patricia Esposito

A. Rationale:

To meet CAEP requirements for assessing alumni (program completer) effectiveness in the field. This has been a consistent area of weakness for us as NYS does not provide the necessary data. So, we have been tasked to collect our own evidence as recommended by CAEP.

Start date: October 1, 2024 (3 observations in Fall 2024, 3 observations in Spring 2025). Each alumni observed should be from a different certification program, including advanced programs.

Summary:

CAEP Standard R4.1 asks Educator Preparation Providers (EPPs) to track data on program completers to demonstrate that program completers: (1) effectively contribute to P-12 student-learning growth AND (2) apply in P-12 classrooms the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve. In addition, the provider includes a rationale for the data elements provided.

Data presented by the EPP should be a representative sample of completers and measure their impact on P-12 students and their teaching effectiveness. While the most recent three cycles of data must be provided, in the course of a seven-year accreditation cycle data must represent all programs.

CAEP acknowledges that data on teacher effectiveness and impact is often harder to collect. The state may provide data (e.g., value-add measure data, case studies, performance portfolio follow ups). Several states (i.e., North Carolina, Tennessee) provide data on completers by certain licensure areas and aggregate the data for EPPs. However, NYS does not make this data available to EPPs. Examples of approaches EPPs have taken in states that do not provide teacher effectiveness data are categorized in 5 categories: 1) case studies (35%), 2) interviews or focus groups (5%), 3) completer induction programs (9%), 4) completer surveys and requests for data (27%), and 5) district and educational support partnerships (24%).

CEHS would like to take a combination of approaches 1) case studies, 2) interviews or focus groups, and 3) requests for data.

Deliverables (for each alumni observed):

1. Choose one program completer who is teaching in their certification area. (We will select completers from different programs each semester)
2. Observe one lesson from the completer in their classrooms using the Danielson rubric (valid and reliable tool for classroom observations)
3. Collect children's work from the observation.
4. Obtain and submit children's performance data/state test scores (iReady, ELA and Math State tests, NWEA, etc) for that completer from the prior year. This data should not contain any identifiable information on the children. It should only include aggregated data on percentage of students at the various proficiency levels. (For elementary teacher who graduated from our program, we should obtain their students' Math/ELA results. For a high school science teacher, we should obtain their students' Regents science results, again without any student names, just overall percentage of how many passed).
5. Interview the completer:
 - a. Questions:
 - i. What is your impact on P-12 student learning and development?
 - ii. How do you demonstrate you have a positive impact on P-12 student learning and development?

- iii. How do you demonstrate teaching effectiveness in the classroom?
 - iv. How are you effective in contributing to diverse P-12 student learning growth?
 - v. Based on the student work collected, how did the students perform based on the standards addressed in the lesson? How did the diverse students perform?
 - vi. Based on the student work collected, what were the areas of strengths and struggles as evidenced in student work?
 - vii. What would be your next steps for instruction based on this analysis?
6. Draft a write up of the visit that includes a summary of the interview responses and cites student work and observation notes as evidence of effectiveness.

Partner districts with active MOUs: Please work with districts with whom we already have MOUs to gain easier access to classrooms.

Mineola, Bellmore-Merrick CHSD, East Meadow, Levittown, Sewanhaka, West Hempstead, Rockville Centre, Freeport, Baldwin, Massapequa, Merrick, Oceanside, South Huntington and Oyster Bay. HSS also has several alums in various districts of the DOE.

Alumni Compensation: \$100 gift card for each alumni observed

Reliability:

The observer has calibrated and been trained on using the Danielson rubric.

B. Observation Protocol and Training

Observer Training Requirements:

- Minimum 5 hours initial training on Danielson Framework
- Video analysis of teaching samples with practice scoring
- Calibration sessions with consensus-building discussions
- Annual recalibration through scoring of common teaching videos
- Inter-rater reliability checks (minimum 80% agreement threshold)

Observation Procedures:

- Pre-observation meeting to review lesson objectives
- Full-period observation (minimum 45 minutes)
- Documentation using Danielson Framework scoring rubric
- Field notes capturing specific examples for each domain
- Post-observation interview within one week

Rationale for Danielson Framework Selection:

The Danielson Framework was selected because it is research-based and widely recognized, provides a comprehensive measure of teaching effectiveness, specifically addresses diverse student needs through Components 1b and 2a, and evaluates differentiation, cultural responsiveness, and inclusive practice. Each observation is conducted by faculty members who have completed calibration training ensuring inter-rater reliability. Reliability is maintained through annual recalibration sessions where observers score common teaching videos and compare results to establish consistency.

C. Completer Interview Questions

The following questions are used in semi-structured interviews with program completers:

1. What is your impact on P-12 student learning and development?
2. How do you demonstrate you have a positive impact on P-12 student learning and development?
3. How do you demonstrate teaching effectiveness in the classroom?
4. How are you effective in contributing to diverse P-12 student learning growth?
5. Based on the student work collected, how did the students perform based on the standards addressed in the lesson? How did the diverse students perform?
6. Based on the student work collected, what were the areas of strengths and struggles as evidenced in student work?
7. What would be your next steps for instruction based on this analysis?

Interview Analysis Methodology:

Following classroom observations, in-depth semi-structured interviews are conducted with completers by faculty members or trained graduate assistants. All interviews are audio-recorded with participant consent and transcribed for analysis. Transcripts are coded using a hierarchical coding process: initial open coding identifies emerging themes, followed by axial coding to establish relationships between themes, and selective coding to identify core categories. Two coders independently analyze each transcript, with discrepancies resolved through discussion to ensure reliability.

D. Student Work Analysis Protocol

Student work samples are evaluated using the following criteria:

Standards Achievement: Does student work demonstrate achievement of grade-level standards? Does work require application of knowledge and skills aligned with state standards?

Differentiation: Is there evidence of varied task complexity? Are students approaching same objectives through tasks calibrated to their current level while maintaining appropriate rigor?

Learning Progression: Do sequences of work samples show students progressing from initial understanding to increasingly sophisticated performance?

Diverse Learner Engagement: Are students with disabilities, ELLs, and students from varied backgrounds producing work demonstrating genuine learning rather than simply modified assignments with lower expectations?

Student work samples from the observed lesson and broader instructional units are analyzed as part of each case study. This moves beyond teacher actions to examine actual impact on student learning. Assignments across ability levels are reviewed to assess how completers differentiate, assessments are examined to understand how progress is measured, and student products are evaluated to assess learning quality and rigor.

SECTION IV: CASE STUDY OBSERVATIONS

Table of Contents

- I. Combined Report**
- II. Art Education**
- III. Step Childhood**
- IV. Physical Education (Undergrad)**
- V. Step Adolescent Social Studies**
- VI. TESOL**

I. Combined Report

Introduction

CAEP acknowledges that teacher effectiveness and impact data are often more complex to collect. While some states (e.g., North Carolina and Tennessee) provide data on completers by certain licensure areas and aggregate the data for Educator Preparation Providers (EPPs), New York State does not make this data available to EPPs. Nationally, approaches that EPPs have taken in states without teacher effectiveness data fall into five categories: case studies (35%), interviews or focus groups (5%), completer induction programs (9%), completer surveys and requests for data (27%), and district and educational support partnerships (24%).

Adelphi University's Ruth S. Ammon College of Education and Health Sciences employed a combined approach integrating: (1) case studies, (2) interviews and focus groups, and (3) requests for data. This report synthesizes findings from five case studies conducted across multiple educator preparation programs to demonstrate the impact of completers on P-12 student learning and development in accordance with CAEP Standard 4.1.

Programs Represented

This combined report includes case studies from five programs: (1) Art Education (Graduate), (2) STEP Childhood, (3) Physical Education (Undergraduate), (4) STEP Adolescent Social Studies, and (5) TESOL MA. These programs represent a cross-section of Adelphi's educator preparation offerings, spanning undergraduate and graduate levels, elementary and secondary education, and specialty areas including art, physical education, social studies, and English as a New Language instruction.

Research Process

Methodology

Five alumni agreed to participate in this case study approach, which employed a mixed-methods design. Each participating school approved the observations and, where permitted, allowed submission of pupil work samples. Due to confidentiality and data privacy requirements, disaggregated test score data was not available for any case study. Descriptive statistics were employed to identify key relevant factors from

available school data, including the New York State Report Card (2023-2024 and 2024-2025), School Quality Reports, and PSS Private School Universe Data.

Qualitative methods included classroom observations and one-on-one interviews with each completer. The observations were structured using the Danielson Framework for Teaching, which provides both qualitative insights and quantitative ratings across four domains: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Written field notes supplemented the structured observation ratings.

Interview Protocol

Interviews were based on the concepts framing CAEP Standard 4.1 and addressed the following questions: (i) What is your impact on P-12 student learning and development? (ii) How do you demonstrate you have a positive impact on P-12 student learning and development? (iii) How do you demonstrate teaching effectiveness in the classroom? (iv) How are you effective in contributing to diverse P-12 student learning growth? (v) Based on student work collected, how did students perform based on the standards addressed in the lesson, and how did diverse students perform? (vi) Based on student work collected, what were the areas of strengths and struggles, and what would be your next steps for instruction?

Data from both instruments were analyzed through a hierarchical coding process to identify themes related to strengths, challenges, and areas for growth.

Data Results

Danielson Framework Scores Summary

All five completers demonstrated strong performance on the Danielson Framework for Teaching, with overall scores ranging from 3.7 to 4.0 out of 4.0. The aggregate mean score across all completers was 3.8, indicating performance consistently at the Distinguished level.

Program	Domain 1	Domain 2	Domain 3	Domain 4	Overall	Level
Art Education (Graduate)	3.2	3.8	4.0	4.0	3.7	Distinguished
STEP Childhood	3.2	4.0	4.0	4.0	3.8	Distinguished
Physical Education (Undergrad)	4.0	4.0	4.0	4.0	4.0	Distinguished
STEP Adolescent Social Studies	3.83	3.8	3.6	4.0	3.8	Distinguished
TESOL	3.17	3.8	4.0	4.0	3.7	Distinguished
Aggregate Mean	3.43	3.88	3.92	4.0	3.8	Distinguished

Domain Analysis

Domain 3: Instruction (Mean Score: 3.92)

All five completers demonstrated exceptional instructional practices. Four of five completers earned Distinguished ratings (4.0) across all Domain 3 components, while one completer (STEP Adolescent Social Studies) earned a 3.6. Strengths included clear communication with students using visual supports and multiple modalities, effective questioning and discussion techniques that engaged students in higher-order thinking, strong student engagement through culturally responsive and relevant instruction, and flexibility in adapting instruction in real-time based on student needs.

Domain 4: Professional Responsibilities (Mean Score: 4.0)

All five completers earned perfect Distinguished ratings (4.0) in Domain 4. This reflects strong reflective practice, with all completers thoughtfully critiquing their own lessons and identifying specific areas for improvement; effective record-keeping and communication with families; active participation in professional communities; and consistent professionalism in interactions with students, families, and colleagues.

Domain 2: Classroom Environment (Mean Score: 3.88)

Completers created supportive and well-organized learning environments. All five earned Distinguished ratings in Creating an Environment of Respect and Rapport (2a) and Establishing a Culture for Learning (2b). Consistent strengths included creating safe spaces where students feel comfortable taking academic risks, normalizing mistakes as part of the learning process, and building strong teacher-student relationships through empathy and encouragement.

Domain 1: Planning and Preparation (Mean Score: 3.43)

While planning and preparation was the lowest-scoring domain, completers still performed at the Proficient to Distinguished level. Four of five completers earned Distinguished ratings (4.0) in Demonstrating Knowledge of Students (1b), reflecting deep understanding of students' cultural backgrounds, interests, and learning needs. Areas identified for growth included setting instructional outcomes, designing coherent instruction, and designing student assessments.

Observation Findings

Instructional Practices

Across all five observations, completers demonstrated consistent use of evidence-based instructional strategies. The Art Education completer used visual supports including document cameras, sketchbooks, and rulers to guide students through art-making processes. The STEP Childhood completer implemented center rotations with differentiated activities for literacy and word work. The Physical Education completer employed multimodal strategies including modeling, verbal cues, and repetition to reinforce skill acquisition. The STEP Adolescent Social Studies completer utilized guided notes, multimedia (documentary clips), and document analysis to engage students with complex historical content. The TESOL MA completer scaffolded literary theme analysis through whole-class discussion, turn-and-talk activities, and heterogeneous group work.

Student Engagement

High levels of student engagement were observed across all classrooms. Students demonstrated enthusiasm for identity-based projects (Art Education), active participation in read-alouds and center activities (STEP Childhood), persistence in challenging skill areas (Physical Education), comfort in answering questions without hand-raising (STEP Adolescent Social Studies), and rich thematic discussions reflecting comprehension of literary analysis (TESOL MA).

Classroom Management

Completers maintained positive classroom climates while addressing behavioral needs through redirection and encouragement rather than punitive measures. All completers demonstrated clear expectations, well-paced lessons, and effective transitions between activities.

Interview Findings

Challenges Identified

Completers identified several challenges in their teaching practice. Common challenges included differentiating instruction across diverse learners (Art Education, STEP Childhood), balancing standardized test preparation with student-centered instruction (STEP Adolescent Social Studies), securing parental support for literacy development (STEP Childhood), navigating unfamiliar systems or curricula (TESOL MA, STEP Adolescent Social Studies), and developing assessment skills (TESOL MA, Art Education).

Strengths Identified

Completers consistently identified several areas of strength. These included building strong student-teacher relationships through empathy and encouragement (all five completers), fostering student confidence by modeling mistakes and normalizing imperfection (Art Education, Physical Education), incorporating culturally responsive teaching that affirms student identity (Art Education, TESOL MA), providing detailed feedback on student work (STEP Adolescent Social Studies), serving as relatable role models for students (TESOL MA, Physical Education), and creating safe environments where failure is accepted as part of learning (all five completers).

Professional Goals

Completers articulated specific professional goals for continued growth. These included expanding hands-on and visual learning strategies (Art Education), improving lesson planning and curricular alignment (Art Education, STEP Childhood), formalizing assessment practices with rubrics and portfolios (Physical Education, TESOL MA), integrating technology for data collection (Physical Education), increasing discussion opportunities in class (STEP Adolescent Social Studies), and pursuing advanced certifications (STEP Adolescent Social Studies).

Thematic Patterns

Across both observation and interview data, several cross-cutting thematic patterns emerged that align with the Danielson Framework scores:

Confidence-Building and Growth Mindset

All five completers emphasized confidence-building as central to their pedagogy. They countered students' frequent expressions of self-doubt, normalized imperfection, and created environments where academic risk-taking was encouraged. This theme aligns with Distinguished ratings in Domain 2 (Classroom Environment) and Domain 3 (Instruction) and reflects best practices in fostering resilience and growth mindset among students.

Cultural Responsiveness and Identity Affirmation

Culturally responsive teaching was evident across programs. The Art Education completer affirmed student identity through projects celebrating hair textures and cultural representation. The TESOL MA completer served as a cultural bridge for immigrant students, leveraging her shared linguistic background. The Physical Education completer deliberately fostered inclusivity through diverse visual aids and equitable team practices. This theme supports the Distinguished ratings for Knowledge of Students (1b) across completers.

Reflective Practice

All five completers demonstrated strong reflective practice, evidenced by their thoughtful analysis of their own lessons and articulation of specific areas for improvement. This theme supports the universal Distinguished ratings in Domain 4 (Professional Responsibilities), particularly in Reflecting on Teaching (4a).

Differentiation and Scaffolding

While completers demonstrated proficiency in differentiation, this emerged as an area for continued growth. Several completers identified the need for greater scaffolding of complex concepts and more formalized approaches to differentiated instruction. This aligns with Proficient ratings in Domain 1 planning components.

Impact of Adelphi University Preparation

Multiple completers credited their Adelphi University preparation as foundational to their teaching success. The STEP Childhood completer specifically cited the Residency student teaching experience as giving her courage to think outside the box. The STEP Adolescent Social Studies completer emphasized the value of networking and partnerships developed during the program. The Physical Education completer credited Adelphi's mentorship as formative to his teaching philosophy.

Discussion

The combined case study findings demonstrate that Adelphi University completers are having a positive impact on P-12 student learning and development across diverse educational settings. With an aggregate Danielson score of 3.8 out of 4.0, completers are consistently performing at the Distinguished level, particularly in Instruction (Domain 3: 3.92) and Professional Responsibilities (Domain 4: 4.0).

The strength in Domain 3 (Instruction) indicates that completers are well-prepared to deliver effective classroom instruction. They communicate clearly with students, use effective questioning techniques, engage students in meaningful learning, use assessment to inform instruction, and demonstrate flexibility in responding to student needs. These findings align with research supporting the importance of instructional quality in promoting student achievement.

The perfect scores in Domain 4 (Professional Responsibilities) suggest that Adelphi's programs effectively prepare teachers for the professional dimensions of teaching beyond classroom instruction. Completers demonstrate reflective practice, maintain accurate records, communicate effectively with families, participate in professional communities, pursue ongoing professional development, and model professionalism.

Where quantitative evidence was available, it demonstrated significant completer impact. The TESOL MA completer reported that student English Regents pass rates improved from approximately 20% in January to nearly 92% by the end of the academic year. The STEP Adolescent Social Studies completer taught at a school with 96% proficiency on Global History Regents and 92% proficiency on US History Regents. The

Physical Education completer transformed a previously non-competitive athletics program into a successful one.

The relatively lower scores in Domain 1 (Planning and Preparation) with a mean of 3.43 identify an area for continued attention in educator preparation. While still at the Proficient level, the findings suggest opportunities to strengthen preparation in assessment design, instructional planning, and resource identification. Notably, however, all completers demonstrated Distinguished performance in Knowledge of Students (1b), indicating strong preparation in understanding diverse learners.

Conclusion

This combined report provides evidence that Adelphi University completers demonstrate teaching effectiveness and have a positive impact on P-12 student learning and development, consistent with CAEP Standard 4.1. The case study approach, while lacking disaggregated test score data, provides rich qualitative and quantitative evidence of completer impact through classroom observations, structured interviews, and Danielson Framework ratings.

Key findings indicate that completers across programs perform at the Proficient to Distinguished level on the Danielson Framework (mean: 3.8/4.0); completers demonstrate particular strength in Instruction (3.92) and Professional Responsibilities (4.0); completers create supportive classroom environments that foster student confidence and academic risk-taking; completers employ culturally responsive teaching practices that affirm student identity; and completers engage in reflective practice and articulate clear professional growth goals.

Areas for continued program improvement include strengthening preparation in assessment design and differentiated instruction (Domain 1 components), developing strategies for family engagement and parental partnerships, and providing continued support for completers navigating diverse educational contexts.

The broader implications of these case studies suggest that mixed-method approaches combining observations, interviews, and student work provide powerful evidence of teacher effectiveness in contexts where traditional value-added data are unavailable. The findings also underscore the value of educator preparation programs that emphasize reflective, student-centered, and culturally responsive pedagogies.

References

- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2009). The educational benefits claimed for physical education and school sport: An academic review. *Research Papers in Education, 24*(1), 1-27.
- Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: The Danielson Group.
- Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405-432.
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.
- Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives* (2nd ed.). Routledge.
- Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions. In S. L. Christenson et al. (Eds.), *Handbook of research on student engagement* (pp. 365-386). Springer.
- Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.
- Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review, 42*(3), 175-192.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

II. Art Education

Introduction

CAEP acknowledges that teacher effectiveness and impact data are often more complex to collect. The state may provide data (e.g., value-added measure data, case studies, performance portfolio follow-ups). Several states (i.e., North Carolina & Tennessee) provide data on completers by certain licensure areas and aggregate the data for EPPs. However, NYS does not make this data available to EPPs. Examples of approaches EPPs have taken in states that do not provide teacher effectiveness data are categorized into five categories: 1) case studies (35%), 2) interviews or focus groups (5%), 3) completer induction programs (9%), 4) completer surveys and requests for data (27%), and 5) district and educational support partnerships (24%). Adelphi University's Ruth S. Ammon College of Education and Health Sciences took a combined approach: 1) case studies, 2) interviews or focus groups, and 3) requests for data.

Research Process

A graduate (BH) from the Art Graduate Program agreed to participate in this case study approach, which employed a mixed-methods approach. The school approved this participation and allowed submission of pupil work samples; however, there is no disaggregated test score data. Descriptive statistics were employed to identify key relevant factors from the 2024-2025 School Quality Reports. In terms of qualitative methods, an observation of the classroom and a one-on-one interview took place. Data was transcribed for both the observation and interview. The interview was based on the concepts framing CAEP Standard 4.1. The questions were as follows:

- What is your impact on P-12 student learning and development?
- How do you demonstrate you have a positive impact on P-12 student learning and development?
- How do you demonstrate teaching effectiveness in the classroom?
- How are you effective in contributing to diverse P-12 student learning growth?
- Based on the student work collected, how did the students perform based on the standards addressed in the lesson? How did the diverse students perform?
- Based on the student work collected, what were the areas of strengths and struggles as evidenced in student work? What would be your next steps for instruction based on this analysis?

The observation was derived from the Danielson Framework for Teaching and written field notes. Data from both instruments were analyzed through a hierarchical coding process.

Data Results

The classroom observation, structured using the Danielson Framework for Teaching, provided both qualitative insights and quantitative ratings of BH's instructional practices. **BH achieved an overall Danielson score of 3.7 out of 4.0, indicating performance between Proficient and Distinguished levels across all four domains.**

Domain 3: Instruction (Average Score: 4.0 – Distinguished)

BH demonstrated exceptional instructional practices, earning Distinguished ratings (4) across all Domain 3 components. In **Communicating with Students (3a)**, BH provided clear explanations using visual supports such as the document camera, sketchbooks, and rulers to guide students through the art-making process. Her **Questioning and Discussion Techniques (3b)** effectively engaged students in higher-order thinking about artistic choices. BH's strength in **Engaging Students in Learning (3c)** was evident when students displayed enthusiasm for identity-based projects, such as self-portraits inspired by Frida Kahlo and Lego self-portrait activities. Her **Use of Assessment in Instruction (3d)** included circulating throughout the room to provide individualized assistance, helping students adjust shapes, erase mistakes, and problem-solve as needed. Finally, her **Flexibility and Responsiveness (3e)** allowed her to adapt instruction in real-time based on student needs.

Domain 2: Classroom Environment (Average Score: 3.8 – Distinguished)

BH created a supportive and well-organized learning environment. She earned Distinguished ratings (4) in **Creating an Environment of Respect and Rapport (2a)**, **Establishing a Culture for Learning (2b)**, **Managing Classroom Procedures (2c)**, and **Organizing Physical Space (2e)**. Students felt comfortable taking artistic risks because BH modeled mistakes and normalized imperfection. Her Proficient rating (3) in **Managing Student Behavior (2d)** reflected occasional behavioral disruptions, which she addressed through redirection and encouragement rather than punitive measures.

Domain 4: Professional Responsibilities (Average Score: 4.0 – Distinguished)

BH demonstrated exemplary professional practice with Distinguished ratings (4) across all Domain 4 components. Her **Reflection on Teaching (4a)** was particularly strong; during the interview, she thoughtfully critiqued her own lessons and identified specific areas for improvement, including the need for greater scaffolding in cross-disciplinary activities. She maintained **Accurate Records (4b)** and demonstrated effective **Communication with Families**

(4c). Her commitment to **Participating in the Professional Community (4d)** and **Growing and Developing Professionally (4e)** was evident in her articulated goals to expand hands-on learning strategies, organize student art showcases, and improve lesson planning through collaboration with peers. BH consistently demonstrated **Professionalism (4f)** in her interactions with students, families, and colleagues.

Domain 1: Planning and Preparation (Average Score: 3.2 – Proficient)

While BH's instructional delivery was distinguished, her planning and preparation showed room for growth. She earned a Distinguished rating (4) in **Demonstrating Knowledge of Students (1b)**, evidenced by her deep understanding of her students' cultural backgrounds, interests, and learning needs. She incorporated culturally responsive teaching by affirming student identity through projects that validated hair textures, cultural representation, and personal heritage. Her Proficient ratings (3) in **Knowledge of Content and Pedagogy (1a)**, **Setting Instructional Outcomes (1c)**, **Knowledge of Resources (1d)**, **Designing Coherent Instruction (1e)**, and **Designing Student Assessments (1f)** indicate areas where targeted professional development could strengthen her practice, particularly in scaffolding complex concepts and differentiating instruction across diverse grade levels.

Interview Findings

The interview findings provided additional insight into BH's experiences and self-perceptions as a new art teacher, aligning with the quantitative Danielson ratings.

Challenges Identified:

- Managing short attention spans of students influenced by digital culture
- Differentiating instruction across grade levels and self-contained classes
- Developing stronger lesson-planning structures

Strengths Identified:

- Fostering student confidence by modeling mistakes and normalizing imperfection
- Building strong student-teacher relationships through empathy, encouragement, and informal conversations
- Incorporating culturally responsive teaching by affirming identity (e.g., student hair textures, cultural representation in art)

Professional Goals:

- Expand hands-on, visual learning strategies
- Organize student art showcases, including multicultural events and a large-scale art show
- Improve lesson planning and curricular alignment

Thematic Patterns

Across both observation and interview data, several thematic patterns emerged that align with BH's Danielson Framework scores:

- Confidence-building was central to BH's pedagogy, countering students' frequent "I can't" statements. This aligns with her Distinguished ratings in Domain 2 (Classroom Environment) and Domain 3 (Instruction).
- Cultural relevance supported student identity development and engagement, reflected in her Distinguished rating for Knowledge of Students (1b).
- Differentiation remained an area for growth, particularly in scaffolding complex concepts, consistent with her Proficient ratings in Domain 1 planning components.
- Reflective practice was evident in BH's willingness to critique her own lessons and adjust future instruction, supporting her Distinguished rating in Reflection on Teaching (4a).

Discussion

The case study underscores the complex transition from teacher preparation to classroom practice. BH's overall Danielson score of 3.7 demonstrates that she is performing between Proficient and Distinguished levels, with particular strength in instructional delivery (Domain 3: 4.0) and professional responsibilities (Domain 4: 4.0). BH exhibits strong interpersonal and cultural competencies that positively impact student engagement and identity affirmation. Research supports these practices, noting that strong teacher-student relationships and culturally responsive pedagogy enhance learning outcomes and self-efficacy (Gay, 2018; Pianta et al., 2012).

However, the data also reveal the challenges of sustaining engagement in diverse classrooms. BH's Proficient ratings in Domain 1 components (averaging 3.2) highlight the need for greater scaffolding, including cross-disciplinary strategies (e.g., integrating mathematics into art lessons). Her reflection on the Lego self-portrait project illustrates this need. This finding

aligns with scholarship on the importance of scaffolding and differentiation in supporting student learning across ability levels (Tomlinson, 2014; Vygotsky, 1978).

The emphasis on confidence-building and social-emotional learning also reflects best practices in fostering resilience and growth mindset among students (Durlak et al., 2011). By affirming students' cultural identities and encouraging risk-taking in art, BH demonstrates the potential impact of teaching beyond academic achievement. Her Distinguished ratings in creating respectful learning environments (2a: 4) and establishing a culture for learning (2b: 4) provide quantitative evidence of this impact.

In contexts where quantitative measures of teacher effectiveness are unavailable, case studies like this provide valuable insight into teaching effectiveness. BH's case demonstrates that teacher impact extends beyond academic outcomes, encompassing confidence, cultural affirmation, and social-emotional growth.

Conclusion

The data analysis suggests that BH's teaching is most effective in areas of relationship-building, confidence-building, and culturally responsive pedagogy—areas reflected in her Distinguished ratings across Domains 2, 3, and 4 of the Danielson Framework. Her overall score of 3.7 out of 4.0 indicates strong performance as a beginning teacher, with 16 of 22 components rated at the Distinguished level (4) and 6 components rated at Proficient (3).

Areas for growth include lesson planning, scaffolding, and differentiation for diverse learners, as indicated by her Proficient ratings in Domain 1 components. Moving forward, targeted supports such as mentorship, professional development workshops on lesson planning, and collaboration with peers could strengthen BH's instructional effectiveness. Additionally, her initiative to host art showcases can serve as a powerful motivator for students and a means of connecting the school community to student learning.

References

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development, 82*(1), 405–432.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Pianta, R. C., Hamre, B. K., & Allen, J. P. (2012). Teacher-student relationships and engagement: Conceptualizing, measuring, and improving the capacity of classroom interactions.

In S. L. Christenson et al. (Eds.), *Handbook of research on student engagement* (pp. 365–386). Springer.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

APPENDICES

Appendices A Danielson Scores

InTasc Standard	ISTE Standard	DANIELSON DOMAIN	The completers Score
4	2.1	1a. Demonstrating Knowledge of Content and pedagogy. (CAEP R1.2; InTasc 4)	3
1,2,7	2.2	1b. Demonstrating knowledge of students. (CAEP R1.1,R1.3; InTasc 1,2,7)	4
1	2.5	1c. Setting instructional outcomes. (CAEP R1.1; InTasc 1)	3
	2.6	1d. Demonstrating knowledge of resources	3
1,4,7	2.5	1e. Designing coherent instruction. (CAEP R1.1,R1.2,R1.3; InTasc 1,4,7)	3
6	2.7	1f. Designing student assessments. (CAEP R1.3; InTasc 6)	3
3	2.3	2a. Creating an environment of respect and rapport. (CAEP R1.1; InTasc 3)	4
	2.4	2b. Establishing a culture for learning	4
	2.5	2c. Managing classroom procedures	4
	2.3, 2.7	2d. Managing student behavior	3
	2.5	2e. Organizing physical space	4

5	2.6	3a. Communicating with students. (CAEP R1.2; InTasc 5)	4
8	2.5	3b. Using questioning and discussion techniques. (CAEP R1.3; InTasc 8)	4
1,3,4,5,8	2,6	3c. Engaging students in learning. (CAEP R1.1,R1.2,R1.3; InTasc 1,3,4,5,8)	4
6	2.7	3d. Using assessment in instruction. (CAEP R1.3; InTasc 6)	4
5	2.2	3e. Demonstrating flexibility and responsiveness. (CAEP R1.2; InTasc 5)	4
9	2.2	4a. Reflecting on teaching. (CAEP R1.4; InTasc 9)	4
	2.7	4b. Maintaining accurate records	4
10		4c. Communicating with families. (CAEP R1.4; InTasc 10)	4
10	2.3	4d. Participating in the professional community. (CAEP R1.4; InTasc 10)	4
9	2.4	4e. Growing and developing professionally. (CAEP R1.4; InTasc 9)	4
9,10	2.3	4f. Showing professionalism. (CAEP R1.4; InTasc 9,10)	4
		OVERALL TOTAL	3.7

Appendices B

Raw Observation Notes

PS. 15 9:00-9:50

3rd grade (391)

6 students

Teachers and paras out
Need help with 3-D Printer

Lego Self Portrait

- Self-portrait: painting of yourself
- Lady: Observation of Frida Khalo
 - Talking about prior
- Thorn necklace = pain
- Representation

Make a difference choice - two misbehaving

Identity - what makes you you

Express who you are

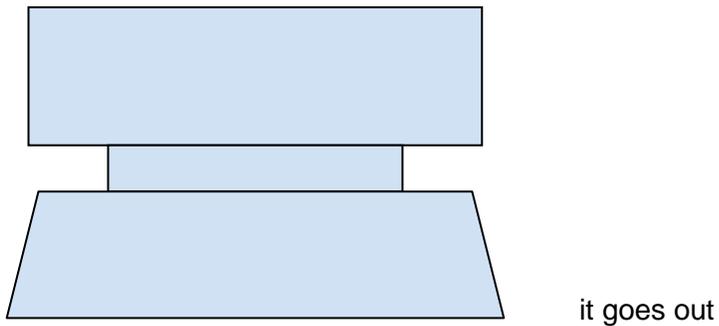
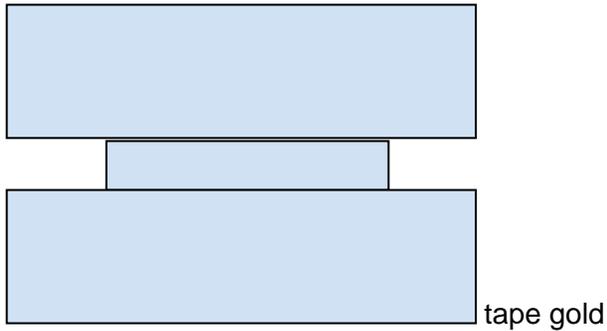
- Put your favorite things

They are reference - Sketch book

- Artist of the day
- Artist of the Month
- Sketch books 2-5
- They open to a new page
- They also have a reference sheet

We should be at inches - document camera to show how we use ruler

- From 4-8 inches - small neck
- Try your best



They use the ruler to help them

At five inches

She is circulating to help them with the trapezoid

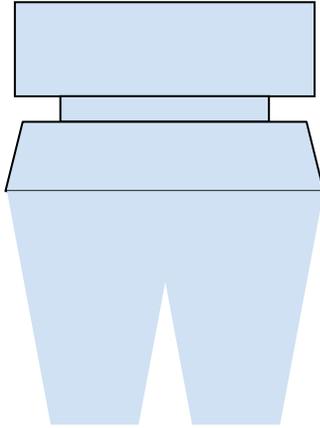
Helping them with erasing

The paper is there to help you when line

Helping another friend

Let's focus on the foundation instead of the details

Stop whining, you're a big girl



work on your pants, dress, skirt

Lego are all about shapes

They are working on lego/feet

What shape are your feet

We had to count

Try to problem solve

Everyone helps to put away

What was difficult? What was good?

Why was ruler? - straight

Appendices C

Interview Transcript

Meeting summary for BH Interview (05/02/2025)

Quick recap

BH, a new art teacher, shared her experiences and challenges in engaging diverse students, emphasizing the importance of building relationships and making art projects relatable. She reflected on her teaching methods and expressed her goals for inspiring students and organizing future art shows. Interviewer showed support for BH's efforts, offering to attend an upcoming multicultural event and providing a gift card as appreciation.

Next steps

- BH to incorporate more hands-on and visual elements in future art lessons to improve student engagement and understanding.
- BH to plan a field trip to the Botanic Garden for a still life sketching activity.
- BH to organize a big art show for the next school year to showcase student work.
- BH to prepare a small art showcase for the upcoming multicultural day in 2-3 weeks.
- Interviewer to send BH an email with a gift card as a token of appreciation.

Summary

BH's Art Teaching Challenges

BH and Interviewer discuss BH's experiences as a new art teacher. BH shares her challenges in engaging students with diverse personalities and learning styles, emphasizing the importance of building confidence and relationships. She aims to make art projects relatable and inclusive, particularly considering the predominantly African American student population. BH reflects on her teaching methods, noting areas for improvement such as incorporating more hands-on activities and visual aids. She expresses her goals of inspiring students, organizing an art show, and continuing to be a supportive presence for her students.

Art Show and Gift Card

BH and Interviewer discussed an upcoming art show, with Interviewer expressing interest in attending. BH mentioned a small multicultural event in a few weeks, but plans to focus on the art show next year. Interviewer offered a gift card as a token of appreciation for BH's efforts.

00:01:01.490 --> 00:01:02.200

BH : Hey!

2

00:01:03.020 --> 00:01:05.360

Interviewer : It's nice to see you again.

3

00:01:05.360 --> 00:01:06.740

BH : Hey! How are you?

4

00:01:06.910 --> 00:01:11.590

Interviewer : I'm good, you know. It's a great Friday to end with you.

5

00:01:14.760 --> 00:01:15.479

BH : How is it?

6

00:01:16.230 --> 00:01:18.709

Interviewer : Oh, it's been busy. How about yours?

7

00:01:18.870 --> 00:01:20.450

BH : A scene. Same.

8

00:01:20.620 --> 00:01:21.673

BH : It's Friday.

9

00:01:22.200 --> 00:01:27.060

Interviewer : That's fine. We're we're glad it's Friday, and that's that's all we can say. That's all we can say.

10

00:01:27.060 --> 00:01:27.620

BH : Yeah.

11

00:01:27.620 --> 00:01:38.950

Interviewer : So I I really thank you so much for everything. I really, you know, I really appreciate it. It was really a lot of fun to see you in action.

12

00:01:39.110 --> 00:01:39.776

BH : Thank you.

13

00:01:40.110 --> 00:01:46.809

Interviewer : So you know we'll kind of get everything everything done right now. So you know we you don't.

14

00:01:47.110 --> 00:01:49.970

Interviewer : You get to start your your weekend off

15

00:01:50.350 --> 00:01:53.478

Interviewer : quicker than a jiffy over here.

16

00:01:55.270 --> 00:01:58.490

Interviewer : So you know, 1st things first.st

17

00:01:58.680 --> 00:02:01.550

Interviewer : What did you think about?

18

00:02:01.660 --> 00:02:06.769

Interviewer : You know what happened in the class? What was going on like just overall thoughts like.

19

00:02:06.980 --> 00:02:09.579

Interviewer : tell me, tell me what you're thinking.

20

00:02:10.739 --> 00:02:12.119

BH : Oh, my gosh!

21

00:02:13.169 --> 00:02:14.189

BH : I'm sorry.

22

00:02:14.570 --> 00:02:15.339

Interviewer : That's okay.

23

00:02:15.950 --> 00:02:17.936

BH : And it's trying to eat my pot.

24

00:02:29.130 --> 00:02:30.350

Interviewer : It's okay.

25

00:02:31.270 --> 00:02:33.620

Interviewer : Oh, hello.

26

00:02:33.930 --> 00:02:35.550

BH : Give up the plants, please.

27

00:02:36.087 --> 00:02:39.349

BH : So what was going on in the classroom?

28

00:02:40.980 --> 00:02:50.690

BH : It's a lot of personalities I feel at one time sometimes. A lot of times, you think, you know, self-contained, less kids, not as much problems.

29

00:02:50.820 --> 00:02:58.859

BH : But there, there's so much going on with them at times, and different personalities and home lives

30

00:02:58.970 --> 00:03:04.260

BH : that. And I'm still trying to learn them. Since this is like going with.

31

00:03:05.170 --> 00:03:06.850

BH : This is my 4th month now.

32

00:03:07.210 --> 00:03:14.529

BH : So it's just learning how to meet them individually where they are and who they are in.

33

00:03:16.420 --> 00:03:22.270

BH : not always focus so much on what I want them to do.

34

00:03:22.730 --> 00:03:25.530

BH : But a lot of times encourage them.

35

00:03:25.930 --> 00:03:34.059

BH : Because I've come to really real. Especially specifically, today, I've come to realize that these really are tablet babies

36

00:03:34.480 --> 00:03:42.860

BH : and holding their attention is so tough in comparison to how I went to school, or we went to school like.

37

00:03:43.210 --> 00:03:46.150

BH : it's so different, so trying to

38

00:03:46.430 --> 00:03:52.160

BH : not completely erase the mindset of how I think a classroom should look.

39

00:03:52.300 --> 00:03:54.919

BH : but really try to think about the kids.

40

00:03:55.090 --> 00:04:06.680

BH : and how that could affect their learning, how my teaching affects their learning. And I'm like, Okay, that's I think those are my troubles. Did I even answer your question? I think I blabbered. I'm so sorry.

41

00:04:06.680 --> 00:04:08.990

Interviewer : No, you didn't. No, you didn't answer.

42

00:04:08.990 --> 00:04:09.530

BH : Okay.

43

00:04:10.250 --> 00:04:24.730

Interviewer : Because, you know, I think that that's the thing that you know becomes very difficult with teaching is, you know, trying to really get to know your students and trying to find them, find them where they're at, and then figure out how to access them

44

00:04:25.290 --> 00:04:36.599

Interviewer : with whatever content you're trying to teach them. And and you know it's it's a struggle. So one of the things I I want us to kind of think about right now is.

45

00:04:36.790 --> 00:04:47.759

Interviewer : what is your, what do you feel? Is your impact on their learning and development? So what are you really focusing in on when teaching them.

46

00:04:48.621 --> 00:04:51.760

BH : I try to focus on things that's going to draw their interest

47

00:04:52.200 --> 00:04:55.969

BH : and things that might relate to them personally.

48

00:04:57.910 --> 00:04:59.290

BH : Because

49

00:05:00.840 --> 00:05:10.100

BH : art is something special in comparison to just. You know, our everyday academic classes. Not that it's any less important.

50

00:05:10.270 --> 00:05:34.079

BH : but a lot of times some kids. The 1st thing they say is, I can't draw. I can't. This I can't, or here's I can't I can't! I can't! And they shut themselves down before they even give it a try. So that's why I try to pick projects that maybe if it's something that they like that, they have a little more interest into at least trying before shutting themselves down, and give them some type of confidence.

51

00:05:34.740 --> 00:05:39.590

Interviewer : Yeah. And I, I like how you especially tried to

52

00:05:39.690 --> 00:05:49.249

Interviewer : gain their their interests and like asking them. And, you know, trying to really motivate them to to continue to try on their own.

53

00:05:49.770 --> 00:06:08.699

Interviewer : And to kind of build that camaraderie that you have with them as well as with each other. I think that's a very, you know critical piece. You know, that I really enjoyed watching from you. It's that, you know. Continue trying. You could do this. You know

54

00:06:09.030 --> 00:06:13.289

Interviewer : it. I think you know whether or not you feel like it works.

55

00:06:13.810 --> 00:06:17.240

Interviewer : I think it it does, and I think that you make

56

00:06:17.430 --> 00:06:21.060

Interviewer : you make that kind of known to them.

57

00:06:21.320 --> 00:06:21.830

Interviewer : So.

58

00:06:21.970 --> 00:06:22.620

BH : Thank you.

59

00:06:22.620 --> 00:06:23.350

Interviewer : You know.

60

00:06:23.950 --> 00:06:26.000

BH : Pat yourself a little bit on the back.

61

00:06:26.190 --> 00:06:27.249

BH : Thank you.

62

00:06:28.565 --> 00:06:32.549

Interviewer : So how do you demonstrate?

63

00:06:33.349 --> 00:06:40.360

Interviewer : That positive impact in their learning and development? So what kinds of things do you feel? Are your

64

00:06:40.560 --> 00:06:42.000

Interviewer : strong suits.

65

00:06:43.377 --> 00:06:47.940

BH : I try to be organized and try to think

66

00:06:48.260 --> 00:07:02.419

BH : how they might think about an activity. So I do like to do the projects, first, st myself before presenting it to them, so that I can see where they may struggle.

67

00:07:03.650 --> 00:07:04.640

BH : Especially.

68

00:07:04.880 --> 00:07:10.929

BH : Each class is different. For instance, like I have a second grade class where

69

00:07:11.520 --> 00:07:32.639

BH : 201, they're a little more focused and they're a little more driven. So I could do maybe complicated parts of the project with them, whereas I have another class 231, where they're a little bit all over the place, and I can't always accomplish

70

00:07:33.290 --> 00:07:35.840

BH : the same thing the same way.

71

00:07:36.030 --> 00:07:54.599

BH : So, like with one class, I'm able, we're able to mix colors and with the paint and do tints and shades where the other class I'm like, Okay, no, we're gonna just use whatever is already made. We we can't make. We're not there yet. I tried it, and I was reassured that we weren't there yet.

72

00:07:55.070 --> 00:08:06.080

BH : So okay, that's that. And then I like to provide enough resources for them

73

00:08:06.250 --> 00:08:12.460

BH : where they can help themselves versus trying to always to wait for me to help them.

74

00:08:13.473 --> 00:08:14.800

BH : When I

75

00:08:14.940 --> 00:08:37.149

BH : do a lesson I like to demonstrate. I like to first, st sometimes get their thoughts on it before I tell them I want to see their prior knowledge before we start a project that's really important to me. Sometimes I tell them try to draw it on your own, and they freak out what? No, I can't by myself. You're not going to help us. I'm like

76

00:08:37.260 --> 00:08:43.260

BH : you do it first, st and then we'll do it together. But let's just see what you can do where you're at.

77

00:08:46.560 --> 00:08:49.900

BH : I do incorporate technology into the classroom.

78

00:08:51.189 --> 00:08:58.629

BH : They love the how to draw videos, although I'm not always so much of a fan of them when it comes to certain things.

79

00:08:58.740 --> 00:09:20.049

BH : So what I was actually thinking about today, a art teacher that I know. She records herself doing the project. And that's like their demonstration video, which is helpful because it's still her. Sometimes I always like when it's other people and things like, I still want them like, this is me. I'm still here. I'm still present.

80

00:09:21.380 --> 00:09:21.950

BH : Yeah.

81

00:09:22.520 --> 00:09:28.669

Interviewer : Yeah, definitely not listen. I completely understand it. It's 1 of those things that you know.

82

00:09:29.290 --> 00:09:39.840

Interviewer : There, there's a way that you want. Not that there's a way that you want them to do something. But there's certain techniques that you, you know, that they're going to

83

00:09:40.130 --> 00:09:46.639

Interviewer : be able to do. And you. You know it. It's you. Can. You feel like you can differentiate a little bit

84

00:09:46.840 --> 00:09:53.046

Interviewer : better than just a random person who doesn't quite, quite know them as much

85

00:09:54.280 --> 00:09:57.963

Interviewer : I get. I get what you're saying. I get what you're saying.

86

00:09:58.520 --> 00:09:59.300

BH : Yeah.

87

00:09:59.300 --> 00:10:05.649

Interviewer : So how do you think you demonstrate teaching effectiveness in the class? So how do you do that?

88

00:10:07.627 --> 00:10:11.250

BH : I try to. How am I effective?

89

00:10:11.510 --> 00:10:12.610

BH : Hmm!

90

00:10:13.980 --> 00:10:20.913

BH : I try to be present. I feel with them like, let them know that I understand that it's not easy

91

00:10:21.810 --> 00:10:24.460

BH : letting them know that I'm human, too.

92

00:10:24.590 --> 00:10:32.619

BH : Sometimes kids think that adults know everything, and we got it all. And I like to a lot of times.

93

00:10:32.780 --> 00:10:42.769

BH : Try to be effective by just like, Hey, I make mistakes. Then I make mistakes on purpose just to like let them like, oh, I didn't mean to do that like. Oh, I shouldn't have done that, you know. Just

94

00:10:43.100 --> 00:11:09.969

BH : come down to their level where I can to kind of build their confidence. I think that's my biggest thing is building their confidence because I remember being that age, and I was very sensitive about my work, and as soon as someone said, Oh, I don't like that. That's ugly or something. I was ready to crumple the paper, start over or just quit. So I think one way I want to be effective or try to be effective, is building their confidence.

95

00:11:11.160 --> 00:11:17.400

Interviewer : Absolutely. And that's definitely something I really really saw within the classroom with you.

96

00:11:17.560 --> 00:11:23.649

Interviewer : you really, you you're really working on. I wanna say, like that social, emotional aspect.

97

00:11:24.711 --> 00:11:27.969

Interviewer : You know just their lifelong.

98

00:11:28.300 --> 00:11:32.340

Interviewer : you know. I want to say commitment to everything that they need.

99

00:11:32.680 --> 00:11:44.780

Interviewer : So how effective are you in contributing to the diverse student learning growth in your classroom. So I know you have, you know.

100

00:11:45.430 --> 00:11:52.301

Interviewer : so many different types of students in your classrooms and across the board.

101

00:11:53.090 --> 00:12:03.720

Interviewer : especially since I saw you had the self-contained students and in the art room. So what are some? Some ways that you, you know, help them grow.

102

00:12:05.920 --> 00:12:08.810

BH : As you make as individuals or.

103

00:12:08.810 --> 00:12:13.720

Interviewer : In their learning just any in any which way learning their

104

00:12:14.120 --> 00:12:20.610

Interviewer : just. You know who they are, how they're, you know, selves.

105

00:12:21.460 --> 00:12:28.680

BH : Just doing projects or presenting projects to them that they get to represent themselves.

106

00:12:28.990 --> 00:12:30.879

BH : You said Diversity. Right? Is that what.

107

00:12:31.660 --> 00:12:32.170

Interviewer : Yeah.

108

00:12:32.170 --> 00:12:32.780

BH : So.

109

00:12:33.930 --> 00:12:44.161

BH : to me. Here is a big thing, I think, especially being in a school that's predominantly African Americans.

110

00:12:45.090 --> 00:12:55.269

BH : being African American myself, I know that in our community here is a big thing. So when we do projects as you, I saw had the paper.

111

00:12:55.520 --> 00:13:06.579

BH : It's big because we are here textures. It's so different, and we wear it different ways. I was not wearing this last time I saw you

112

00:13:07.460 --> 00:13:08.700

BH : so in.

113

00:13:08.890 --> 00:13:11.720

BH : I know I see the parents. I see the moms.

114

00:13:12.050 --> 00:13:21.659

BH : We change our hair often our hair is different, and sometimes I think because of the world we live in you at that age.

115

00:13:21.960 --> 00:13:24.510

BH : You don't always accept yourself.

116

00:13:25.030 --> 00:13:44.230

BH : I've heard some of my young black students say I don't like my hair. My hair is ugly. They might compare themselves to maybe our Hispanic students with straight hair and things like that. So I like to like, go back to confidence and

117

00:13:44.340 --> 00:13:48.239

BH : knowing who they are and growing into that.

118

00:13:48.650 --> 00:13:53.060

BH : I think that 8.

119

00:13:53.420 --> 00:13:55.470

BH : I'm an artist. So I'm expressive

120

00:13:55.740 --> 00:14:00.849

BH : makeup here. That's a part of me. So when it comes to them, I want them to

121

00:14:02.480 --> 00:14:03.960

BH : what I'm looking to say.

122

00:14:04.380 --> 00:14:07.400

BH : I wanted to accept who they are in.

123

00:14:07.940 --> 00:14:20.529

BH : to not be apologetic for it, or not to compare or make themselves seem any less special, but to see what is special within what they have.

124

00:14:20.970 --> 00:14:22.150

BH : if that makes any sense.

125

00:14:22.150 --> 00:14:29.160

Interviewer : Yeah, no, that makes a lot of sense. Yeah, you you want them to like, I said, like, build those

126

00:14:29.380 --> 00:14:34.230

Interviewer : aspects about themselves. You know that confidence, that

127

00:14:34.440 --> 00:14:45.090

Interviewer : self knowledge of themselves. And you know that really does build itself into like their growth, academically or even artistically.

128

00:14:45.586 --> 00:14:53.309

Interviewer : You just you, you really want them to 1st find themselves so that they can find themselves in different outlets.

129

00:14:53.820 --> 00:15:08.620

BH : They're so fragile at this age, every like. I've never seen so many emotional boys, but I like it because a lot of times boys are told. You don't cry. You don't show emotions, you know, and especially

130

00:15:08.750 --> 00:15:11.119

BH : sometimes within

131

00:15:11.582 --> 00:15:19.190

BH : African American households, is, you know, it's it's a weakness to cry when you're a man or things like that. So

132

00:15:19.400 --> 00:15:28.259

BH : I like to take that into consideration in how I speak to them, and the positivity that I could bring to them.

133

00:15:28.520 --> 00:15:52.289

BH : I think my favorite part of teaching isn't always what I'm teaching, as far as that lesson, but the side conversations I have with them. You saw how she came to the Sanaya, came to the classroom to talk to me. Talk about her crocheting. I enjoy those little small pockets, those relationships that I'm building. I think that was my biggest concern was.

134

00:15:52.390 --> 00:16:08.530

BH : am I going to be able to build a relationship with about 500 kids? Possibly because I only see them once a week. I'm no longer an assistant teacher in one classroom with 12 kids, and I'm with them all year, like I'm seeing so many different faces now, so

135

00:16:08.880 --> 00:16:13.759

BH : I think it was important for me to be reassured that I can still build those relationships.

136

00:16:14.010 --> 00:16:15.330

Interviewer : Absolutely.

137

00:16:15.600 --> 00:16:23.820

Interviewer : So now we're gonna start kind of getting into the the actual lesson that you know, I came in and observed.

138

00:16:23.950 --> 00:16:27.639

Interviewer : So based on. You know the students work that

139

00:16:27.960 --> 00:16:35.090

Interviewer : was done during that observation. How do you? How did the students perform?

140

00:16:35.420 --> 00:16:46.530

Interviewer : And how did you know the various students of, you know, diverse needs perform in that lesson according to you.

141

00:16:49.960 --> 00:16:53.092

BH : Oh, how do I put this into art?

142

00:16:54.664 --> 00:16:56.879

BH : How do they perform?

143

00:16:57.800 --> 00:17:00.329

BH : I feel like they follow instruction.

144

00:17:00.920 --> 00:17:09.369

BH : This is not based on today because it was a tough one today. But last Friday they did follow instructions.

145

00:17:10.035 --> 00:17:15.570

BH : I had never used rulers with them before as far as to do art.

146

00:17:19.720 --> 00:17:22.040

BH : I don't know how much to say about this.

147

00:17:22.960 --> 00:17:24.420

Interviewer : I think you know.

148

00:17:25.690 --> 00:17:36.039

Interviewer : especially from what I I remember looking at the students work, you know definitely, I was impressed with the with the ruler work that they had.

149

00:17:36.040 --> 00:17:37.620

BH : I was concerned about that.

150

00:17:39.500 --> 00:17:47.324

Interviewer : We're always concerned with whatever manipulatives that we we throw out there as teachers who are like, what's gonna happen with these.

151

00:17:47.970 --> 00:17:50.370

BH : Swores at 1 point. I'm like, no.

152

00:17:52.130 --> 00:17:56.590

Interviewer : But yeah, no, definitely. I think they really did learn, you know, like they they

153

00:17:57.330 --> 00:18:01.700

Interviewer : all directions. And I think the other thing that was kind of

154

00:18:04.220 --> 00:18:09.709

Interviewer : slightly impressed about, but also noticed, is how

155

00:18:10.060 --> 00:18:13.929

Interviewer : interested they were with that Lego

156

00:18:14.090 --> 00:18:21.509

Interviewer : project like they really really wanted to move so much further with it like

157

00:18:21.660 --> 00:18:25.729

Interviewer : you trying to get them to learn that patience

158

00:18:26.290 --> 00:18:29.240

Interviewer : and to go through the process.

159

00:18:29.350 --> 00:18:44.579

Interviewer : I think that was something that was really interesting to to really see, because you could. I could see that they're trying to like, put their little individualized ideas in and to try to, you know, kind of

160

00:18:44.760 --> 00:18:46.450

Interviewer : hurry it on up.

161

00:18:46.640 --> 00:18:52.580

BH : Yeah, that is true. I think they got that from like the last project we did.

162

00:18:52.740 --> 00:18:59.840

BH : That's why I think, moving forward, I always want them to put a piece of themselves into the project because they look forward to that.

163

00:19:00.480 --> 00:19:02.009

BH : So yeah.

164

00:19:02.800 --> 00:19:13.079

Interviewer : Definitely it was, it was adorable. I really did like that. So also, what what did you think? We we talked about a little bit about their strengths.

165

00:19:13.080 --> 00:19:13.430

BH : My.

166

00:19:13.430 --> 00:19:17.619

Interviewer : What do you think? Were some of their struggles within.

167

00:19:18.180 --> 00:19:22.849

Interviewer : working on the on their Lego self portraits.

168

00:19:24.055 --> 00:19:39.000

BH : I think size at times, which I find a lot of projects. I could tell them I wanted this size, and for some reason it always be smaller or bigger than what I wanted it.

169

00:19:41.810 --> 00:19:42.910

BH : What else?

170

00:19:45.284 --> 00:19:47.933

BH : Shapes, I think.

171

00:19:49.260 --> 00:19:57.710

BH : where I think I failed in this project. It's always easy for me to talk about my failures. It's so bad. I think.

172

00:19:57.960 --> 00:20:12.449

BH : What I should have done was, did a little mini math lesson with it, because Legos are shaped, and we did talk about shapes in it, but I feel like, after doing this project with them. I could have went a little deeper with them.

173

00:20:13.637 --> 00:20:20.510

BH : Maybe hands on manipulatives or something that they can touch.

174

00:20:20.960 --> 00:20:28.550

BH : or if I had like cutouts of how it is, and have them put on a paper just to look if

175

00:20:28.860 --> 00:20:30.190

BH : you know, I

176

00:20:30.320 --> 00:20:39.690

BH : some like, really, today it just dawned on me like how visual some of them are. And I'm telling them 2 big rectangles for the legs. And

177

00:20:40.220 --> 00:20:43.370

BH : I was like, blown away like, Okay.

178

00:20:43.500 --> 00:20:48.610

BH : today is a learning lesson for me. It's not even about you anymore. I've learned so much about

179

00:20:48.720 --> 00:20:52.270

BH : what I can do next time or going forward.

180

00:20:54.140 --> 00:20:54.470

BH : Yeah.

181

00:20:54.470 --> 00:21:20.140

Interviewer : No, and I think that you know especially what you're you're talking about actually goes also into my next question, which I'm not going to ask, because you answered that question already, which was, You know what's the next steps for your instruction? I know now you would try to, you know. Do that reteaching. And, you know, kind of do those different manipulatives just to get them to really understand that those shapes and sizes. And I think

182

00:21:20.270 --> 00:21:29.750

Interviewer : the the funny thing is, and this is something I feel like we tend to forget as teachers

183

00:21:30.080 --> 00:21:38.900

Interviewer : is that kind of visual piece that we need to have those tangible moments where they kind of see it like I

184

00:21:39.500 --> 00:21:47.000

Interviewer : like. I remember sitting there, and I could see the 2 rectangles that you're talking about in my in my eyes.

185

00:21:47.140 --> 00:21:52.216

Interviewer : and I'm like, How do you actually do that on paper?

186

00:21:53.860 --> 00:21:59.120

BH : I know it's like they they need to feel they need to touch

187

00:21:59.856 --> 00:22:06.110

BH : I really do want to move into more just hands on things with them.

188

00:22:06.360 --> 00:22:23.970

BH : I can see the boredom sometimes, like they they really just want to do. They don't want to hear me talk. They want to hear me lecture. They don't care about free to call us sometimes, and the the things the C think one like the things that I want them to care about. I'm just like.

189

00:22:24.890 --> 00:22:29.350

BH : and I let me not talk anymore, because you probably have more questions. I'm probably going in.

190

00:22:29.420 --> 00:22:33.500

Interviewer : No, no, keep on going with this. Keep on going with this point.

191

00:22:33.630 --> 00:22:37.649

BH : It's like, I'm just like, if they're not engaged.

192

00:22:38.420 --> 00:22:57.199

BH : it comes down on you. Come down on yourself sometimes, and you're like, Where am I doing wrong? And it's not always. I'm not one of those people where it's like, it's the kids, it's the

kids. It's the kids, because sometimes it's the kids. But it's like, Okay, how can I draw their interest? What can I do? How can I change?

193

00:22:57.550 --> 00:23:09.579

BH : So I'm just thinking of more ways to just get them interested. I'm thinking, maybe a field trip I want to. After this, I want to move on to maybe still life.

194

00:23:09.850 --> 00:23:14.179

BH : maybe a trip to Botanic Garden, with our sketch pads.

195

00:23:14.670 --> 00:23:20.140

Interviewer : Yeah, I think that's a great idea.

196

00:23:21.060 --> 00:23:27.020

Interviewer : See? Yeah, it's coming through. It's coming through all the ideas.

197

00:23:28.150 --> 00:23:37.890

Interviewer : So then I then one of the one of the last questions I have for you is, what do you feel was the

198

00:23:38.160 --> 00:23:39.660

Interviewer : strongest.

199

00:23:40.910 --> 00:23:50.129

Interviewer : I guessed pieces that you you kind of learned or

200

00:23:50.350 --> 00:23:54.050

Interviewer : gained from your time at Adelphi.

201

00:23:56.470 --> 00:23:57.880

BH : Oh.

202

00:24:01.500 --> 00:24:04.569

BH : strongest thing I gained!

203

00:24:05.630 --> 00:24:09.490

BH : I will say how much the professors care.

204

00:24:10.470 --> 00:24:22.609

BH : Oh, they were always extended themselves way past office hours, or just class time.

205

00:24:24.150 --> 00:24:26.409

BH : I felt heard, I felt seen.

206

00:24:27.440 --> 00:24:30.990

BH : Oh, even though I was online.

207

00:24:31.280 --> 00:24:34.820

BH : IE. We still we built a community within

208

00:24:35.060 --> 00:24:42.010

BH : my my peers, my classmates outside of just, you know, class forums and things like that.

209

00:24:42.570 --> 00:24:44.040

BH : So

210

00:24:44.210 --> 00:24:59.249

BH : I will say that it was a nice. It was a nice community, even including you. And I mean, how many times did I flood your email with questions and things? And when things didn't work out my other school? And

211

00:24:59.460 --> 00:25:09.629

BH : I mean I felt like y'all was there for this whole journey, and that's why I had to reach out and just let you know that things were on the up like.

212

00:25:10.230 --> 00:25:15.640

Interviewer : And I'm so happy that you did. You see what happened? We're having this conversation.

213

00:25:16.130 --> 00:25:23.339

Interviewer : and and I think you know the the main thing you know that I can see is also, you know how much this

214

00:25:24.460 --> 00:25:32.470

Interviewer : kind of came into your teaching and how you're teaching, and that

215

00:25:32.580 --> 00:25:40.830

Interviewer : like connections and relationships that you're you're building with the students, and why you say that that you know

216

00:25:41.280 --> 00:25:51.629

Interviewer : one of your favorite parts of teaching, and what you you really feel is your your strength and your effectiveness with it.

217

00:25:52.170 --> 00:25:55.729

Interviewer : So what are some things that you wish?

218

00:25:56.728 --> 00:26:04.349

Interviewer : You had some more support with, or you feel that you know you just

219

00:26:04.840 --> 00:26:14.499

Interviewer : you know you. You wish you had had known, like what you wish. You knew type of situations before you landed in this position.

220

00:26:16.865 --> 00:26:19.430

BH : You mean from Adelphi, or just the job itself?

221

00:26:19.430 --> 00:26:21.900

Interviewer : And just the job itself, and like, you know.

222

00:26:22.040 --> 00:26:25.479

Interviewer : or even even you know, let's say

223

00:26:25.920 --> 00:26:37.850

Interviewer : from Adelphi that you you say gee! We could have. You know you could have used this experience in Adelphi and I. You know I would be better prepared and work for blah blah.

224

00:26:37.850 --> 00:26:46.109

BH : I wish Adelphi would have dove a little deeper into lesson planning.

225

00:26:46.790 --> 00:26:55.420

BH : It's a monster, and I don't feel like we spent enough time

226

00:26:55.630 --> 00:27:10.609

BH : on how to properly write a lesson plan. Now I know lesson plans are based upon the individual, and there really is no right or wrong way to write a lesson plan because all about the person, but just having

227

00:27:10.720 --> 00:27:26.599

BH : those certain components and just practicing it a little bit more and a little more guidance on it, like I know, in some colleges like they had, like a class where, like they had to a lesson for like every week, let's say, which could be a little excessive. But it's

228

00:27:27.070 --> 00:27:28.519

BH : I get it now.

229

00:27:29.890 --> 00:27:36.739

BH : Yeah, like, I was encouraged to definitely write lesson plans during my student teaching portion of it.

230

00:27:36.960 --> 00:27:41.430

BH : but just to have a little more guidance on it would have been great.

231

00:27:42.450 --> 00:27:44.630

BH : I will save it. That's the only thing I could say.

232

00:27:45.060 --> 00:27:47.500

Interviewer : Yeah, absolutely.

233

00:27:48.210 --> 00:27:56.260

Interviewer : Let me think. If there was anything, I guess just overall. What are

234

00:27:57.010 --> 00:27:59.039

Interviewer : your goals as a teacher?

235

00:28:00.600 --> 00:28:07.450

BH : Oh, my goals, my goals, my goals! My goal is to inspire my students

236

00:28:09.960 --> 00:28:13.359

BH : to next year have a big art show.

237

00:28:14.390 --> 00:28:24.190

BH : That is definitely my goal. Just to like be one of their go-to

238

00:28:24.330 --> 00:28:31.090

BH : people, that they feel comfortable, with which I think I have so far. But to keep that going

239

00:28:32.019 --> 00:28:43.490

BH : to be relatable to them. I'm getting older, so that gets harder. I'm like, what does that link?
What is that new lingo? What does that mean?

240

00:28:44.470 --> 00:28:49.484

Interviewer : Oh, well, then, I don't know. I don't know about me.

241

00:28:50.360 --> 00:28:56.549

BH : But yeah, just to contribute to making them a better person than they were yesterday.

242

00:28:57.730 --> 00:28:58.750

Interviewer : All right.

243

00:28:58.990 --> 00:29:02.539

Interviewer : Well, I have to thank you so much

244

00:29:02.700 --> 00:29:13.189

Interviewer : for everything. You know, definitely. Keep me on the loop about this art show. I definitely want to come and see

245

00:29:14.040 --> 00:29:20.596

Interviewer : all the artwork that happens between, you know, next year.

246

00:29:21.600 --> 00:29:30.980

BH : We're doing a small. It's multicultural day coming up in about 2 or 3 weeks. So my principal said, maybe I could just showcase some things that we've done so far, but we haven't done much because

247

00:29:31.810 --> 00:29:34.730

BH : wouldn't been like 3, almost 4 months. So

248

00:29:35.751 --> 00:29:37.859

BH : no, next year I want.

249

00:29:38.180 --> 00:29:40.789

BH : I don't want to share it with any other day.

250

00:29:41.130 --> 00:29:48.323

BH : I want it to be the art show and the art show, only so I want it to be a big shebang.

251

00:29:48.650 --> 00:29:54.240

Interviewer : Yeah, don't you? Don't you worry. It will definitely be one of the biggest.

252

00:29:54.590 --> 00:29:58.910

Interviewer : And you know, definitely I would. I would love to come to see it.

253

00:29:58.910 --> 00:30:01.106

BH : I will love that. Bring your family.

254

00:30:01.420 --> 00:30:03.040

Interviewer : Oh, yeah, definitely will.

255

00:30:03.400 --> 00:30:11.076

Interviewer : So I wanna thank you so much for everything. I'm going to send you the email with the gift card.

256

00:30:12.370 --> 00:30:14.550

Interviewer : just a small token.

257

00:30:14.550 --> 00:30:15.430

BH : Hi! There!

258

00:30:16.120 --> 00:30:23.378

Interviewer : I'm all token of our appreciation for all that you had to put up with with me. You know.

259

00:30:23.760 --> 00:30:26.349

BH : Oh, it was dreadful! It was dreadful!

260

00:30:26.520 --> 00:30:35.570

Interviewer : Oh, completely, but it's been a pleasure. Have a wonderful weekend, and thank you again.

261

00:30:35.570 --> 00:30:37.870

BH : Thank you. Bye.

262

00:30:37.870 --> 00:30:38.560

Interviewer : Bye.

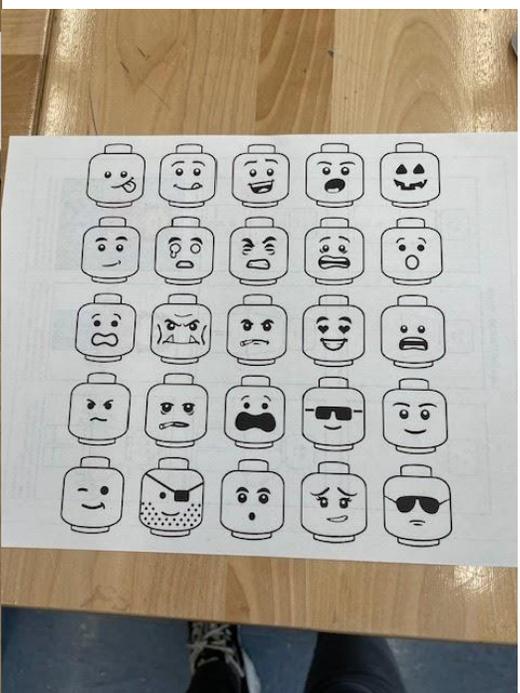
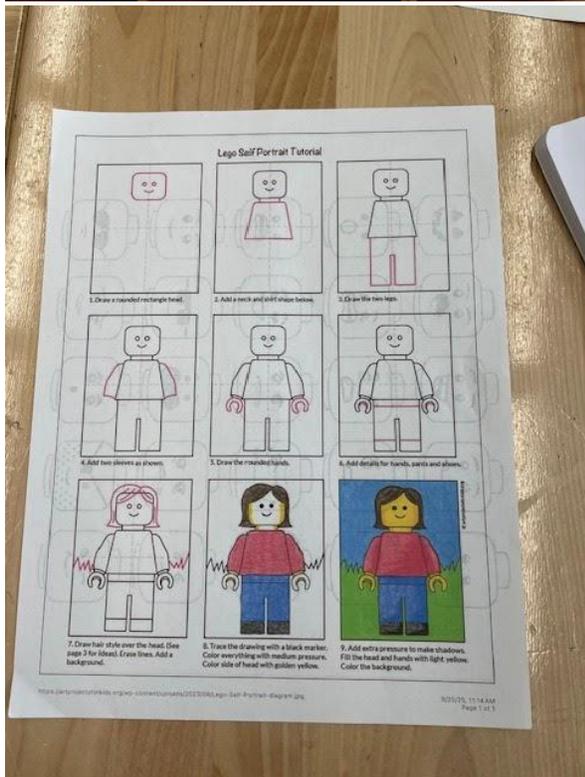
Appendices D

Classroom Pictures



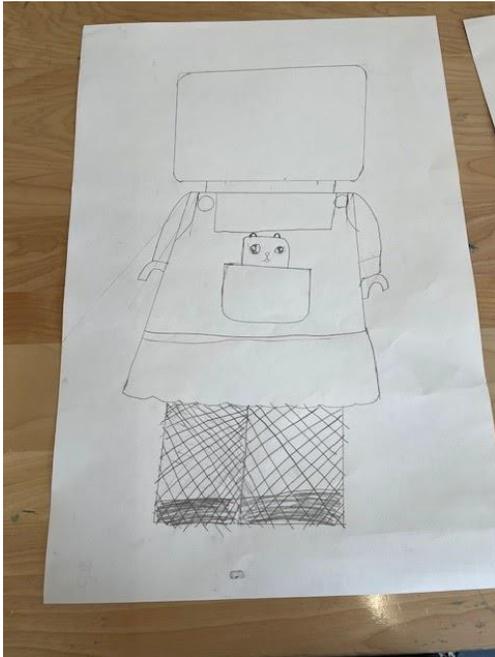


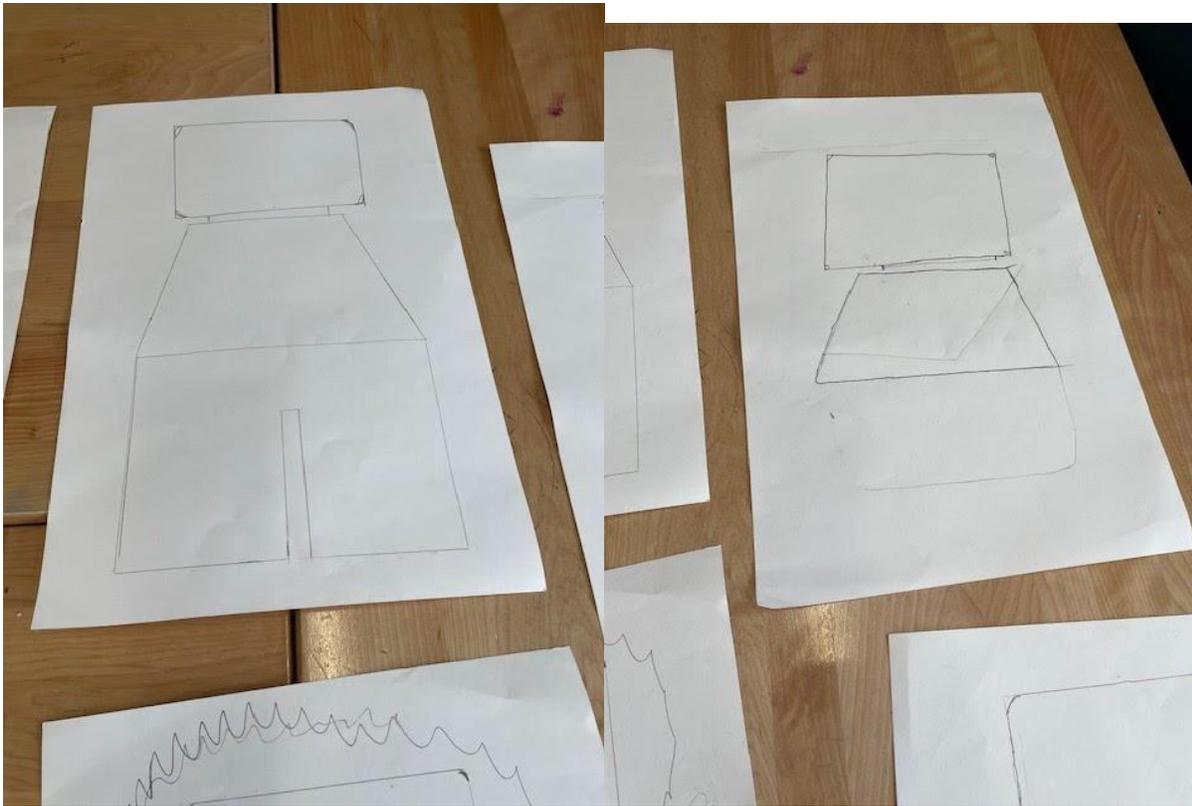
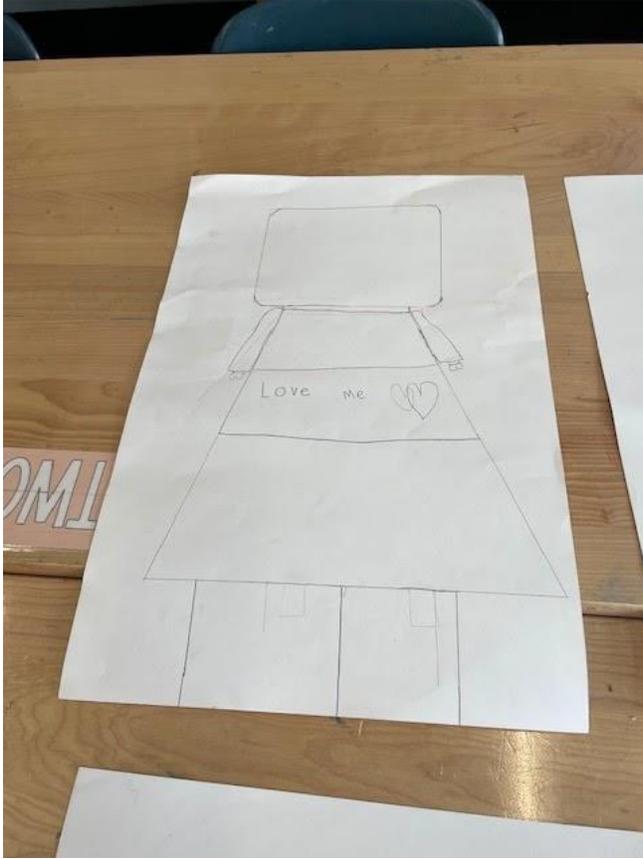






Appendices E
Student Work





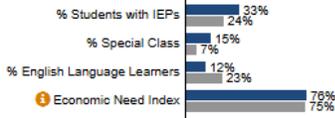
Appendices F

2024-2025 School Quality Reports

Student Population 2025

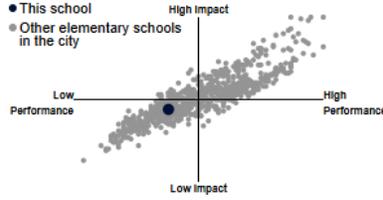
Grade	PK	K	1	2	3	4	5	Total
Enrollment	27	29	43	43	47	55	56	273

Higher-Need Students



Impact and Performance 2025

Based on selected student achievement metrics, impact measures school against expected outcomes, adjusted for incoming student factors; performance is unadjusted.



Advanced Courses by Race 2025

- Enrollment in the school as a whole
- Enrollment in any advanced course(s)
- Enrollment in AP/IB course(s)

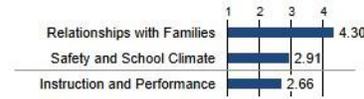
This graph does not apply to elementary schools.

School Demographics 2025

	Students	Teachers	Students Nearby (0.5 miles)
Asian	3%	N < 5	4%
Black	78%	29%	73%
Hispanic/Latinx	13%	N < 5	16%
Native American	2%	0%	2%
Native Hawaiian/Pacific Islander	<1%	0%	<1%
White	<1%	52%	1%
Female	49%		
Male	51%		
Neither Female nor Male	0%		

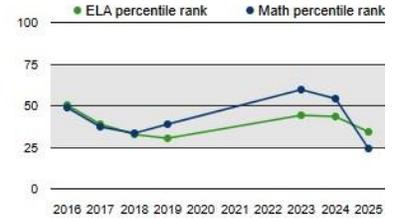
Category Scores 2025

Categories are measured by the NYC School Survey and other metrics. Scores are on a scale of 1.00–4.99.



Citywide Rank: State Test Results 2016-25

Shaded area shows middle two quartiles citywide. Points above are in the top 25%; below are in the bottom 25%.



Student Achievement Metrics

Detailed school, Comparison Group, and Citywide results and comparisons for three selected metrics.

2025 Data

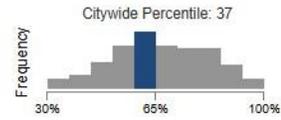
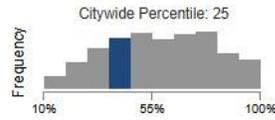
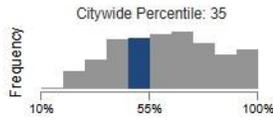
Results and Comparisons
 Comparison Group ("Comp") shows expected outcomes, adjusted for incoming student factors.

49% City 58%
 N = 127 Comp 54%
 School 49%

44% City 60%
 N = 126 Comp 52%
 School 44%

62% City 70%
 N = 304 Comp 67%
 School 62%

School within City Distribution
 Shows distribution of Citywide results
 Position of school's result



Multi-Year Data (2022-2025)

School Year Ending:
 School's Result for Metric:

2022	2023	2024	2025
34%	44%	40%	49%

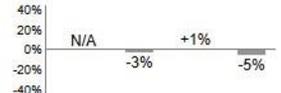
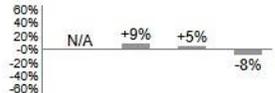
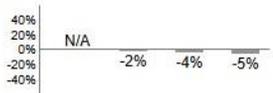
2022	2023	2024	2025
34%	58%	56%	44%

2022	2023	2024	2025
54%	60%	67%	62%

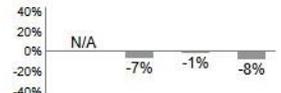
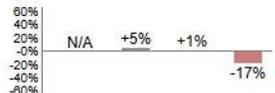
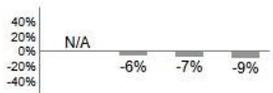
Trends Over Time
 School
 Comparison Group
 City



School vs. Comparison Group
 (% = percentage-point difference)
 School above Comp Group
 School similar to Comp Group
 School below Comp Group



School vs. City
 (% = percentage-point difference)
 School above City Avg
 School similar to City Avg
 School below City



III. STEP CHILDHOOD

Introduction

CAEP acknowledges that teacher effectiveness and impact data are often more complex to collect. The state may provide data (e.g., value-added measure data, case studies, performance portfolio follow-ups). Several states (i.e., North Carolina & Tennessee) provide data on completers by certain licensure areas and aggregate the data for EPPs. However, NYS does not make this data available to EPPs. Examples of approaches EPPs have taken in states that do not provide teacher effectiveness data are categorized into five categories: 1) case studies (35%), 2) interviews or focus groups (5%), 3) completer induction programs (9%), 4) completer surveys and requests for data (27%), and 5) district and educational support partnerships (24%). Adelphi University's Ruth S. Ammon College of Education and Health Sciences took a combined approach: 1) case studies, 2) interviews or focus groups, and 3) requests for data.

Research Process

A graduate from the Childhood program (STEP) agreed to participate in this case study approach, which employed a mixed-methods approach. *The school and the school district approved this participation; however, they would not allow the submission of pupil work samples or disaggregated test score data.* They cited that it went against their pupils' confidentiality and data privacy. However, the New York State Report Card 2023-2024 data was reviewed. Descriptive statistics were employed to identify trends within the Math and ELA performance scores and other relevant educational factors. In terms of qualitative methods, an observation of the classroom and a one-on-one interview took place. Data was transcribed for both the observation and interview. The interview was based on the concepts framing CAEP Standard 4.1. The questions were as follows:

- i. What is your impact on P-12 student learning and development?
- ii. How do you demonstrate you have a positive impact on P-12 student learning and development?
- iii. How do you demonstrate teaching effectiveness in the classroom?
- iv. How are you effective in contributing to diverse P-12 student learning growth?
- v. Based on the student work collected, how did the students perform based on the standards addressed in the lesson? How did the diverse students perform?
- vi. Based on the student work collected, what were the areas of strengths and struggles as evidenced in student work?
- vii. What would be your next steps for instruction based on this analysis?

The observation was derived from the Danielson Framework and written field notes. Data from both instruments were analyzed through a hierarchical coding process.

Data

The analysis of the raw data of the observation and interview revealed the following themes of strengths and areas of improvement that are logically vertically aligned across constituents. (See Figure 1 below.)

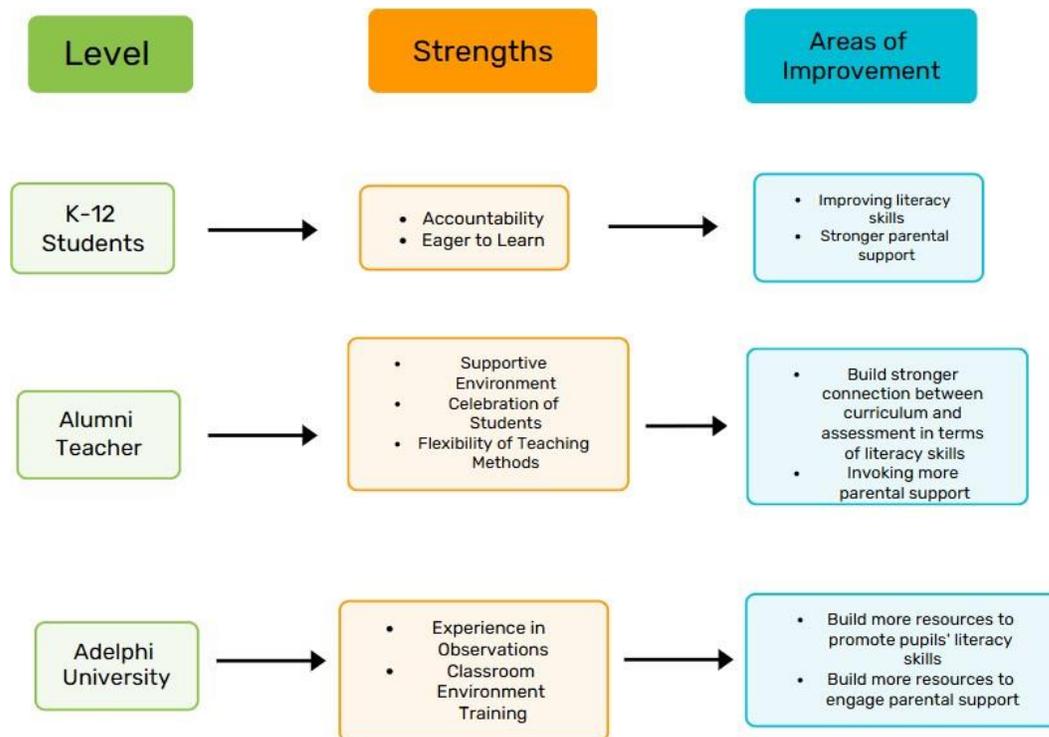


Figure 1. Coding of the completer Case Study.

Based on the interview and observation, the data corroborated one another. The completer scored distinguished in most areas, except for the following domain areas: *1a. Demonstrating Knowledge of Content and Pedagogy, 1b. Setting instructional outcomes, 1d. Demonstrating knowledge of resources, 1e. Designing coherent instruction, and 1f. Designing student assessments* where the completer scored proficient. The completer said her goal was to “*get them to pick up more English.*” However, it is problematic because of the lack of parental support. The completer stated

“I think weaknesses is really just like parental support, and that they're not making as much progress as they could be if they had the support at home. Like this year, I

feel like it is the year that I've done the most support that I could do for them like at home, like, I put videos on Google classroom. I've been sending home like sight word flashcards, and I know a lot of parents are like, well, I don't know English. So I'm like, well, it's on Google classroom, like, I've recorded literally the same site words that are on there like flashcards. I send home books every year, but I'm sending more now this year because I have less students and they're just not taking advantage of that at home.”

Therefore, the completer would benefit from more mentoring on providing more literacy to their students with a piece that allows for key parental support. It is important to note that there are approximately 132 English Language Learners, of whom 112 are Economically Disadvantaged and 20 have Disabilities.

Regarding the strengths, the completer exemplified a supportive environment where students are celebrated. The completer stated

“ I celebrate them, even though it's not the growth they're supposed to be making. So at this point in the year, for example, they're supposed to be reading like an H or an I, and a lot of my students came in. Rr, so they're finally reaching A, B or C, so I'm like, that's incredible. You're reading, and sometimes they'll say to me, I can't read, and I'm like, Read this for me, and then they'll read it perfectly, and I'm like, I thought you couldn't read. So they just start laughing about it. So really, just like motivating them and encouraging them, that you know, they're able to do things that they think they can't.”

In addition, the completer mentioned her school environment was supportive of teachers, as evidenced by the fact that 100% of the teachers are working in their certification area and that the administration is experienced. Because of the well-structured support, the alumni also provide opportunities for dynamic teaching, emphasizing building a community and flexibility of teaching strategies. The completer stated

“so with the pumpkin, I do it on Halloween, or whenever the last day before Halloween is, and I have a pumpkin in my room all month long, and then throughout the month we're learning about pumpkins, the pumpkin life cycle. How many seeds do you think will be in there? So estimation we use links to predict how many links will fit around the pumpkin, and then on the like on actual Halloween.and in the morning we'll vote to see what kind of face or Jack-o-lantern we'll have. So we learn a lot of vocabulary, too, because typically they're like a pumpkin. And I'm like, No. Now it has a face. So it's a jack-o-lantern. So we vote to make the face. We this year was actually really

nice, because I have such a small class. They all got to sit around the table, and then, as I was cutting it, they got to help me cut.”

The school's students are in Level 3 and 4 in terms of subject performance in Mathematics and ELA (with Level 4 being the highest). The alumni maintain that her experience within the Adelphi University program, most notably the Residency student teaching experience, gave her the courage to think outside the box when working with her students.

Discussion

It is important to take into account the hierarchical structure of the data. The strengths and areas of improvement are linked to one another across the different constituents. The completer witnessed and was explicitly taught flexibility and attention to the classroom environment. This became a piece that was a strength for the Adelphi University program, herself, and for the K-12 students. The flexibility of teachers has a significant impact on the students (Story, 1985). Students are sponges that mimic the behaviors they see of their teachers. The completer showcased both in words and actions (within the observation) the willingness to explore her flexibility to help her students reach their needs and goals (Grasha, 1994; Story, 1985). This directly impacted her classroom, as students felt safe yet challenged to participate and take risks (Levitt, 2001; Reeve, 2006). To further support teacher candidates who will become alumni teachers, it is important to provide them with relevant knowledge on skills and strategies for parental involvement, especially in literacy development (Enemuo & Obidike, 2013). Therefore, Adelphi University should provide more support to the teacher candidates to create a family-centered curriculum and instruction primarily focused on literacy development.

Adelphi University showcased the importance of building a safe, caring, and risk-taking environment. To support this, strategies must be developed to keep parents involved, especially in their children's literacy development. It becomes imperative for teacher candidates to have opportunities for successful partnerships among veteran teachers and parents. In that way, teacher candidates can feel more prepared to take on those responsibilities in the collaboration in their classrooms.

REFERENCES

Enemuo, J.O. & Obidike, N.D. (2013). Assessment of parental involvement in children's literacy development. *Journal of Emerging Trends in Educational Research and Policy Studies*, 4(5), 807-814.

Grasha, A.F. (1994). A Matter of style: The Teacher as expert, formal authority, personal model, facilitator, and delegator. *College Teaching*, 42(4), 142-149.

Levitt, K.E. (2001). An Analysis of elementary teachers' beliefs regarding teaching and learning of science. *Science Education*, 86(1), 1-22.

Reeve, J. (2006). Teacher as facilitators: What autonomy-supportive teachers do and why the students benefit. *The Elementary School Teacher*, 106(3), 225-236.

Story, C.M. (1985). Facilitator of learning: A Micro-ethnographic study of the teacher of the gifted. *Gifted Child Quarterly*, 29(4), 155-159.

APPENDICES

Appendices A

Danielson Scores

InTasc Standard	ISTE Standard	DANIELSON DOMAIN	The completers Score
4	2.1	1a. Demonstrating Knowledge of Content and pedagogy. (CAEP R1.2; InTasc 4)	3
1,2,7	2.2	1b. Demonstrating knowledge of students. (CAEP R1.1,R1.3; InTasc 1,2,7)	4
1	2.5	1c. Setting instructional outcomes. (CAEP R1.1; InTasc 1)	3
	2.6	1d. Demonstrating knowledge of resources	3
1,4,7	2.5	1e. Designing coherent instruction. (CAEP R1.1,R1.2,R1.3; InTasc 1,4,7)	3
6	2.7	1f. Designing student assessments. (CAEP R1.3; InTasc 6)	3
3	2.3	2a. Creating an environment of respect and rapport. (CAEP R1.1; InTasc 3)	4
	2.4	2b. Establishing a culture for learning	4

	2.5	2c. Managing classroom procedures	4
	2.3, 2.7	2d. Managing student behavior	4
	2.5	2e. Organizing physical space	4
5	2.6	3a. Communicating with students. (CAEP R1.2; InTasc 5)	4
8	2.5	3b. Using questioning and discussion techniques. (CAEP R1.3; InTasc 8)	4
1,3,4,5,8	2,6	3c. Engaging students in learning. (CAEP R1.1,R1.2,R1.3; InTasc 1,3,4,5,8)	4
6	2.7	3d. Using assessment in instruction. (CAEP R1.3; InTasc 6)	4
5	2.2	3e. Demonstrating flexibility and responsiveness. (CAEP R1.2; InTasc 5)	4
9	2.2	4a. Reflecting on teaching. (CAEP R1.4; InTasc 9)	4
	2.7	4b. Maintaining accurate records	4
10		4c. Communicating with families. (CAEP R1.4; InTasc 10)	4
10	2.3	4d. Participating in the professional community. (CAEP R1.4; InTasc 10)	4
9	2.4	4e. Growing and developing professionally. (CAEP R1.4; InTasc 9)	4
9,10	2.3	4f. Showing professionalism. (CAEP R1.4; InTasc 9,10)	4
		OVERALL TOTAL	3.8

Appendices B

Raw Observation Notes

(Redacted) Elementary

12/7/24 9:30am-10:50am

7 1st Grade students —

Morning meeting

Show me - counting days in school

- focusing on days and dates of the week
- Showing patience when counting days
- How do we write 67

- Say 67
- We have 180 days of school

We are reading our book of the week

The Gingerbread Girl

- They are re-reading it
- They are looking at what they do
- First, second, last
- Hands up
- Some are speaking in Spanish, and others are talking in English
- Say it in full sentences
- Did everyone hear (student 1)?
- (student 1) repeated louder

What happens if a cookie gets wet

- Soggy, crumble, "melt"
- The fox eats cookie
- Read the red words
- Repeat after her
- Questions about feeling and how you can tell
- Reviewing the characters in the book
- Show your version of a shocked face

La Tortilla Correora (This is for later) ← They are talking about how the premise of the books are same.

Center

- Repeat words for center work previewing the worksheet

3 students

- 1 station - 1 student
- Word work - 1 student
- Foundation writing - 1 student

4 students went out for services

Foundations = tap it out

- Welded sounds: all, am, an

8 words

- They ran from the back of the mall
- The student worked out the sentence
- We don't need an uppercase
- Added words to his list of sight words: have from

Now they are changing centers

- Word work - student 2
- Writing -Student 3

The completer and Student 1 - reading a book

- *Animals Can Move*
- Student is trying to sound out
- What kind of animals will be in the book: tigers, lions, zebra

- Title page: giraffes
- See camel (can have more than one hump), snake, polar bear

4 students came back

- Student 2 now left

Most students are working on word work

- They are unscrambling *I have a snowman*

cutting, pasting

Writing the sentence

- Tracing the sentence
- Reviewing sight words - *have*
- Working on spaces with Student 4.

Next Center

Ms. CE - indoor fun

3 students - asking questions about the book

- Why is she playing in the house: too cold

2 students doing writing, word work

- What was happening yesterday: raining
 - Don't want to get sick
- **danced**, colored, painted, eat, cook

"I like to _____."

- Structure
- Hard words: *Build, write*
- They are using phones, they are reading to themselves

Draw - Student 5

Write

- We are going to use pattern
- I like to eat. I like to paint. I like to cook.
- Period at the end of sentence

Doing sounds of alphabet

- The letter is *a*
- Trying to differentiate between letter and sound.

Appendices C

Interview Transcript

Meeting summary for the completer Interview (02/18/2025)

Quick recap

Interviewer and the completer had a casual catch-up after a long time, with the Interviewer preparing to ask the completer a series of questions and promising to send her some information. They also discussed the completer's teaching methods, emphasizing the importance of creating fun experiences and adapting to students' needs, with the goal of improving their English language skills. The completer expressed her appreciation for Adelphi's residency program, which she believes helped her secure her teaching job.

Next steps

- The completer to continue focusing on increasing students' English language proficiency in preparation for the upcoming NYSESLAT exam.
- The completer to maintain emphasis on reading skills development, particularly for students who have recently started reading.
- The completer to continue providing at-home learning resources for parents, including videos on Google Classroom and sight word flashcards.
- The completer to follow up on RTI cases for students with difficulty retaining topics.
- The completer to continue using small group instruction to provide targeted support based on individual student needs.

Summary

Catch-Up and Opportunity

Interviewer and the completer had a brief catch-up after a long time. Interviewer mentioned that she had been busy but was doing well. The completer shared that she was on a break and things were generally okay. Interviewer then explained that she would be asking the completer a series of questions, which the completer agreed to. The completer expressed her gratitude for being considered for the opportunity.

The completer's Teaching Methods and Strategies

Interviewer and the completer discussed the completer's teaching methods and strategies for engaging her students. The completer emphasized the importance of creating fun experiences for her students, such as a glow party and pumpkin carving, to make learning enjoyable. She also highlighted the need for patience and understanding when dealing with students and parents. The completer's strengths in teaching include her ability to create a supportive environment, celebrate small achievements, and adapt her teaching methods to suit her students' needs. Her main goal is to improve her students' English language skills to prepare them for future academic challenges. The completer expressed her appreciation for Adelphi's residency program, which she believes helped her secure her teaching job.

1

00:00:03.050 --> 00:00:03.890

Interviewer: Alright.

2

00:00:04.490 --> 00:00:12.610

Interviewer: So one of the 1st questions that we're really gonna begin to think about is.

3

00:00:12.770 --> 00:00:16.470

Interviewer: what do you think? And what is your impact

4

00:00:16.860 --> 00:00:23.340

Interviewer: on your students learning and development. So how do you think that's been going.

5

00:00:24.029 --> 00:00:29.339

The completer: I think that one of the biggest things that I always try to do is create experiences for them.

6

00:00:29.350 --> 00:00:49.729

The completer: especially with the population of students that I work with. I know that they don't have that much background experience, or especially like a lot of knowledge that other students of their age might have, whether it's like a TV show or what it is. So I try to create that for them through experiments, through. Just.

7

00:00:49.730 --> 00:01:12.099

The completer: I've done like a glow party at work before every every year. I do like an experiment with this pumpkin, and it's like things that don't necessarily align with the curriculum sometimes, but it's things that they remember because I have students who like are now in 4th grade, and they come back. And they're like, remember, when we did that pumpkin remember when we did that thing with the ghost? Remember we did this so just

8

00:01:12.100 --> 00:01:26.870

The completer: trying to make it fun for them, especially because now I feel like the curriculum is getting so much harder, and our expectations are getting so much higher, and the gap is just increasing like crazy. So I still want them to have fun at school.

9

00:01:28.620 --> 00:01:31.570

Interviewer: Can you tell? Tell me a little bit about

10

00:01:32.634 --> 00:01:37.760

Interviewer: that pumpkin project, or any of those different projects that you've been doing.

11

00:01:37.920 --> 00:02:02.880

The completer: Yeah, so with the pumpkin, I do it on Halloween, or whenever the last day before Halloween is, and I have a pumpkin in my room all month long, and then throughout the month we're learning about pumpkins, the pumpkin life cycle. How many seeds you think will be

in there? So estimation we use links to predict how many links will fit around the pumpkin, and then on the like on actual Halloween.

12

00:02:02.880 --> 00:02:26.650

The completer: and in the morning we'll vote to see what kind of face or Jack-o-lantern we'll have. So we learn a lot of vocabulary, too, because typically they're like a pumpkin. And I'm like, No. Now it has a face. So it's a jack-o-lantern. So we vote to make the face. We this year was actually really nice, because, since I have such a small class. They all got to sit around the table, and then, as I was cutting it, they got to help me cut.

13

00:02:26.650 --> 00:02:39.000

The completer: They got to like pull the some of like the flesh from it, or the seeds from it, and that's something I don't usually do, just because the class is so big, and then they're like, no, it's my turn, it's my turn. So it was nice to do this year.

14

00:02:39.050 --> 00:02:58.370

The completer: They even like they were so eager they're like, can I take this piece home? Can I take these seats home? I'm like, sure. So then, after we cut that, I let it sit for a little bit, and at the afternoon in the afternoon I do baking soda, vinegar, and then green food coloring so it comes out of his mouth. So it looks like he's like, you know, vomiting, which is gross, but they think it's so funny.

15

00:02:59.930 --> 00:03:04.580

Interviewer: That's great. Oh, my gosh! Thank you for for sharing.

16

00:03:04.580 --> 00:03:05.570

The completer: Of course.

17

00:03:06.200 --> 00:03:09.890

Interviewer: How do you demonstrate that you have a positive impact

18

00:03:10.170 --> 00:03:13.259

Interviewer: on your students, learning and development?

19

00:03:13.560 --> 00:03:15.489

Interviewer: So it's a little bit of the same. But.

20

00:03:15.490 --> 00:03:29.409

The completer: I think it's also just them wanting to come to school, and even just seeing it. Sometimes I don't see it as much when they're with me like that current year. I'll see it after the fact, like

21

00:03:29.909 --> 00:03:43.330

The completer: when they come to me, and they're like you were my favorite teacher, and like, of course, kids say that to everybody. But sometimes I hope they're being genuine but also, like academically, when I see the growth they make, and

22

00:03:43.460 --> 00:04:11.329

The completer: I celebrate them, even though it's not the growth they're supposed to be making. So at this point in the year, for example, they're supposed to be reading at like an H or an I, and a lot of my students came in. Rr, so they're finally reaching A, B or C, so I'm like, that's incredible. You're reading, and sometimes they'll say to me, I can't read, and I'm like, Read this for me, and then they'll read it perfectly, and I'm like, I thought you couldn't read. So they just start laughing about it. So really, just like motivating them and encouraging them, that

23

00:04:11.680 --> 00:04:31.700

The completer: you know, they're able to do things that they think they can't. They're just like so stuck in the I can't write, I can't read. I can't do this, and I'm like, really do it for me, and then they they do so. They feel very proud of themselves. Yeah. So I just want them to like, take accountability and and see that they are progressing and they are making growth.

24

00:04:33.150 --> 00:04:40.559

Interviewer: What would you like? Give as an a piece of advice for for teachers

25

00:04:41.230 --> 00:04:46.859

Interviewer: on on that, too, about how to give their students like accountability, like.

26

00:04:48.718 --> 00:05:05.399

The completer: For one thing, you definitely have to be patient, and not only patient with the students, but patient with the parents, patient with administration. You have to give yourself grace, and not be too hard on yourself, because

27

00:05:05.420 --> 00:05:24.850

The completer: there are so many times where it's hard to be proud of your students for the growth they're making when on the opposite end from admin you're hearing, well, why are they still so low? So you have to understand that, like, you're the one in the classroom. You're seeing. The growth, not admin admin, is just looking at a bunch of data. So I think.

28

00:05:25.050 --> 00:05:33.499

The completer: being okay with, like, okay, you know what Admin may feel. Let down. And that's okay, because my students are happy and I'm proud of them.

29

00:05:35.140 --> 00:05:51.550

The completer: and then I had one more thing. I just lost that train of thought, but also just oh, you have to see what works for your students, because sometimes I've done things like data tracking charts and students don't care about it. But then there are years where they do so really, just testing out what works for students and what motivates them.

30

00:05:52.750 --> 00:05:53.600

Interviewer: Thank you.

31

00:05:55.040 --> 00:06:00.340

Interviewer: So how do you demonstrate your teaching effectiveness in the classroom?

32

00:06:02.309 --> 00:06:06.699

The completer: I just I celebrate like the littlest wins, even if it's

33

00:06:06.810 --> 00:06:26.110

The completer: depending on like I have. Throughout the years I've had very, very low students, and even if they remembered every morning, I have to put my folder in the basket, if it's taken them 3 months to understand that. And finally they do that I'm like, Oh, my God! You just remember to put your folder where it goes. So it's especially when they're little and like

34

00:06:26.260 --> 00:06:27.280

The completer: at this

35

00:06:27.360 --> 00:06:49.229

The completer: point is like, I don't know. I guess I don't know if it's just the students I work with, or in general, I feel like they're not getting that much attention at home. So it's just they go home. They sit on their ipad, they sit on their computer. So really, just celebrating every little thing they do, having conversations with them. So they like speaking and like communicating, because they're little. And of course they want

36

00:06:49.230 --> 00:07:14.179

The completer: to like talk and talk and talk your ear off so, and they may not get that at home. So really, just celebrating the little things they do, and also making achievable goals for them like knowing that. Yeah, sure, you're supposed to be reading an I. But is that going to happen? No. So my goal for you is going to be. Let's get you from an Rr to an a let's get you to remember you knew 0 sight words. Let's get you to remember 2 or 3.

37

00:07:14.180 --> 00:07:20.070

The completer: depending on who the student is. It's just setting small goals that they'll achieve.

38

00:07:21.290 --> 00:07:22.240

Interviewer: Thank you.

39

00:07:22.390 --> 00:07:28.500

Interviewer: So basically based off of the lessons that I observed you.

40

00:07:29.320 --> 00:07:32.930

Interviewer: How do you think the students did?

41

00:07:33.150 --> 00:07:44.259

Interviewer: And what do you think of the different students that were in the class? How well did they do? Just really. Where? Where are you?

42

00:07:44.400 --> 00:07:49.360

Interviewer: Where did you see that particular? Those particular lessons.

43

00:07:49.669 --> 00:08:07.940

The completer: So usually like, I can tell right off the bat, like the students who are just gonna get it based on their participation and then students who need a little bit of help, or maybe a lot

more help based on their lack of participation. Or if they do participate, then they may not give the right answer.

44

00:08:08.270 --> 00:08:24.539

The completer: so it's been pretty easy to predict, because the students have shown similar patterns like there are always going to be like 2 students who just get it like this, who I can do one model question. And they're like, All right. Can I go do it by myself now and then? I always have the students who, just

45

00:08:24.750 --> 00:08:53.540

The completer: they need me. They need help with every single question which, like other circumstances, they're supposed to get evaluated and everything. But it's really much like when we're on the carpet, for example, or we're doing it like a whole group. It's really based on participation. And then when I let them go off on by themselves, it's are they able to tell me, okay, why did you get the answer? 15. Or how did you do that? Or if I'm seeing them use the strategy. What I've noticed, too, especially in math, is like, sometimes I'll

46

00:08:53.730 --> 00:09:23.219

The completer: we'll do a specific strategy, and then some students will go off and do it, and we'll use something totally different. And it's like moments like that where I'm like, all right like. If that works for you, and the other strategy is just going to confuse you, then you do that, because at the end of the day I would rather them get it their own way than like, have me confuse them, and then I split them up into small groups like I do a lot of small group learning just in general. So usually the small groups are broken down on

47

00:09:23.520 --> 00:09:47.540

The completer: how like how much support they need. So in math. In particular. My last group is usually the one who needs the least support. So it's nice, because I've taught the whole group lesson. They'll do it by themselves, and then I can introduce other things that might be harder or review other things like money that students typically always have a hard time with. So. But then there are groups where I'm like, okay, we're going to have to break this down to a 2 day lesson.

48

00:09:48.030 --> 00:09:53.320

The completer: So it's just I use the small groups, a lot to really support where they need.

49

00:09:55.270 --> 00:10:02.629

Interviewer: So just to to go into this a little bit more in detail. What do you think

50

00:10:02.980 --> 00:10:10.600

Interviewer: is really the strengths and the struggles for this particular group of students that you have.

51

00:10:13.020 --> 00:10:38.320

The completer: I think the strengths is, they're definitely for the most part, they're eager to learn. They all really want to. And I've had years where students just truly don't care. But this year they all seem to be really trying, and I think that they're all. Another thing is, they make mistakes, and they're like, Oh, man! Like they brush it off, they don't really get upset by it.

52

00:10:38.780 --> 00:10:43.680

The completer: Another thing is, I do a lot of like Tpr. With them, especially with foundations.

53

00:10:43.810 --> 00:11:02.229

The completer: So this year in particular, they picked that up pretty well. They're like we're doing glued sounds right now, for example. So if I'm like ng, ing like ring they immediately they're like, Oh, I know that one that's Ing, whereas other years they're like A and G like the Tpr. Doesn't really help them. But with this group it does.

54

00:11:02.748 --> 00:11:13.900

The completer: I think weaknesses are really just like parental support, and that they're not making as much progress as they could be if they had the support at home.

55

00:11:14.179 --> 00:11:38.600

The completer: Like this year, I feel like it is the year that I've done the most support that I could do for them like at home, like, I put videos on Google classroom. I've been sending home like sight word flashcards, and I know a lot of parents are like, well, I don't know English. So I'm like, well, it's on Google classroom, like, I've recorded literally the same site words that are on there like flashcards. I send home books every year, but I'm sending more now this year because I have less students.

56

00:11:38.750 --> 00:11:54.350

The completer: and they're just like not taking advantage of that at home. So then, when they come into parent teacher conferences, or then when I make phone calls, they're like, All right. Well, what can I do. And I'm like, Well, here's a bunch of stuff you should already be doing, are you? And they're like, No.

57

00:11:54.804 --> 00:12:14.129

The completer: so I think really, the parent support is just getting weaker and weaker every year, and I think that the students would be making a lot more progress if it wasn't for that. I have a couple of students who have difficulty retaining topics. But then those are now just Rti cases.

58

00:12:17.400 --> 00:12:22.680

Interviewer: Thank you. So what do you really think would be your next steps?

59

00:12:24.300 --> 00:12:30.930

Interviewer: Based off of like these different analyses that you have been doing, and what you've been talking about

60

00:12:31.220 --> 00:12:33.410

Interviewer: to help your students.

61

00:12:34.137 --> 00:13:01.832

The completer: I think right now one of my main goals is trying to get them to pick up more English. So most of my instruction currently is like in English. Even if they say something to me in Spanish, I'll be like, can you say that again in English, because a lot of them are able to do it, and they just choose not to, because they're like you speak Spanish like you'll understand me, but they have the nicest law coming soon. So I really want them to be prepared for that and

62

00:13:03.530 --> 00:13:23.150

The completer: and with the Nicesol like that depends on where they get placed next year. So especially after what happened last year with their placements, I just want them to be prepared in case they do go off into a Gen. Ed setting where the teacher doesn't speak any Spanish, and they can't really resort to that as an option. So I want them to be prepared to be able to kind of like

63

00:13:23.150 --> 00:13:36.550

The completer: advocate for themselves, even if it's just using the bathroom, or I need to sharpen my pencil. So that's really my main goal right now is trying to get them to pick up more Spanish in terms of like academics math.

64

00:13:36.560 --> 00:13:43.199

The completer: Most of them are pretty good with math. I've had a couple of newcomers that they're just. They're slowly picking it up

65

00:13:43.200 --> 00:14:08.300

The completer: and then just more focus on the reading. I think now that a lot of them are now reading and no longer are, they can hopefully pick things up more. But I think a lot of that also comes with the picking up more English, and like knowing the vocabulary so that they can memorize a pattern in the book. But then, when the word changes, if they don't know what that new word is because of vocabulary. No amount of tapping our looking at the picture will really help them.

66

00:14:11.960 --> 00:14:18.129

Interviewer: Alright. Thank you so so much. Are there any other comments?

67

00:14:18.854 --> 00:14:28.669

Interviewer: Thoughts, anything that you would like to to share about how Adelphi helped you

68

00:14:29.148 --> 00:14:32.100

Interviewer: to grow into the teacher that you are.

69

00:14:33.130 --> 00:14:56.670

The completer: I think that I mean I love Adelphi, and I preach to everybody. Go panthers like I love that place so much, but I think it's also just that. I don't want to say that I was like kind of thrown into the classrooms, but I think that starting observations early, I think I want to say. It was probably my sophomore year that I started observations or Sophomore Junior. I think that

70

00:14:56.800 --> 00:15:23.049

The completer: because of the classes and the professors I was able to start observations or just feel like I could jump in. I I know that technically as an observer, you're like sitting there just observing. But I was ready. I asked the teacher like, Do you need me to do anything? Do a small group do whatever you need, and I just felt that confidence early on, even just like what we were learning like, I have a friend currently who's at a different program in a different school. And

71

00:15:23.050 --> 00:15:29.079

The completer: at this point. I feel like she should know what a running record is. And she was like, what's a running record. And I was like, Oh, girl.

72

00:15:29.080 --> 00:15:47.789

The completer: maybe rethink your program, because I even had that in class like before, I was even exposed to that during observations or student teaching, my professor already had us doing running records on each other as examples, and learning all these like acronyms and everything we needed to do. So

73

00:15:47.840 --> 00:15:51.319

The completer: I just felt like well prepared going into it.

74

00:15:51.400 --> 00:16:18.879

The completer: And then, when I started my student teaching, I loved the Residency option. So that's what I saw. I was student teaching like all year, and I always say to this day. That's the reason why I ended up in Freeport. That's how I got my job, because I was a resident in Freeport that whole year, and it allowed me to make connections and to show like what I knew. And yeah, and I feel like, that's how I really ended up with a job. Luckily, like straight out of graduation.

75

00:16:21.790 --> 00:16:23.970

Interviewer: Thank you so much, The completer.

76

00:16:24.130 --> 00:16:30.930

Interviewer: I told you that I wouldn't keep you this long, and we have actually finished all of our questions.

77

00:16:30.930 --> 00:16:31.630

The completer: Okay.

78

00:16:31.810 --> 00:16:36.600

Interviewer: So if there's anything else I need, I will definitely let you know.

79

00:16:37.780 --> 00:16:45.410

Interviewer: Thank you. Thank you so much, and I'm so happy that you were the 1st interview I had, and the 1st observation I had, because

80

00:16:46.500 --> 00:16:49.380

Interviewer: I don't know what I would have done without you.

81

00:16:49.520 --> 00:16:50.260

The completer: Oh!

82

00:16:52.062 --> 00:16:57.220

Interviewer: Like, I said. I'll I'll get to you any of the paperwork that I need for

83

00:16:57.320 --> 00:17:03.789

Interviewer: the Amazon gift card. But thank you so so much, and have a really great break.

84

00:17:03.790 --> 00:17:13.669

The completer: Thank you so much, and thank you for allowing me to take part in this. I love Adelphi so anytime I can help, or anything. You know where to find me.

85

00:17:13.670 --> 00:17:16.950

Interviewer: Oh, I definitely will. I'm gonna put you at the top of the list.

86

00:17:16.950 --> 00:17:18.056

The completer: Please, do.

87

00:17:19.230 --> 00:17:20.900

Interviewer: Alright, The completer, you take care.

88

00:17:20.900 --> 00:17:23.029

The completer: Bye, you, too. Thank you.

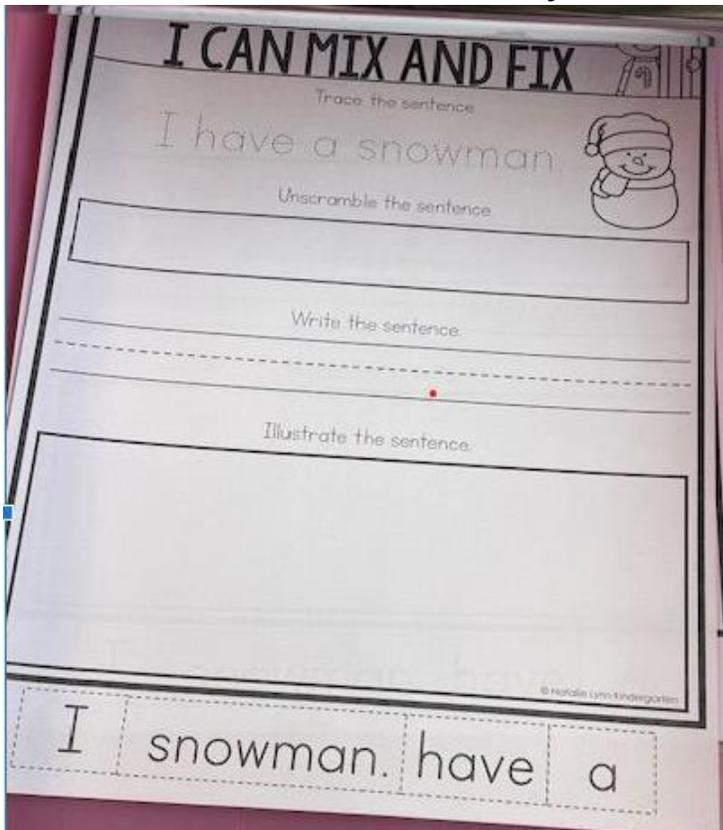
Appendices D

Blank Work Samples and Classroom

Read Aloud Activity



Center #1 - "I have a snowman." Activity



Center #2 - "I can label." Activity



Appendices E

New York State Report Card

ELEMENTARY/MIDDLE CORE SUBJECT PERFORMANThe completer

Subgroup	Subject	Cohort	Index	Level
All Students	ELA	175	128.9	3
	Math	175	186.9	
	Combined	350	157.9	
Asian or Native Hawaiian/Other Pacific Islander	ELA	4	—	—
	Math	4	—	

	Combined	8	—	
Black or African American	ELA	33	134.8	3
	Math	34	179.4	
	Combined	67	157.5	
Hispanic or Latino	ELA	135	123.7	3
	Math	134	186.9	
	Combined	269	155.2	
Multiracial	ELA	2	—	—
	Math	2	—	
	Combined	4	—	
White	ELA	1	—	—
	Math	1	—	
	Combined	2	—	

English Language Learner	ELA	70	110	4
	Math	71	183.8	
	Combined	141	147.2	
Students with Disabilities	ELA	16	87.5	4
	Math	17	135.3	
	Combined	33	112.1	
Economically Disadvantaged	ELA	134	120.9	4
	Math	134	184.7	
	Combined	268	152.8	

ELEMENTARY/MIDDLE ELP

Subgroup	Number Of ELLs	Benchmark	Progress Rate	Success Ratio	Level
All Students	132	47%	58%	1.2	3
Asian or Native Hawaiian/Other Pacific Islander	1	—	—	—	—

Black or African American	2	—	—	—	—
Hispanic or Latino	128	46%	59%	1.3	4
White	1	—	—	—	—
English Language Learner	132	47%	58%	1.2	3
Students with Disabilities	20	—	—	—	—
Economically Disadvantaged	112	46%	57%	1.2	3

INEXPERIENCED TEACHERS AND PRINCIPALS

	TEACHERS			PRINCIPALS		
	Total	# Inexperie nced	% Inexperie nced	Total	# Inexperie nced	% Inexperie nced
THIS SCHOOL	50	4	8%	1	0	0%
THIS DISTRICT	527	40	8%	8	2	25%

STATEWIDE	215,701	40,882	19%	5,023	1,789	36%
STATEWIDE HIGH-POVERTY SCHOOLS	48,060	12,707	26%	1,254	512	41%
STATEWIDE LOW-POVERTY SCHOOLS	63,145	8,190	13%	1,229	344	28%

TEACHERS TEACHING OUT OF THEIR SUBJECT OR FIELD OF CERTIFICATION

	Total	TEACHERS TEACHING OUT OF THEIR SUBJECT/FIELD OF CERTIFICATION	
		#	%
THIS SCHOOL	46	0	0%
THIS DISTRICT	491	0	0%
STATEWIDE	205,583	18,704	9%
STATEWIDE HIGH-POVERTY SCHOOLS	43,665	9,053	21%
STATEWIDE LOW-POVERTY SCHOOLS	60,759	1,288	2%

IV. PHYSICAL EDUCATION UNDERGRAD

Introduction

CAEP acknowledges that teacher effectiveness and impact data are often more complex to collect. The state may provide data (e.g., value-added measure data, case studies, performance portfolio follow-ups). Several states (i.e., North Carolina & Tennessee) provide data on completers by certain licensure areas and aggregate the data for EPPs. However, NYS does not make this data available to EPPs. Examples of approaches EPPs have taken in states that do not provide teacher effectiveness data are categorized into five categories: 1) case studies (35%), 2) interviews or focus groups (5%), 3) completer induction programs (9%), 4) completer surveys and requests for data (27%), and 5) district and educational support partnerships (24%). Adelphi University's Ruth S. Ammon College of Education and Health Sciences took a combined approach: 1) case studies, 2) interviews or focus groups, and 3) requests for data.

Research Process

A graduate from the Physical Education Undergraduate Program agreed to participate in this case study approach, which employed a mixed-methods approach. *The school approved this participation and allowed submission of pupil work samples; however, there is no disaggregated test score data.* Descriptive statistics were employed to identify key relevant factors from the PSS Private School Data. In terms of qualitative methods, an observation of the classroom and a one-on-one interview took place. Data was transcribed for both the observation and interview. The interview was based on the concepts framing CAEP Standard 4.1. The questions were as follows:

- i. What is your impact on P-12 student learning and development?
- ii. How do you demonstrate you have a positive impact on P-12 student learning and development?
- iii. How do you demonstrate teaching effectiveness in the classroom?
- iv. How are you effective in contributing to diverse P-12 student learning growth?
- v. Based on the student work collected, how did the students perform based on the standards addressed in the lesson? How did the diverse students perform?
- vi. Based on the student work collected, what were the areas of strengths and struggles as evidenced in student work?
- vii. What would be your next steps for instruction based on this analysis?

The observation was derived from the Danielson Framework and written field notes. Data from both instruments were analyzed through a hierarchical coding process.

Data Results

The analysis of observational field notes, interview data, and student work artifacts revealed several patterns related to TW's instructional practices, professional identity, and student outcomes.

Classroom observation demonstrated that TW consistently embedded clear learning objectives and scaffolded instruction to meet student needs. He employed multimodal strategies—including modeling, verbal cues, and repetition—to reinforce skill acquisition. For example, his hockey unit combined traditional skill drills (stick handling, spacing, passing) with innovative adaptations such as “noodle hockey,” which allowed all students, regardless of prior exposure, to access the sport. This allowed students to further learn the concepts that were being taught.

Both field notes and interviews showed TW's frequent use of formative assessment through questioning, observation, and immediate feedback. He adjusted activities based on student performance, providing additional modeling or re-teaching where necessary. Student work samples indicated an approximate 75% success rate in meeting unit objectives, with stick handling identified as an area of struggle.

He cites the importance of student engagement and motivation. TW's approach promoted high engagement, with students demonstrating persistence even in challenging skill areas. Observation confirmed his practice of naming students, offering feedback, and maintaining proximity, which contributed to strong rapport and active participation.

The interview highlighted TW's reflective orientation, as he discussed both successes and areas for improvement (e.g., extending the unit to reteach stick handling). He credited Adelphi University's program and mentorship as formative influences on his philosophy, emphasizing lifelong learning and growth. TW deliberately fostered inclusivity by integrating diverse visual aids, balancing teams, and embedding growth mindset language into lessons. His reflection that “if you watched students on a black-and-white television, you couldn't tell who was who” reflected his intentional focus on equitable outcomes.

While his instructional competence, inclusivity, and reflective practice were clear, the evidence also pointed to several potential goals for advancing his teaching practice. He demonstrated strong real-time formative assessment but lacked systematic tools for documenting long-term student growth. Structured rubrics, checklists, or digital

portfolios could formalize his assessment approach and provide clearer evidence of student achievement.

Although TW successfully adapted hockey instruction through innovations such as “noodle hockey,” he recognized challenges with skill progression (e.g., stick handling). Tiered progressions and adaptive supports could ensure equitable access to mastery for all learners. TW expressed interest in incorporating technology for assessment (e.g., Google Docs, online quizzes). Expanding this to include video analysis or student reflection apps would both engage students and provide him with measurable data.

He articulated a desire to record and disseminate his philosophy and methods. Structured documentation—through lesson video archives, action research projects, or conference presentations—could elevate his role as a practitioner-scholar. TW has already begun mentoring student coaches and peers. A formalized mentorship role with Adelphi or through professional networks could enhance his leadership capacity and support the pipeline of future educators. While TW used visuals and balanced team-building strategies to affirm diversity, further embedding culturally sustaining practices (e.g., culturally relevant games, multilingual supports) would deepen inclusion and representation.

Discussion

The case study of TW provides compelling evidence that effective physical education (PE) instruction involves a balance of pedagogical knowledge, reflective practice, and responsiveness to student diversity. His practices resonate with key elements of Danielson’s Framework for Teaching, particularly in the domains of *Engaging Students in Learning* and *Using Assessment in Instruction* (Danielson, 2013).

TW’s consistent use of formative assessment aligns with research underscoring its role in enhancing student achievement. Black and Wiliam (2009) argue that formative assessment provides critical feedback loops that promote student growth, a principle evident in his real-time adjustments during lessons. His choice to revisit stick handling instruction reflects this iterative, responsive approach. TW’s emphasis on student-centered learning and engagement reflects constructivist principles, in which knowledge is actively built through experience (Piaget, 1977; Vygotsky, 1978). By offering autonomy, incorporating novelty (e.g., noodle hockey), and encouraging reflection, Walker nurtured intrinsic motivation—an outcome supported by Deci and Ryan’s (2000) self-determination theory, which links autonomy and competence to sustained

engagement. TW's next step in strengthening his practice lies in moving from informal formative assessment to systematic data collection. Research indicates that structured assessment tools not only improve instructional decision-making but also enhance transparency and accountability in physical education (Black & Wiliam, 2009). Incorporating rubrics and portfolios could help demonstrate student progress in ways that satisfy CAEP Standard 4 requirement.

The findings highlight the role of teacher identity and inclusivity in shaping practice. TW's intentional use of diverse visuals and team-building structures echoes Ladson-Billings' (1995) framework for culturally relevant pedagogy, which emphasizes affirming students' cultural backgrounds while maintaining high expectations. His claim that "life skills are learned through sports" also reflects literature on physical education as a medium for social-emotional development (Bailey et al., 2009). While he has made strides in inclusive instruction, more intentional differentiation is necessary. Tomlinson (2014) emphasizes that tiered instruction and adaptive strategies are essential for addressing diverse learning needs. By formalizing his adaptations, TW can ensure that all students, including English language learners and those with physical or cognitive challenges, achieve mastery. Incorporating digital tools into PE aligns with 21st-century learning goals and the ISTE Standards for Educators. Casey, Goodyear, and Armour (2017) highlight that technology-enhanced PE improves student engagement, facilitates reflection, and generates data useful for both formative and summative purposes.

Finally, the case underscores the value of continuous professional learning. His reflection on his growth, his engagement with mentors, and his desire to inspire novice educators align with research showing that professional collaboration and mentorship enhance instructional effectiveness (Darling-Hammond, Hyler, & Gardner, 2017). TW's instinct to document and share his philosophy reflects the growing emphasis on teachers as reflective practitioners and leaders (Darling-Hammond, Hyler, & Gardner, 2017). By contributing to professional communities, he can extend his impact beyond his school, while reinforcing his own growth. In sum, these goals underscore that TW is not only an effective practitioner but also a developing leader in physical education. His reflective stance and willingness to innovate align with constructivist approaches to teaching (Piaget, 1977; Vygotsky, 1978) and position him to make ongoing contributions to both student learning and the profession.

Conclusion

The case study of TW highlights how effective physical education teaching is not limited to skill development, but extends into cultivating life skills, resilience, and a growth mindset among students. Walker's instructional practices demonstrated clarity, responsiveness, and inclusivity, while his reflective stance positioned him as both a learner and a leader. His ability to adapt instruction in real time, promote student voice, and connect athletic skills to broader life lessons exemplifies best practices in physical education.

At the same time, the analysis identified concrete areas for continued professional growth, including the formalization of assessment practices, integration of technology, deeper differentiation, and the expansion of culturally sustaining pedagogy. These goals do not detract from his strengths; rather, they reflect the natural progression of an educator committed to continuous improvement.

The broader implications of this study suggest that teacher preparation programs and schools should invest in reflective, student-centered, and inclusive pedagogies. They also underscore the value of mixed-method approaches—observations, interviews, and student work—as powerful evidence of teacher effectiveness in contexts where traditional value-added data are unavailable. Finally, TW's story demonstrates that physical education, often marginalized in school curricula, can serve as a powerful site for equity, personal growth, and community building.

A particularly powerful theme emerging from this case is the role of **mentorship and alumni engagement**. TW's commitment to motivating young educators and his success in guiding student coaches reflect the potential of alumni to inspire and support current students. Embedding structured mentorship opportunities between alumni and current candidates could strengthen educator preparation programs by providing authentic role models, professional guidance, and a sense of community. As alumni like TW demonstrate, sharing lived experiences and innovative practices can bridge the gap between preparation and practice, fostering resilience and reducing teacher burnout for those entering the profession.

TW's teaching philosophy and practice illustrate the transformative potential of physical education when coupled with reflection, inclusivity, and a commitment to lifelong learning. His journey provides a model for how completers of educator preparation programs can embody CAEP Standard 4 by making a measurable and meaningful impact on diverse student populations, while also serving as mentors who uplift and guide the next generation of educators.

References

- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2009). *The educational benefits claimed for physical education and school sport: An academic review*. *Research Papers in Education*, 24(1), 1–27.
- Black, P., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Palo Alto, CA: Learning Policy Institute.
- Danielson, C. (2013). *The Framework for Teaching Evaluation Instrument*. Princeton, NJ: The Danielson Group.
- Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. *American Educational Research Journal*, 32(3), 465–491.
- Piaget, J. (1977). *The development of thought: Equilibration of cognitive structures*. New York: Viking.
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.

APPENDICES

Appendices A

Danielson Scores

InTasc Standard	ISTE Standard	DANIELSON DOMAIN	The completers Score
4	2.1	1a. Demonstrating Knowledge of Content and pedagogy. (CAEP R1.2; InTasc 4)	4
1,2,7	2.2	1b. Demonstrating knowledge of students. (CAEP R1.1,R1.3; InTasc 1,2,7)	4
1	2.5	1c. Setting instructional outcomes. (CAEP R1.1; InTasc 1)	4
	2.6	1d. Demonstrating knowledge of resources	4
1,4,7	2.5	1e. Designing coherent instruction. (CAEP R1.1,R1.2,R1.3; InTasc 1,4,7)	4
6	2.7	1f. Designing student assessments. (CAEP R1.3; InTasc 6)	4
3	2.3	2a. Creating an environment of respect and rapport. (CAEP R1.1; InTasc 3)	4
	2.4	2b. Establishing a culture for learning	4
	2.5	2c. Managing classroom procedures	4
	2.3, 2.7	2d. Managing student behavior	4
	2.5	2e. Organizing physical space	4
5	2.6	3a. Communicating with students. (CAEP R1.2; InTasc 5)	4
8	2.5	3b. Using questioning and discussion techniques. (CAEP R1.3; InTasc 8)	4
1,3,4,5,8	2,6	3c. Engaging students in learning. (CAEP R1.1,R1.2,R1.3; InTasc 1,3,4,5,8)	4
6	2.7	3d. Using assessment in instruction. (CAEP R1.3; InTasc 6)	4

5	2.2	3e. Demonstrating flexibility and responsiveness. (CAEP R1.2; InTasc 5)	4
9	2.2	4a. Reflecting on teaching. (CAEP R1.4; InTasc 9)	4
	2.7	4b. Maintaining accurate records	4
10		4c. Communicating with families. (CAEP R1.4; InTasc 10)	4
10	2.3	4d. Participating in the professional community. (CAEP R1.4; InTasc 10)	4
9	2.4	4e. Growing and developing professionally. (CAEP R1.4; InTasc 9)	4
9,10	2.3	4f. Showing professionalism. (CAEP R1.4; InTasc 9,10)	4
		OVERALL TOTAL	4

Appendices B

Raw Observation Notes

1:30-2:15pm

4th Grade Physical Education

Unique hockey — noodle

5 year working

Compete in 5th grade

Highest Staying Teacher — especially male African American

10 times running from baseline — touch and go

19 students — three new students from China

Ten line jumps

Ten decks

Ten jumping jacks

Control your breathing

Arm rotating

Biceps and triceps holding

Trapezoid above head

Both sides

Lunging — holding legs

Stretch hamstrings

Get water and sit on the green line

Classroom management

Dominant bottom

Full grip

Defense Skills

Modeling, repetition:

- Stand behind
- Want behind ball

They are trying to keep ball into the rectangle

Control yourself and look up

Eyes up

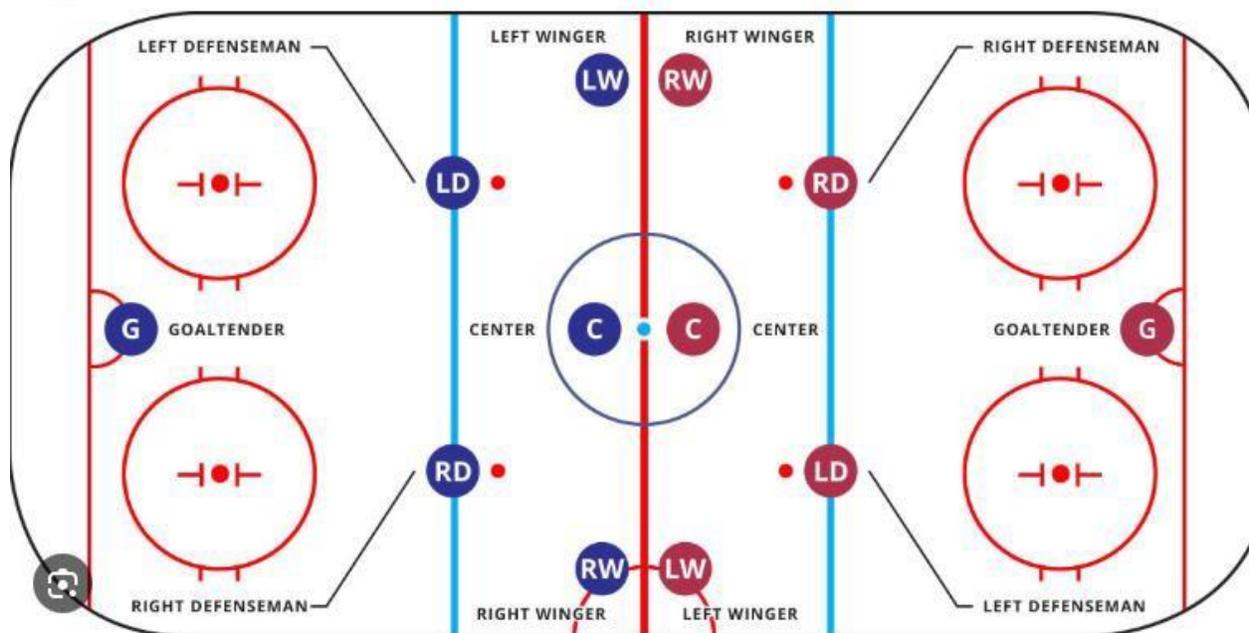
Modeling and calculating

Shark attack

one shark — more sharks

settle down — don't want to overwhelm

Cleaning up now — drink, go to the green line



Goalie — zone hockey

- defensive zone
- position = zone
- goalie — only there

Weekly thing is in particular zone

They are being chosen for spots to play noodle hockey

they are focusing on their position

eyes up — playing with noodle

Clean up

Appendices C

Interview Transcript

ting summary with AI Companion
Meeting summary for TW Interview (04/25/2025)

Quick recap

TW discussed his recent hockey unit with students, highlighting their overall success and his teaching approach. He then explored challenges and potential improvements for future lessons, emphasizing the importance of adapting to students' needs. Finally, TW reflected on his personal growth as an educator, expressing gratitude for support from Adelphi and sharing insights on flexibility, patience, and lifelong learning in education.

Next steps

- TW to revisit and potentially modify assessment methods for the hockey unit, considering alternative formats like online multiple choice or verbal assessments.
- TW to extend the hockey unit by one week to reteach stick handling skills and observe improvement in game situations.
- TW to explore opportunities for Adelphi student teachers to gain experience at Eastwoods School.
- TW to consider documenting his teaching methods and student progress through video work.
- TW to continue developing and implementing his teaching philosophy that combines physical education with life skills and motivation.
- Adelphi University to review policies regarding transfer students and honors recognition.
- TW to explore possibilities for collaboration between Eastwoods School and Adelphi University for research and educational opportunities.

Summary

TW's Hockey Unit Success and Adaptation

TW discusses his recent hockey unit with his students and its impact on their learning and development. He notes that the students performed well overall, with about 75% success, which he considers impressive given many students' limited exposure to hockey outside of school. TW emphasizes his hands-on, active teaching approach, providing constant feedback and support to students. He uses visual aids and team-building exercises to promote diversity and inclusion in his classes. TW adapts his teaching methods to accommodate different skill levels and backgrounds, using creative approaches like "noodle hockey" to make the sport accessible. He focuses on transferable skills and spatial awareness that apply across sports. While stick handling was a weaker area for some students, TW observed strong skills in defense and passing. Overall, he is pleased with the students' progress and engagement with the unit.

Hockey Stick Handling Challenges Discussed

TW discussed the challenges faced by his students in mastering stick handling and spacing skills in a hockey game. He considered extending the unit for a week to retaught the stick handling lesson and assess its transfer to the game stages. Interviewer asked about TW's next

steps for instruction and how he would proceed after the lesson. TW suggested revisiting the cognitive aspect of the game and possibly incorporating a written assignment to assess the students' understanding. He also considered the possibility of using technology, like Google Docs, for assessments. Interviewer asked about the most beneficial aspect of Adelphi and if TW still needed support.

TW's Journey and Adelphi's Impact

TW expressed his appreciation for the support he received from Adelphi, highlighting the positive impact it had on his life. He shared his past experiences, including his time at Queens College, where he felt undervalued and unsupported. TW also mentioned his sister's passing and how it affected his perspective on education. He praised Adelphi for recognizing his potential and providing him with opportunities to grow. TW emphasized the importance of quality of life and lifelong learning, and expressed his desire to give back to the community by inspiring others. He also shared his plans to continue thriving and to use his platform to promote unity and love.

TW's Passion for Education and Innovation

TW expressed his passion for education and his desire to advocate for educators. He shared his experience of being hurt by a policy at his previous institution, but found comfort in Mercia's words. TW emphasized the importance of setting a good example and taking sports popularity to apply in clinical work. He also discussed the potential benefits of a partnership between Eastwoods and Adelphi, including the opportunity for student teachers to gain experience. TW highlighted the need for innovation in education and the importance of giving educators the freedom to try new methods. He also expressed concern about the burnout of educators and the need to provide them with opportunities to grow and develop.

Flexible Planning for Unpredictable Situations

TW shares his biggest life lesson for students and new teachers: plan to be in a position where you have to go off the plan. He emphasizes the importance of having a flexible mindset and a basic structure or format to follow, which allows for adaptation when unexpected situations arise. TW advises focusing on objectives and maintaining a consistent class flow, rather than over-planning. He also stresses the importance of patience and confidence in one's ability to figure things out, drawing from past experiences. TW concludes by encouraging young people to understand that learning takes time and not everything needs to be known instantly.

1

00:13:48.480 --> 00:13:49.659

Interviewer: Hi TW!

2

00:13:49.890 --> 00:13:51.820

TW: Hey? What's up? How you doing?

3

00:13:52.460 --> 00:13:53.739

Interviewer: Hi! How are you?

4

00:13:53.740 --> 00:13:56.939

TW: Oh, man, it's been a long day. I'm all right. Can't complain.

5

00:13:57.605 --> 00:14:01.810

TW: God is good! How's everything with you?

6

00:14:02.120 --> 00:14:05.370

Interviewer: Everything's great. No like you said no complaints.

7

00:14:05.510 --> 00:14:07.089

TW: That's good. That's great.

8

00:14:07.450 --> 00:14:13.140

TW: Headed into the weekend. So that's always a great thing. So yeah, exactly.

9

00:14:13.140 --> 00:14:15.659

Interviewer: The same thing I have to say. You know

10

00:14:17.200 --> 00:14:22.608

Interviewer: the weekend is great to see. After a long week.

11

00:14:23.100 --> 00:14:27.079

TW: Absolutely. Yeah, you you're you on campus right now.

12

00:14:27.290 --> 00:14:27.980

Interviewer: Yes, I am.

13

00:14:27.980 --> 00:14:35.837

TW: Oh, man, all right, I feel I feel you. Yeah, we're gonna we. We're gonna make this worthwhile for you.

14

00:14:38.130 --> 00:14:43.841

Interviewer: I, you know every every day I work is worthwhile.

15

00:14:44.200 --> 00:14:51.485

TW: Oh, I love it! I love it! I love that response. I love that one I might. I might have to quote that. Put that on the wall in the office.

16

00:14:51.720 --> 00:14:52.990

Interviewer: You definitely will have.

17

00:14:55.550 --> 00:15:07.869

Interviewer: So I guess 1st thing before we get into the whole interview and everything. Just tell me, how has everything been since I last saw you. What, 2 weeks ago, less than 2 weeks ago.

18

00:15:08.530 --> 00:15:13.194

TW: Yeah, like, yeah, about less than 2 weeks ago. Everything's been great.

19

00:15:13.940 --> 00:15:25.240

TW: you know, we kind of wrapped up the unit this week, that hockey unit. But yeah, quality games, quality games. You know what I did.

20

00:15:25.520 --> 00:15:28.180

TW: I believe in the park theory.

21

00:15:28.550 --> 00:15:37.159

TW: I do things in parts. So you know, seeing the kids, even at the kindergarten level, you know, passing, spacing.

22

00:15:37.500 --> 00:15:42.610

TW: you know, they did everything to a T so definitely was effective.

23

00:15:43.100 --> 00:15:47.829

TW: you know, doing doing it that way in parts especially.

24

00:15:48.690 --> 00:16:05.700

TW: Whereas you can see, you know the population. We have a lot of low, skilled a lot of kids that may come from the learning center that have, you know, learning hindrances. But yeah, you know. Certainly pleased. You know, with how we concluded that unit.

25

00:16:07.320 --> 00:16:15.290

Interviewer: You know. I I really did enjoy it. I I could see you know how like how they

26

00:16:16.270 --> 00:16:20.230

Interviewer: you could tell that it was just like practiced skill.

27

00:16:20.930 --> 00:16:21.790

TW: Right.

28

00:16:21.790 --> 00:16:32.010

Interviewer: And they were able to go through everything. And I think that that was an interesting piece for me to see, like they were actually grasping. Like you said the different parts.

29

00:16:32.760 --> 00:16:33.260

TW: Exactly.

30

00:16:33.820 --> 00:16:35.490

Interviewer: Hockey altogether.

31

00:16:36.090 --> 00:16:46.112

TW: Right exactly, you know. And I guess you could say that's a Testament, you know, coming from Adelpia. Shout out to Professor Mercier,

32

00:16:47.620 --> 00:17:12.840

TW: Don't really quote me verbatim who it may be with the theory, but I believe it was Dr. Rink. The rink rink had a theory, you know. I'll never forget. Forget it stuck with me since college. You know, we have different stages like one. The beginning stage where you're teaching a skill. 2 will be, maybe, you know, progressing, you know, to like a little intermediate level.

33

00:17:12.960 --> 00:17:17.960

TW: and then going into 3 3 is like a little simulation

34

00:17:18.160 --> 00:17:30.909

TW: of the game or the outcome. And then 4 is the game. So that that's how I teach, you know. I follow that theory. That's what's stuck to me since college, and I kind of made it my own. And

35

00:17:31.350 --> 00:17:55.649

TW: you know now it's a point it's, you know, honestly, is becoming its own thing. I mean the demands of people. You know I love it. I'm not complaining, but you know, a lot of people want me to work with their kids, one to one, and you know they see it all started my 1st year when I started here there was a kid named Mark Sandy's. All I was told was, you know what he can't do, and I never forget. You know I kept saying, like, you know.

36

00:17:55.710 --> 00:18:23.379

TW: all right. I heard enough of you know what he's dealing with. He's dealing with that dealing with this. But let's focus on how can we motivate Mark to want to just pick up a ball and throw it long story short, when Mark graduated Eastwoods my 1st year. He's now running track in high school. I heard he's doing a lot. I heard he became the cool kid. He became so cool that the cool kids from our school, like he doesn't even talk to them or acknowledge them like he's like embarrassed.

37

00:18:23.540 --> 00:18:47.119

TW: So you know. So it's like, you know, this one theory, you know, who would have thought, you know, I just magnified it and made it my own. And that's why that's why I'm really adamant with the fellowship, because it's my own benefit. But I really feel like at 38. This is like the best time that if there's any data, anything to be said and set in stone for the next generation.

38

00:18:47.320 --> 00:18:53.890

TW: I know honestly, I think this is it. You know it is a thing I'm not gonna lie, you know, especially in this

39

00:18:54.160 --> 00:19:00.780

TW: environment, and being an African American male, you know. Once again, I was always told about

40

00:19:00.990 --> 00:19:10.559

TW: the things that was impossible. I'm probably the longest tenured African American teacher here, you know. But once again, it's just a Testament of being confident

41

00:19:10.740 --> 00:19:16.080

TW: in a theory, a philosophy, and and a pedagogy. You know.

42

00:19:16.360 --> 00:19:17.430

Interviewer: Yeah, yeah, not like

43

00:19:19.750 --> 00:19:27.579

Interviewer: so much like we were. We have been discussing since, you know, since even before the observation

44

00:19:28.310 --> 00:19:31.859

Interviewer: what do you think is your impact

45

00:19:32.020 --> 00:19:41.569

Interviewer: on your students learning and development, like, where, where do you think is like the highest impact that you have on them?

46

00:19:42.740 --> 00:19:51.579

TW: Well, my theory is that you learn life skills through sports. So I feel like the impact is just inspiring them to want to do more.

47

00:19:51.720 --> 00:19:56.040

TW: That's it in a nutshell, just inspiring them to to approach the classroom

48

00:19:56.470 --> 00:20:22.060

TW: like you're running right because you can't do one or the other like you can't be a cool athlete and not be cool in the classroom. So basically, my life and my lifestyle and my beliefs has inspired them to want to do more, you know, parents would say, Oh, my God, my kid won't stop talking about your class, you know, and that's from a pre nursery level, you know. I mean

49

00:20:22.280 --> 00:20:51.789

TW: what is like 3 year olds I'm dealing with. It's very intriguing to see, I think, in all honesty I even said to one of the young girls here who's into like video work. I really want to document certain things because it's becoming a thing. I don't know what it is, but I know it's inspiration. I know it's a motivation. I know the kids are seeking to better themselves, physically and mentally, because, you know, in my class you may have seen the big poster growth mindset.

50

00:20:51.960 --> 00:20:52.470

TW: Yeah.

51

00:20:52.470 --> 00:21:17.129

TW: have one without the other. So it's taking that intrinsic quality, you know, making it night like, I believe in 90% mental, 10% physical. That's me as a Phys Ed teacher. And I'm kind of like, really my outlier in the Phys Ed world, because I'm very cerebral. A lot of the teachers will say that like you don't get that usually get a teacher. Oh, here goes a ball, kick a ball chase the ball, and that's it. Great, good job.

52

00:21:17.130 --> 00:21:23.700

TW: you know. That's not me. Coach Walker is more like, Okay, great. All right, you're running. How do you feel.

53

00:21:23.820 --> 00:21:45.429

TW: Wow! How do I feel? Well, I feel. See, you know I don't feel as mad as I was, Mr. Walker. I was tired earlier. I was upset. But now that's what I go for, you know. So that's why I was like, you know, when I say it, in a sense of what the kids get out of it. It's definitely more than just Phys. Ed. It's kind of making PE.

54

00:21:46.170 --> 00:21:50.760

TW: I guess you say the philosophy of where it was predicated from the mental, the physical.

55

00:21:50.940 --> 00:22:14.000

TW: the effectiveness, all those domains. That's that's my I believe in that, you know. I believe through PE. You can make productive citizens to add on to our world, you know, because the advantage I have is that I could simulate challenges. You know. You can't really do that too much, you know, with math, you know. I could see a kid mad and be selfish and literally lose.

56

00:22:14.150 --> 00:22:25.089

TW: you know, and their whole team suffers because of their ego, you know. So once again, it's inspiring the kids to want to do. Better be better and and seek it. You know.

57

00:22:26.300 --> 00:22:32.959

Interviewer: And I can see a lot of what you you've done in the classroom, especially from the observation like you said it.

58

00:22:33.140 --> 00:22:48.000

Interviewer: making that practical sense of like this is a like, this is a life. Skill like you said like this is, this is a a thought process. This is what you're supposed to be feeling. This is what you're supposed to be doing, like.

59

00:22:48.150 --> 00:22:59.580

Interviewer: you know, getting them to be introduced to all those different ranges just so that they can experience it and like you said and and kind of I don't wanna say get over it, but like

60

00:23:00.200 --> 00:23:01.309

Interviewer: grow from it.

61

00:23:02.040 --> 00:23:03.130

TW: Exactly

62

00:23:03.540 --> 00:23:21.100

TW: exactly, you know. You know it happens all the time. Oh, I can't do it! Oh, like well, and then and then when and when they continue to practice and practice and get better, you know. Then, I say, all right, that's great, you know. See, everything is possible with hard work, and then I may say, all right. Now apply that

63

00:23:21.180 --> 00:23:45.319

TW: to math. Apply that to. I really do that a lot. I think in all honesty I'm kind of intrigued to see what my counterparts would say, because they could see the impact even more to the utmost. You know, you know, beyond the question is, how do we take PE to amplify the whole entire school? Because, in a sense, that's what happened to Eastwoods, you know, when I 1st came here.

64

00:23:45.971 --> 00:24:13.470

TW: It was so much of an impact and mass hysteria that you know I mean, they moved. They moved me on campus. You know. I got moved on campus, my whole family. They took a vacant home that been vacant for over a decade, maybe 15 years. He was going to knock it over prior to me coming. And then it took someone say, Yo, this guy, Mr. Walker, is unique, you know. And I'll be honest with you. I had these

65

00:24:13.860 --> 00:24:15.389

TW: the whole ideals.

66

00:24:15.620 --> 00:24:20.070

TW: I was pitching you know, to the public schools. But

67

00:24:20.240 --> 00:24:34.870

TW: public schools weren't ready, because they're still, you know, stuck on doing what's mandated, and Yada Yada, Yada! But what? That's why I kept saying, you know, kept reaching out to Dr. Wang and everyone because I'm like, Hey, you know.

68

00:24:35.060 --> 00:24:40.460

TW: at this private school there's no limitations, right? So I'm able to

69

00:24:40.590 --> 00:24:44.429

TW: dip into. You know the ring theory. I could dip into that. And

70

00:24:44.510 --> 00:24:54.549

TW: I could go. I'm going all out. That's why you know a Testament to Professor Mercier, who saw that vision. He was like, Yeah, you know, I think this would be great for you to really

71

00:24:54.959 --> 00:25:10.060

TW: you know. Test test your theories, and philosophies on a growth mindset. So you know, it's kind of cool. I'm very pleased. You know, I still feel this is year 4 for me. It's only going to get better, you know.

72

00:25:10.420 --> 00:25:25.550

TW: and I'm really at this point. I'm really intrigued about motivating the next educators. You know. I kind of did that, you know Gianna Venuti, who went on. She's doing great things for herself too young. Young.

73

00:25:25.862 --> 00:25:29.487

TW: I want to continue to do that, you know more than ever.

74

00:25:29.890 --> 00:25:50.090

TW: you know, it's great that I'm doing it, but I really feel like my personality. I'm able to motivate even the young ones like, you know. Even one day you could stay and witness athletics, because, you know, we have a athletics after school program where we do interscholastic sports. But what I did with that, you know, I hired a lot of kids from college or kids that

75

00:25:50.090 --> 00:25:59.979

TW: you know, maybe had an interest in kids. So I kind of teach them the philosophy. So it's like, I'm not only teaching, you know the younger kids. I'm teaching

76

00:26:00.270 --> 00:26:12.160

TW: college kids. I'm teaching kids. I'm teaching them how to be motivated and take a passion right? And be able to take that passion, and not only thrive in it.

77

00:26:12.300 --> 00:26:27.829

TW: but once again, when I learned from Adelphi, is that if you, master teaching right, if you know something, you should be able to teach someone else. Right? So I'm getting back to that like, okay, each one teach one. If you so masterful of this.

78

00:26:27.830 --> 00:26:44.719

TW: if you're so great. And you have all these followers, I mean, yes, I have to talk to these 20 year olds. Then. Yeah, you know, you should be able to teach someone this philosophy. You know these stages. So it's becoming. I mean, this is this is, it's kind of mind blowing

79

00:26:45.198 --> 00:26:54.410

TW: because it's becoming something that's growing out of the gymnasium. And I'm really trying to get people around it before it amplifies.

80

00:26:54.854 --> 00:27:05.239

TW: Because I see what's gonna happen. You know, I haven't told you, Dr. M. But you know, prior to education, I was mentored by people at a chuck d scan. You know.

81

00:27:05.240 --> 00:27:06.080

Interviewer: You're telling me that.

82

00:27:06.080 --> 00:27:28.960

TW: Oh, yeah. So yeah, right? So even with that, you know. It's it's now bringing a conversation that's amplified through Eastwoods and with Eastwoods. There's so many like you know, wealthy families that are willing, you know, to invest in resources matter of fact, a good amount of them, you know they they invested into a youth

83

00:27:29.050 --> 00:27:39.720

TW: athletic, complex Verizon stars, basketball. So that's why I'm like, Wow, you know, if this data and a shout out to you for reaching out and pushing that

84

00:27:40.229 --> 00:28:06.839

TW: the sky's the limit. I think we really could, you know, get the, you know, the next generation of educators to jump on this bandwagon and then see the significance of what we're doing. You know that. No, you don't have to look all you know. I don't know, you know, the kids. The misconception is that kids feel when it comes to educating and do things positive that you're a Dweeb quote unquote right? Because one kid was like, Oh, you're like a cool, Mr. Walker. You're like a cool like

85

00:28:06.940 --> 00:28:10.229

TW: nerd, and they like he thought he slided me. I was like, yeah.

86

00:28:10.370 --> 00:28:22.280

TW: I am. I am, you know. So it's like, once again, it's like this theory at Eastwoods is giving these kids the motivation. The confidence

87

00:28:22.440 --> 00:28:39.279

TW: to want more. You know our athletic program. I was told before I got here. They never won a game. Kids would even dress properly to games. And then now they see you know the turning point. And I'm like, you know what we have to share this philosophy right? Like whatever Adelphi is going

88

00:28:39.280 --> 00:28:54.269

TW: through with the new layover students. I want them to feel that, you know, because then eventually they're going to inspire someone. You know, we we have to keep it going, you know. Before I get super old, you know.

89

00:28:54.480 --> 00:28:55.553

TW: You know.

90

00:28:56.090 --> 00:29:01.120

Interviewer: Believe me, we're not getting super old, so

91

00:29:01.590 --> 00:29:04.617

Interviewer: you know, and I know we've been talking about this

92

00:29:04.920 --> 00:29:05.520

TW: And.

93

00:29:05.760 --> 00:29:14.260

Interviewer: But I I kind of want to go deeper into how you demonstrate that positive impact like what would you say

94

00:29:14.480 --> 00:29:18.680

Interviewer: it to? You know the this generation of new teachers.

95

00:29:18.680 --> 00:29:19.210

TW: Right.

96

00:29:19.210 --> 00:29:21.760

Interviewer: What would be, you know

97

00:29:22.440 --> 00:29:30.860

Interviewer: Mr. Walker's, I guess famous lines of of truth for it for all of us.

98

00:29:31.370 --> 00:29:34.669

TW: Hmm, wow! Great question. Oh, man!

99

00:29:35.885 --> 00:29:42.094

TW: Well, 1st and foremost, you know my approach. I do with the younger ones in the twenties.

100

00:29:43.020 --> 00:29:51.671

TW: You know I already know. You know constant creation is a thing you know I was a content creator before it was a thing right? So I say things like

101

00:29:52.650 --> 00:29:58.789

TW: you know. Don't tell me times have changed when we as humans haven't evolved

102

00:29:59.150 --> 00:30:07.730

TW: right? So right we haven't taken this big quantum leap as a society, anything we regressed. Right? So I eliminate

103

00:30:07.880 --> 00:30:09.606

TW: pool of

104

00:30:10.600 --> 00:30:39.340

TW: the excuses because I'm not too far off. I'm close to this generation, but I'm not. I'm not so oblivious, you know, to gracing with maturity. Right? So I always attack what they think is in like. For instance, followers right? All right like. Don't don't tell me how many followers you have. Tell me about the ones that you inspire to do more stuff like that. I have so much quotables that these kids could probably tell you, because I rant a lot clearly like I ramble, but

105

00:30:39.680 --> 00:30:41.749

TW: I do it out of passion, and

106

00:30:41.950 --> 00:30:50.349

TW: the artists in me. I drop a lot of jewels like that. So it's like the nuance, the nuances. It's the nuances of making

107

00:30:52.490 --> 00:30:57.340

TW: what's trending relevant to to to being a life learner.

108

00:30:57.902 --> 00:31:05.260

TW: I'm big on that, you know. You know. For instance, I could give you one today. I said to the little kids. I said.

109

00:31:05.480 --> 00:31:14.080

TW: How many of you put your clothes on? Everyone raise their hand. How many of you use the parties? Everyone laughed. Everyone raise their hand. Then I said, Okay.

110

00:31:14.594 --> 00:31:28.159

TW: then why is that? You know people fail to follow the rules when it's as simple as keeping your hands to yourself. Stuff like that, like, you know, I always always kind of like play with their mind. That's the artist in me. And once again

111

00:31:28.435 --> 00:31:53.539

TW: I kind of utilize that more, I guess you say, since year 2, but a lot of parents was telling me that they kept saying, like man, you're artists. You should bank on that like you have dope albums. Why don't you talk about it and bank on that? So I kind of made it a thing like, okay, maybe I give them like a quotable or kind of a concept conceptualize a mindset. So I take a lot of what they do. And I kind of like, make a hybrid

112

00:31:53.920 --> 00:32:06.099

TW: and then I say things like, I am a hybrid, you know, like, Okay, don't tell me. I'm so far removed, because that's the thing now more than ever. It's not that they don't know, or they're not aware. They just slight.

113

00:32:06.650 --> 00:32:21.349

TW: you know what what is not, you know, beyond the existence, you know, if it's in the past, they feel like they could turn their cheek, look at their phone, and then not listen, you know, to interpersonal communications. That is really the thing we talk about in health all the time.

114

00:32:21.410 --> 00:32:44.579

TW: and I give them that forum right? I treat it like as if you know, one of their talk shows, you know and they love it, you know. So I make it more of a dialogue of understanding and letting them know that I'm a hybrid. Right? I came to technology world. If anything. I started it, you know. And you know the nuances of following.

115

00:32:44.690 --> 00:32:46.200

TW: leading

116

00:32:47.490 --> 00:33:01.129

TW: content. You know I make them aware that all those terms that they're using they apply to something in the real world, you know. And that's that pretty much just making them aware. You know, awareness is definitely big.

117

00:33:01.240 --> 00:33:25.969

TW: you know, but definitely using utilizing their nuances is definitely major. You have to speak in their language. You definitely do. I mean, I'm not saying like the slang, right? But you got to say things in terminology where they gravitate to it, and they feel, you know, that you respect them, too. Right? You respect their world. It's not like, oh, you know, they feel, you know they're shunned

118

00:33:26.520 --> 00:33:30.520

TW: because they're on the. They're on the phone right? And

119

00:33:31.380 --> 00:33:45.090

TW: you know, I relate to that because my my parents are immigrants and they frowned upon me doing music and doing technology. But as as of late they were like, Wow, you know, you were really ahead of your time, because what you did

120

00:33:45.410 --> 00:33:49.219

TW: was make it as a resource and use it to network.

121

00:33:49.520 --> 00:33:51.470

TW: So you know, I kind of

122

00:33:51.910 --> 00:33:57.180

TW: take. I what I really want to do is take the education, make content with it.

123

00:33:57.706 --> 00:34:00.633

TW: I really would love, you know, to to

124

00:34:01.600 --> 00:34:11.920

TW: to kind of like cross or merge with, you know, students at in school for production and video work. Let them. I think they need to merge with educators. Seriously, I really think

125

00:34:12.050 --> 00:34:15.119

TW: that needs to be a thing, because

126

00:34:15.730 --> 00:34:22.110

TW: that's why they respect me and love me and be honest with you because I come from their world. They they could listen to my album, you know they could

127

00:34:22.695 --> 00:34:35.830

TW: they feel. You know, Mr. Walker style could be digitized. So it sounds so weird because I thought it was weird a couple of years ago. But I started to talk to my own kid, who's 16 and was like, you know what

128

00:34:36.969 --> 00:34:44.950

TW: that is it? You know. I gotta, you know, told them in a way where it's like this. So if you notice in my class, it's like this, there's no

129

00:34:45.170 --> 00:34:54.609

TW: sitting out unless you need a breather for water. That's it. But I caught on to that. Why? Because I really, truly feel Covid has made them

130

00:34:56.100 --> 00:35:11.160

TW: so cogniz like cognitive heavy that they overwhelm themselves. You know they really do, you know. So I feel like the more I'm doing this. Even my coaches, the young ones I like give them text messages

131

00:35:11.300 --> 00:35:14.929

TW: of like, Hey, I hope your day is good.

132

00:35:15.150 --> 00:35:39.690

TW: You make them feel good, make them feel connected, and they read it, and then they read their task, and they come in, and they do it so like I don't even experience in that. You know. I'm an administrator as well. I'm an athletic director, even in a work, even a workforce. I have created a healthy, economical environment. That's nothing, too. You can ask. Ahead of school. I have brought in educators out. Not only could teach

133

00:35:40.070 --> 00:36:07.269

TW: between the lines, but they follow my theory. I told them it so. Now they know how to perform in the classroom. They're doing it a lot of them are subs as well. So it's like, it's becoming one of one like, everyone is really thriving in this environment. It's kind of it kind of freaked me out. I'm not gonna lie like, I said. You know, it's only my 4th year, so it's like, Oh, my God! I didn't expect to take these quantum leaps, you know, and it's I'm not gonna lie, Dr. M.

134

00:36:08.340 --> 00:36:16.150

TW: If it wasn't for my car accident my second year, I don't think

135

00:36:16.630 --> 00:36:24.218

TW: I would I would have became so cerebral to adapt right? Because, you know, I was caught up on, you know.

136

00:36:24.820 --> 00:36:31.370

TW: my lesson has to be this like Gianna would tell you like my lesson has to be this. I typed it out like that.

137

00:36:31.700 --> 00:36:36.659

TW: Then it became more of okay. You know, when I had the accident. I'm like, okay. At the time

138

00:36:37.430 --> 00:36:44.239

TW: I couldn't run with the kids. I couldn't walk around the classroom like that. So I had to think of a way to simplify things to the point

139

00:36:44.480 --> 00:36:55.860

TW: where the kids could kind of autopilot and teach themselves. Believe it or not. My subs would tell you when they come in there the kids tell them what to do. They don't got to do anything. All they have to know is what the topic is.

140

00:36:56.380 --> 00:37:23.140

TW: and they could teach the subs. So it's like, it's at that level right now. And it's like, Oh, my God! You know I want society to see this, you know, because we need it. I really, truly feel we need it. We need to, you know, especially the ones that come in the public school sector. I'm not going to lie to you. I think the public schools for the past few years have taken a big blow like my life is different, because I have control.

141

00:37:23.300 --> 00:37:25.459

TW: But when you don't have that control.

142

00:37:25.640 --> 00:37:35.880

TW: that's what that's the feedback that Gianna's giving me. See? That's nothing, too. I created is an environment for feedback for those that left me to go to the public world.

143

00:37:35.930 --> 00:37:43.779

TW: And then we kind of like, keep a dialogue still. And I'm like, Okay, how is that? I'm able to do that here, and we're doing this.

144

00:37:43.780 --> 00:38:07.692

TW: but we can't get it together in a public school, you know. That's why I'm glad you're on board. I think we could prove that. And I think we could help a lot of the teachers that are burning out right now, because I'm not gonna lie to you. I was oblivious to those numbers until Gianna called me and said, Oh, my God! You know she's freaking out like, Oh, my God! Few of the teachers quit, and I don't know what's going on. It's not like that at Eastwoods, you know.

145

00:38:08.250 --> 00:38:14.319

TW: so yeah, you know it. It's kind of intriguing to see. You know what's gonna happen.

146

00:38:15.570 --> 00:38:23.520

Interviewer: I know again, we've been talking about all these different questions that I have but I guess

147

00:38:23.790 --> 00:38:30.230

Interviewer: my nature question would focus into

148

00:38:30.510 --> 00:38:37.019

Interviewer: in your classroom. How do you demonstrate like effective teaching?

149

00:38:37.180 --> 00:38:39.519

Interviewer: So what would you say would be.

150

00:38:40.020 --> 00:38:44.020

Interviewer: You know the strategies or ideals that

151

00:38:44.970 --> 00:38:49.430

Interviewer: you know kind of promote that effectiveness that you're speaking of.

152

00:38:50.110 --> 00:38:53.180

TW: Absolutely all right. So when I when I teach a lesson.

153

00:38:53.680 --> 00:38:58.739

TW: I make it known that I'm saying their name, giving them feedback.

154

00:38:58.890 --> 00:39:16.650

TW: And I'm right next to them. Every step of the way I go around that classroom I average probably like 10, not even 15 to 20,000 steps a day in my class, like I'm I'm everywhere, you know. I'm in it, you know, and that's important to me.

155

00:39:16.920 --> 00:39:21.270

TW: because before you know anything else, I want them to feel like, you know.

156

00:39:21.610 --> 00:39:43.639

TW: Hey? You know I'm not alone. Number one, you know I'm not. I'm not giving all these instructions, and he's just rolling out a ball, and I'm by myself. And then he's looking at me, saying, Oh, you can't make it! Oh, why didn't you make it? I hear it all the time with these other coaches, and I don't do that. You know I'm not going to shoot you down if you don't get it today.

157

00:39:44.040 --> 00:39:52.430

TW: maybe get tomorrow if you don't get it tomorrow. I always say that you don't get it tomorrow, get next week, not next week, next month, and next month, next year. And it's true, you know, the patience

158

00:39:52.918 --> 00:40:04.280

TW: definitely, the patience, and and being being active with them is very important. It's a must. You know. I could sound subjective, but in my eyes it is a must

159

00:40:05.490 --> 00:40:07.090

TW: gotta be hands on.

160

00:40:09.060 --> 00:40:15.249

Interviewer: Definitely. I think that's 1 of the things that is so critical in teaching.

161

00:40:15.420 --> 00:40:30.420

Interviewer: no matter what grade level. What subject, what we're doing is that sense of partnership and like accountability. And you know that relationship building. And I definitely saw that a lot in your class.

162

00:40:33.090 --> 00:40:40.679

Interviewer: So how? How are you effective in contributing to diverse student learning, growth.

163

00:40:40.910 --> 00:40:42.470

TW: Oh, great question.

164

00:40:43.560 --> 00:40:47.460

TW: Well, as you know, you can see it coming in East Woods, I mean, you know

165

00:40:48.080 --> 00:41:02.079

TW: not really not a lot in a lot of Asian. We got an influx of the Asian community. I'll tell you that more of late. But coming in, let me just go back in retrospect. I think that will help you a lot.

166

00:41:02.310 --> 00:41:06.649
TW: man. It was challenging@firstst Right?

167
00:41:07.770 --> 00:41:11.999
TW: But what I made what I what I done in that regard.

168
00:41:13.162 --> 00:41:16.050
TW: Was use visual aids.

169
00:41:16.280 --> 00:41:19.020
TW: If you notice, you probably looked at the test

170
00:41:19.150 --> 00:41:23.739
TW: I was. I was finding that picture. Oh, my God! Dr. MI was Googling Googling

171
00:41:23.890 --> 00:41:53.060
TW: to find images showing diversity. You know, when I was student teaching, and with my student mentor they always said that you know the kids pay attention to the subliminal message. I put it around the classroom. I put a lot of quotes around the classroom and kids. Hey, Mr. Walker, what does that mean? And then, you know, and it segues takes speaking about diversity, you know, with the visual aids. So yeah, the visual aids with the kids work, and it helps you segue

172
00:41:53.060 --> 00:42:17.190
TW: into those themes. Right? You know, it's hard just jumping into it. Hey, kids, you know, respect they're not. It's gonna go over their heads. But if you saw a cartoon character, one yellow, one black. And then you say things like one team, one journey, and we come from different backgrounds. But we live the same earth, the same plane, right? That understanding and utilizing those images of the innocence of cartoons

173
00:42:17.190 --> 00:42:28.712
TW: is big, you know. You know. So I utilize that my 1st year, utilizing those visual aids and breaking it down and explaining what's in the visual aids?

174
00:42:29.310 --> 00:42:31.060
TW: that's very important.

175

00:42:31.090 --> 00:42:48.429

TW: And then, when we do team building exercises, you know, I made sure to balance the teams, you know, with different backgrounds. You know, if there's 2 Asian kids in the class. We're going to separate them and make sure they're balanced on the team. Why? Because we want everyone to have a fair advantage

176

00:42:48.430 --> 00:43:10.000

TW: of interpersonal relationships amongst each other. And that worked, you know. Sometimes I may ask the teachers, Hey, you know, how's day going? What's going on in the classroom. Is there anything I need to be aware of? And they may say, Okay, Lucy doesn't like Cindy. Oh, well, why does Lucy doesn't like Cindy. Well, they don't want to play with each other all right. So well, Mr. Walker does. I may put you on the same team

177

00:43:10.000 --> 00:43:29.990

TW: right and then. Now you've got to figure out how to work with each other. You know. How could we hash out our differences and then figure out a way of a solution? So I do that a lot always, you know. As I was saying, you know, you probably could actually even my counterparts, because I help I make it. That's that's what I do.

178

00:43:30.000 --> 00:43:36.300

TW: I make it. You know, imperative that

179

00:43:36.850 --> 00:43:39.539

TW: I communicate with the classroom teachers.

180

00:43:39.690 --> 00:43:49.390

TW: and I take their issues of concerns, and I kind of utilize that to set the tone in my PE classes, because once again, you know.

181

00:43:49.450 --> 00:44:02.250

TW: I'm humbled enough that I'm able to get up exercise with the kids for a living, and I do that. You know, I'm not crammed up in a classroom, and you know, kids give me a tough time, and I can't quite

182

00:44:02.250 --> 00:44:21.649

TW: get that energy out of them. So that's why I make it a thing to know what's going on. What's the issues? Who's not friends with each other, you know, who doesn't like so and so so that way, we could kind of segue into a theme. You know. I'm very thematical, too, as well. That's the artist in me, you know. And once again it's taking

183

00:44:21.840 --> 00:44:30.950

TW: a problem in the mainstream and putting it through the creatives, you know, for a solution. That's pretty much it, you know, doing that.

184

00:44:32.550 --> 00:44:33.550

Interviewer: Thank you.

185

00:44:33.680 --> 00:44:52.520

Interviewer: So I know we looked at the I have your students work that I took a picture of, and we know that it was based off of that hockey unit. So how did the students perform based on you know the the standards and the objectives that you have for that lesson.

186

00:44:53.950 --> 00:44:55.019

Interviewer: Do you think.

187

00:44:56.230 --> 00:44:58.020

TW: I know we're going way back into.

188

00:44:58.020 --> 00:45:03.423

TW: No, that was great. Well, what I noticed looking at through this test

189

00:45:03.940 --> 00:45:10.330

TW: was that they probably majority need to brush up, you know, with maybe with the stick handling concept.

190

00:45:10.480 --> 00:45:18.119

TW: But overall, you know, it was around 75%, you know, which is kind of impressive, considering

191

00:45:18.300 --> 00:45:28.659

TW: majority of those kids are like they don't do much at home. They're probably with the Nanny. They probably don't go out, and the fact that you know they were willing to stick with a unit and perform.

192

00:45:28.830 --> 00:45:35.530

TW: I say, definitely above satisfactory, it's definitely eye opening. And you know, for the sake of the school.

193

00:45:35.740 --> 00:45:39.011

TW: you know. It's exciting, because, you know,

194

00:45:39.640 --> 00:45:52.770

TW: they're developing. And then they're going to add on to our athletics program, you know, that's what makes this situation very unique. Because I'm not only teaching them and they're learning, they're getting developed to add on to our program.

195

00:45:52.950 --> 00:45:56.617

TW: And we're rocking and rolling, you know. That's why I'm like, you know.

196

00:45:57.460 --> 00:46:03.666

TW: there's so much data, you know, in this one school. It's ridiculous, you know.

197

00:46:04.230 --> 00:46:06.399

TW: but that's that's that in a nutshell, though.

198

00:46:07.090 --> 00:46:18.580

Interviewer: And how do you think that the different students of you know various levels, various, you know, ethnicities, races, everything do and perform in.

199

00:46:19.210 --> 00:46:30.230

TW: Oh, they're equal. You know. If if you had to watch them perform on a black and white TV, I mean pixelated.

200

00:46:30.340 --> 00:46:42.779

TW: you couldn't tell who's like who's who. I'll be honest with you. I mean, we had kids that never played hockey never showed an interest, but they love it, you know. And let me add to this.

201

00:46:43.210 --> 00:46:52.180

TW: I always usually take a theme, and I make it whimsical. Noodle hockey was something I created, because when I came in. I'm like, Oh, my God! You know I'm dealing with.

202

00:46:52.580 --> 00:47:01.420

TW: you know, kids that may not have a 1 to one and have impulse issues. Oh, my God, I can't play regular hockey. So you know what I did.

203

00:47:01.700 --> 00:47:04.599

TW: Earlier in the unit. They did learn

204

00:47:04.920 --> 00:47:07.945

TW: utilizing a regular hockey stick. However,

205

00:47:08.890 --> 00:47:18.450

TW: You know I was very keen at you know how I formatted, for instance, when they did stick handling individually, you know. You know, everyone had to stick

206

00:47:18.842 --> 00:47:23.810

TW: but you know, prior to that, earlier in the years, like we got to the hockey unit.

207

00:47:23.900 --> 00:47:49.159

TW: maybe November so early in the years, I always start off with learning about spatial awareness. Right? So I don't have to yell about spacing every 2 seconds. So like they've learned that concept. So now, when we got to noodle hockey, I mean not to hockey unit. What I'd say was all right. Spacing everyone, spread out, find your own personal space, grab a stick, and then, you know, they learn the cues, and then they do it. But after they do the individual stick handling.

208

00:47:49.290 --> 00:47:52.330

TW: if we're going to do anything that requires passing.

209

00:47:52.450 --> 00:47:58.090

TW: No, only 2 people per line, maybe have 5 lines of 4,

210

00:47:58.540 --> 00:48:02.510

TW: just for estimate sake, and we have 2 sticks.

211

00:48:02.650 --> 00:48:20.350

TW: one person dribbling out, and then one getting ready to receive the pass. So I do a lot of combining of skills. I do a lot of short cue nuances. The reason why I combine certain skills to a lot of skills transfer. And that's another thing, too. I'm a believer that skills transfer, because I'm 1 of the athletes

212

00:48:20.390 --> 00:48:37.979

TW: that grew up like that. I played every sport. Everyone asked me how you grade at every sport. Well, I knew at a young age that you could transfer skills right? And that's another thing, too, that my kids learn the theory of transferring skills and understanding that a simple, you know, silly game of noodle hockey.

213

00:48:38.400 --> 00:48:59.440

TW: you have about 90% of the same cues used for hockey. So that's a lot of the advantages these kids from Eastwoods are going to get. They're going to learn how to apply and transfer knowledge to anything right? They're going to be mini disciples of Mr. Walker, you know. Which is, you know, which is great. That's what I want, you know. But

214

00:48:59.610 --> 00:49:03.640

TW: that's that in a nutshell, you know, in that regard, you know, doing that.

215

00:49:04.950 --> 00:49:08.660

Interviewer: And what do you think were some of the the strengths and struggles?

216

00:49:09.197 --> 00:49:17.659

Interviewer: That they had within this unit, and especially within the the student student work and activity that I

217

00:49:18.590 --> 00:49:19.120

Interviewer: I'm sorry.

218

00:49:19.120 --> 00:49:26.300

TW: What I what I assess definitely strong skill sets defense.

219

00:49:26.610 --> 00:49:28.470

TW: Oh, my God! Passing

220

00:49:31.080 --> 00:49:53.069

TW: stick handling. Okay, I guess you say stick handling, I think, was a weak, weak area. You know. Everyone's trying to figure it out. You know, you definitely need a lot of repetition with that. And you know nothing to. A lot of people may not have a stick at home, but I mean everything else. The spacing, I mean, usually that's the big thing with kids at this age, because that complex of me, me, me.

221

00:49:53.170 --> 00:50:07.010

TW: but I mean I'm not gonna lie. I had so much fun with my young. I can't tell my older kids that, but I had so much fun like today. The kindergarteners. Oh, my goodness! 1st grade the games you thought we could. We could have. We could have sold tickets

222

00:50:07.090 --> 00:50:26.320

TW: for that game. It was awesome, I mean, even teachers sit there and watch the games like Oh, my God! So. You know, it's definitely intriguing to see. But yeah, the concepts that were more challenging, you know, like the spacing, the passing. That was the highest, you know, success rate, and, you know, stick handling.

223

00:50:26.610 --> 00:50:45.000

TW: I kind of expect I would have thought, you know, that they would have got grasp of that, because, you know, like, I said. You know that's something that you could do on your own, and you have time to yourself. But no, they struggled with that, you know, but you know it's a quick fix. So I'm pleased with that, you know. With that report.

224

00:50:45.710 --> 00:51:04.549

Interviewer: So I I guess this is also something you know about what I I didn't get to see. But you know, what are your your next steps for instruction, like what? What happens after that lesson? What? What are you going to be doing now? You know.

225

00:51:05.050 --> 00:51:06.080

TW: Right? Well.

226

00:51:06.381 --> 00:51:08.490

Interviewer: That kind of like you were saying.

227

00:51:08.490 --> 00:51:08.949

TW: Where are you?

228

00:51:08.950 --> 00:51:11.440

Interviewer: Did racial awareness before, and then that.

229

00:51:11.440 --> 00:51:11.790

TW: Good.

230

00:51:11.790 --> 00:51:14.739

Interviewer: Helped with this. So where do we go from?

231

00:51:15.390 --> 00:51:19.940

Interviewer: I guess the next day versus you know, next week.

232

00:51:20.370 --> 00:51:21.220

TW: And hold on.

233

00:51:21.220 --> 00:51:22.280

Interviewer: Phone, weaker.

234

00:51:22.280 --> 00:51:36.619

TW: Well, if if we if we had, you know, cause our school year pretty much, we're done earlier, I think we're done like by the 1st week of June, but if we had more time in all honesty, I would have probably extended the unit, for, like one more week

235

00:51:36.780 --> 00:51:54.980

TW: I would have retaught the stick, handling portion of the lessons, and then bring it right back to the game stages, and then see how you know how it would transfer over. But I definitely would have retaught, you know. You know the stick handling lesson. If I had more time I would have brought that back, you know, a refresher.

236

00:52:01.170 --> 00:52:06.388

Interviewer: So, I guess. Where are you? Where? Where are the students learning now?

237

00:52:06.790 --> 00:52:14.290

TW: Oh, right? Right? Yeah, we're still. We're still in the final, you know, since we're at the end of the unit, we ended out, you know, with noodle hockey

238

00:52:15.840 --> 00:52:29.169

TW: you know. Well, I guess you could say some modification depending on the size of the class. I guess I guess you could say this, you know, I guess you say the modification was this, with the older groups? Believe it or not, I think the older group struggled the most

239

00:52:29.280 --> 00:52:32.709

TW: with the stick handling and the spacing

240

00:52:33.840 --> 00:52:47.000

TW: So in that regard what I did with the older groups, it's a bigger group. We got a small gym. So when we did noodle hockey, I did zone, noodle, hockey, and with zone noodle hockey.

241

00:52:47.300 --> 00:52:50.500

TW: I broke up the court into thirds.

242

00:52:50.760 --> 00:52:55.300

TW: and that way it limited the amount of people in a particular area.

243

00:52:55.750 --> 00:53:02.910

TW: and then it gave you, you know, more spacing to either utilize the stick handling skills

244

00:53:03.030 --> 00:53:06.891

TW: and then performing a pass, and that helped tremendously.

245

00:53:07.670 --> 00:53:15.400

TW: you know, with the I guess you get grades 3 and 4 4 was a group that you you witnessed, Big group as you witnessed.

246

00:53:15.920 --> 00:53:25.099

TW: And yeah, yeah, as a matter of fact, we did the zone noodle hockey. That's what you witnessed. They did the zone noodle hockey. But the issue was, I guess, trying to relay that

247

00:53:25.330 --> 00:53:35.470

TW: cognitive cognition to paper, you know. That is a major thing, too. How we take what we have in our mind and writing it

248

00:53:35.670 --> 00:53:41.929

TW: down on paper. That's another thing, too, you know. Maybe another written assignment

249

00:53:42.390 --> 00:54:04.369

TW: would have helped to think about it, and maybe could have just been the articulation and not the performance, because the performance it was good back and forth. But maybe it's just the verbiage and explaining or expressing what they know. I would probably test on again. To think of it probably would have done that. It's not really the performance.

250

00:54:05.120 --> 00:54:11.489

TW: The assessment was based off the cognition. So I think I would revisit that, you know. Do another test.

251

00:54:12.258 --> 00:54:13.273

TW: To see

252

00:54:14.470 --> 00:54:18.419

TW: You know part of me. I probably would reteach the lesson.

253

00:54:18.700 --> 00:54:20.900

TW: Then do this reassessment

254

00:54:21.300 --> 00:54:25.679

TW: and then see where they fall. You know I probably would have done it like that. Instead.

255

00:54:27.180 --> 00:54:33.360

TW: you know. Yeah, the articulation definitely is an issue, not verbally.

256

00:54:33.730 --> 00:54:48.519

TW: but either typing or writing, you know, because once again, they type so much. But they type incorrectly like it's so oxymoronic nowadays. And then, when it comes to writing, they don't write. So there's a lot of things

257

00:54:48.880 --> 00:54:52.231

TW: I gotta probably like reconsider, you know.

258

00:54:53.460 --> 00:55:13.130

TW: at this age level in Eastwoods they don't get a laptop, but when you hit the like 5th grade they do get a laptop, so it would work out like, for instance, that assessment I could like, okay, jump online and take the multiple choice. You know, Google, Doc, or whatever I can't do that with K. Through 4. But maybe

259

00:55:13.420 --> 00:55:21.350

TW: that could be something to consider, because, I'm thinking to myself, they don't write. If you notice some of them were kind of Antsy to write, because they don't know. They barely write.

260

00:55:21.480 --> 00:55:24.110

Interviewer: Yeah, yeah, so to think of it.

261

00:55:24.230 --> 00:55:30.030

TW: You know, I'll definitely revisit. That's you actually got me thinking. Wow! I didn't really think of that. Maybe I should

262

00:55:30.420 --> 00:55:31.566

TW: do like

263

00:55:32.360 --> 00:55:39.730

TW: what we should do in Adelphi flickers like that. Maybe I should do something like that next time.

264

00:55:44.700 --> 00:55:49.130

TW: But definitely the assessment aspect. I would tweak to think of it what I would. Redo.

265

00:55:49.240 --> 00:55:52.000

TW: wow! This is cool, Doctor M.

266

00:55:54.540 --> 00:56:02.069

Interviewer: So I I guess my my question now lies into.

267

00:56:02.290 --> 00:56:07.560

Interviewer: I know how we we started talking about. You know your time here in Adelphi.

268

00:56:08.350 --> 00:56:16.990

Interviewer: One of the the questions that I would have and it just came to me right now is more along the lines of what do you think

269

00:56:17.160 --> 00:56:26.270

Interviewer: was the most beneficial aspect of Adelphi. And what is something that you wish.

270

00:56:26.560 --> 00:56:28.820

Interviewer: or do you still want.

271

00:56:29.210 --> 00:56:38.210

Interviewer: you know from Adelphi in terms of like support, or, you know, not not necessarily like a I want to say a negative. But you know.

272

00:56:38.210 --> 00:56:38.530

TW: Right.

273

00:56:38.530 --> 00:56:41.939

Interviewer: Something that you you wish you would have learned more of.

274

00:56:42.160 --> 00:56:45.260

Interviewer: or need more support in still.

275

00:56:45.260 --> 00:56:51.618

TW: Okay, wow! Good question. What if? What if you feel?

276

00:56:52.790 --> 00:56:56.380

TW: realistically like the support has been great? I mean.

277

00:56:56.960 --> 00:57:05.630

TW: like, I said something. I'm an outlier, because, like I go hard. You know you're not not. The average person is really a go hard like that. But

278

00:57:05.910 --> 00:57:18.259

TW: I truly feel that Adelphi is what I needed. I'm being honest with you. Let me tell you my back story. I went to Queens College. I was top of my class. I was taught honors. From Nassau Community College I went to Queens College.

279

00:57:18.470 --> 00:57:21.949

TW: but I had to report to a director.

280

00:57:22.090 --> 00:57:28.100

TW: and I literally had to sit there next to her hand and foot.

281

00:57:28.250 --> 00:57:33.123

TW: and have her tell me what I could and couldn't do right

282

00:57:33.660 --> 00:57:41.439

TW: But once again at the Swallow my pride and kept doing I had to do. I kept performing at a high level, high, level, high, level, high level.

283

00:57:42.800 --> 00:57:56.499

TW: What made me think differently, unfortunately, is, when my sister at the time she passed away. She was sick. She had cancer, and that director told me I should drop the program. I don't think you could do it.

284

00:57:58.140 --> 00:58:04.930

TW: I started to think differently in regards to wow, you know, here am I in the education program.

285

00:58:05.160 --> 00:58:06.889

TW: and I have someone

286

00:58:07.110 --> 00:58:32.659

TW: that is so cold and so far removed from what is what an educator should be right. But then I found out it was nepotism. How she got in her position, but I once again was kept swallowing my pride, and I kept believing that my hard work will override that. But someone told me, my mom, that you have to see your value? Because clearly

287

00:58:33.000 --> 00:58:49.460

TW: Hofstra and Adelphi kept writing me, and and they valued me because they know one of the letters from Adelphi was like, Oh, man, you know you're a higher, honorable student. We want to enroll you, and I ignored it right. But it wasn't until I visited.

288

00:58:50.020 --> 00:58:54.149

TW: not even spoke to my mentor in regards to Chuck D

289

00:58:54.630 --> 00:59:09.280

TW: going to Delphi, and what he did and what he overcame, and I saw how they were receptive to his background as an African American man, and I said, Gee, you know he's coming from hip hop.

290

00:59:09.520 --> 00:59:14.339

TW: you know they're not shunning him, not judging him.

291

00:59:14.650 --> 00:59:18.500

TW: They're taking his full potential and they're thriving with it.

292

00:59:19.174 --> 00:59:27.990

TW: And then I had conversations with people out of Chuck D's camp, from leaders of the new school with bus the rhymes, and they was telling me how Delphi

293

00:59:28.290 --> 00:59:35.529

TW: was so significant in hip hop in eighties and nineties. And then once again I kept saying, man.

294

00:59:36.100 --> 00:59:37.759

TW: I went through this.

295

00:59:37.960 --> 00:59:47.580

TW: and this is what Adelphi is doing. I have to see what's going on. And then, when I went to Adelphi it was history. They saw what I went through. They made me aware that I have

296

00:59:47.960 --> 00:59:49.870

TW: suffered from

297

00:59:51.210 --> 00:59:57.779

TW: educational disparities that most go through, and how they were running circles with me in the Cuny school.

298

00:59:58.370 --> 01:00:07.870

TW: Then I said, Wow, like they're so honest and upfront with me. This is crazy like I told my mom, you know. Yeah, it may cost me, but

299

01:00:08.130 --> 01:00:37.279

TW: this may be a mutual relationship that I have been yearning for all my life. Is that a school sees my value and utilize me because I was an artist. I was at deaf jam intern and like I turned it down. I probably would have been on the radio as a celebrity, but I knew in my life that I had to represent more right, and Adelphi kept checking off the boxes of you know, people from different backgrounds, thriving education. But he drives in hip hop, and I always saw myself

300

01:00:37.380 --> 01:00:46.690

TW: being that in a Delphi, you know, I always look at it. I used to tell people. Oh, I want to be a poster boy, for Adelphi Chuck could do it. I could do it, and it started from saying that

301

01:00:47.850 --> 01:00:52.130

TW: initially to when I entered there, and it got accepted there.

302

01:00:52.600 --> 01:01:15.339

TW: That, damn this, could really, I could really do something here like. And then, you know, being knowledge being being acknowledged by people that go on Sabbaticals, Mercier people that are writing books, I mean Virgilia. It's it's ridiculous, like the amount of talent in that school, and people are humbled enough

303

01:01:15.450 --> 01:01:18.810

TW: to pour into you. It made me say to myself, Man.

304

01:01:19.160 --> 01:01:33.680

TW: I want to grow older and do that like, you know, I want to be the cool educator who's on the Sabbatical, and I'm pouring into someone. You know, you guys pour into people like I'll never forget when I graduated. I think I know matter of fact. I think you kind of

305

01:01:34.332 --> 01:01:38.519

TW: this is going to segue into the negative. I think you kind of

306

01:01:41.320 --> 01:01:50.760

TW: gave me reassurance. I think my graduation year I couldn't get, you know, my honors because I transferred into the program respectfully.

307

01:01:51.020 --> 01:02:06.830

TW: You know, I transferred in with honors. But the fact that I take extra credits I couldn't get honors in my diploma, and that policy I always said, you know, to the Dean. I wrote a letter and everything, and said, you got to kind of tweak that depending on

308

01:02:07.090 --> 01:02:10.400

TW: the individual that's coming into your institution, because.

309

01:02:10.500 --> 01:02:12.779

TW: like I said I was rocking and rolling.

310

01:02:12.870 --> 01:02:35.079

TW: I mean, I have done projects, community projects above and beyond, because I know where I come from. I know I come from that celebrity world, and I know a lot of people gravitate to me, but I like to gravitate them to quality of life, and that's what I learned from Adelphi quality of life. I'm quoting mercy here, you know. Quality of life is what we all should have all desire.

311

01:02:35.100 --> 01:02:43.128

TW: What you teach in the classroom has to reverberate in the real world. These are philosophies from au, you know.

312

01:02:43.880 --> 01:02:51.520

TW: that that registered into me. So I feel like Adelphi represents the unsung hero.

313

01:02:51.810 --> 01:02:59.309

TW: you know. I didn't believe all I thought I was good at prior to Delphi was just being a good worker.

314

01:03:00.030 --> 01:03:07.910

TW: that's it. I could work a job, coach real good, get my money, get my tenure, that's all they talked about at Queens College.

315

01:03:08.020 --> 01:03:09.159

TW: and that was it.

316

01:03:09.350 --> 01:03:20.119

TW: you know. But Adelphi was more like, Okay, yeah, you work your job. But then, now you make it a lifestyle. Now you got to teach someone else to do it. It's always like

317

01:03:20.490 --> 01:03:26.792

TW: a lifetime learner, right? And that's me I kind of was

318

01:03:29.280 --> 01:03:32.689

TW: doubtful of my potential in that regard.

319

01:03:32.980 --> 01:03:34.659

TW: But now I feel like

320

01:03:34.860 --> 01:03:49.830

TW: I'm gonna keep thriving, you know. I feel like I tell the kids don't be surprised when Espn, I really feel I'm going to end up Espn. You know it's going to be a big story, but I feel at the same time I want my story to be a story that everyone's a part of, because.

321

01:03:50.070 --> 01:04:03.659

TW: you know, like I said, my background is in Jamaican, and I love Bob Marley, and that's what he did with his life. I feel like that's that's my purpose, nothing more, nothing less. You know all my stardom, all the fame, all the glory, is to reverberate

322

01:04:03.750 --> 01:04:20.689

TW: the next generation and and get back to us, loving each other again. And that's Adelphi, you know, Adelphi, I'm a guy I don't know. I don't have too much negatives, I mean, like I brought so much to that school, and they kind of just made it so so much of a mutual agreement

323

01:04:21.040 --> 01:04:32.710

TW: that I thought it was going to stop when I graduated. I'm not going to lie. That's nothing, too. I thought it was going to stop when I got my diploma, you know, and I came from a Covid year. I didn't expect

324

01:04:33.150 --> 01:04:42.892

TW: anyone to like really. Help me figure out the next phase right? Like, that's nothing, too. The job security

325

01:04:43.620 --> 01:04:47.130

TW: the lifetime support. I'm gonna just quote that.

326

01:04:47.290 --> 01:04:52.550

TW: You don't get that. I mean, I talked to my buddies. I went to other schools. They don't get that at all. I get the emails.

327

01:04:52.690 --> 01:05:01.609

TW: I mean, the list goes on. I mean, you guys are awesome, you know, if I could do anything and like I always say, I want to be the one to come back and be like, hey, look.

328

01:05:01.880 --> 01:05:09.680

TW: you know, if you come with the right attitude, with the right focus. You know. Things will

329

01:05:09.890 --> 01:05:20.279

TW: open up for you, you know. Like I, I went with everyone, went to everyone's office at that school with grace, humility, and respect, and

330

01:05:20.710 --> 01:05:32.909

TW: in return everyone has did the same thing with to me, you know, if there's anyone skeptical in there, I would love to speak to them, you know. That's what I want to do. I would love to speak to them and inspire them

331

01:05:33.280 --> 01:05:41.779

TW: to be a little bit more patient and focus on the things that matter like consistency, right? Reputability.

332

01:05:42.210 --> 01:05:48.139

TW: It checks off all the boxes I'm being. I'm really brutally honest. I mean, especially coming from

333

01:05:48.630 --> 01:05:50.310

TW: the PE world.

334

01:05:50.950 --> 01:05:57.670

TW: 90% of the teachers that I came across for PE came from Adelphi. I mean, I mean

335

01:05:57.920 --> 01:06:02.795

TW: health. You name it, I mean, when my wife was sick last year.

336

01:06:03.280 --> 01:06:21.709

TW: 2 of the nurses I met on campus at Delphi. They met me being the same class. Isn't that cool? So like I'm like, you know. Look at this! And they and they gave her the best care, because, you know, they felt like they had to take some onus like, you know, we're in this together, and I just feel like, you know, that is a quality

337

01:06:21.950 --> 01:06:38.950

TW: that reverberates beyond education. And it's needed. And that's a quality that I brought here. You know, I had to say, like, you know, what am I going to do? Okay, I'm gonna do what Virgilio did. I'ma do? Mercier did. What would Dr. M. Do you know, I tell everyone you have to like play in

338

01:06:39.160 --> 01:06:48.069

TW: to the where you came from? It's very big. I'm being honest with you. It's very big into success, you know, especially as an educator. You're only going to be as good as

339

01:06:48.730 --> 01:06:59.289

TW: the institution that taught you how to how to teach like. It only makes sense, you know. There's no me without you and everyone else there, there's none of this. There's none.

340

01:06:59.640 --> 01:07:00.720

TW: you know.

341

01:07:04.000 --> 01:07:07.645

Interviewer: Thank you. I can't even say anything right now.

342

01:07:10.880 --> 01:07:29.640

TW: Yeah, but I hope you caught that few. The only negative I could say was just the policy I mean policies in place. But I just feel like certain policies could be revisited, and I said that maybe I could be the one so somebody could be like, oh, you know, maybe we should consider the person's Gpa. Coming in, or their track record.

343

01:07:29.940 --> 01:07:35.020

TW: you know, because I was hurt because my goal was to set the tone. I have nothing but boys.

344

01:07:35.170 --> 01:08:03.939

TW: and in my household you know, the only person that had a degree as a male was my grandfather, and he had a bachelor's right, so I said, you know I got to tie him up, but I also got to take it to a whole. Have honors. So you know I was crushed initially when I didn't have the honors stamp. But when Mercier said to me, he said, You know, at the end of the day, when they ask and they check back. They're going to see who you are like. You can't deny that. So that's what gave me comfort was for him to say that.

345

01:08:04.150 --> 01:08:22.049

TW: But definitely. I don't want no one else to go through that. You know. It did suck, you know. Not I could care less now, but that's why, I'm like, you know. Now, it's like, you know, I want that. You know, I want my masses to be the next generation that the next ones could be like, Okay, you know.

346

01:08:22.330 --> 01:08:31.909

TW: uncle or Dad, you know he took it to a whole nother level. He got the masters, or maybe a doctorate. I really don't know Dr. M. You know I really don't know. But I all I do know

347

01:08:32.069 --> 01:08:38.520

TW: right. All I do know is that I want to take sports.

348

01:08:38.689 --> 01:09:02.520

TW: Take the popularity of it and apply that in the settings of like, you know, clinical work where we do data, we assess the kid, you know. Who may not be able to, you know, articulate himself because he suffers from Xyz. But he's able to, you know. Get up and motivate and run up and down the court which is happening. I mean, there's a few kids

349

01:09:02.649 --> 01:09:08.620

TW: that are doing that at Eastwoods, you know. That's what I want to take the

350

01:09:08.779 --> 01:09:11.790

TW: put the attention to, because realistically.

351

01:09:12.120 --> 01:09:25.970

TW: all the money, all the attention, is in athletics right now. Entertainment. And you know to me I've been there done that. But I really feel what makes it unique is that I could really advocate more than ever

352

01:09:26.439 --> 01:09:31.669

TW: for our educators. One kid said I should be a mayor like, Oh, my God! Like.

353

01:09:32.189 --> 01:09:40.587

TW: yeah, like you should just be a mayor, Mr. Walker, because there's so much going on, I'm like, Oh, my God! I wish I had a clone like, but I really feel

354

01:09:41.499 --> 01:10:04.969

TW: I think we could do it. You know, I really I think we could. You know, whatever it is, I think we could do it, and I think Eastwoods will be a blessing and return to Delphi, because, like I said, you've got all these parents here, you know they have the means to everything. I mean, they could pay for this. They could pay for that. If it's something that that is beneficial to their kids. 9 times out of 10 they're gonna be like, yeah, let's do it. And the simple fact

355

01:10:05.099 --> 01:10:07.909

TW: that we have a college involved.

356

01:10:07.939 --> 01:10:24.679

TW: Now we have relations going in that regard for kids that okay, they do good here. They do good in that high school. Okay. Now they may come back to Delphi because they saw a Delphi student teacher in the hallway. Which is true, like they, you know. That's why I'm like, you know, this is kind of unique

357

01:10:25.032 --> 01:10:40.769

TW: we. We have a shortage of subs, right? So it's like, if we had a student teacher that had English anything, any subject area, I don't even have to be their mentor mentor. I could set it up for them to, you know. I just want

358

01:10:41.649 --> 01:10:43.959

TW: no child to get left behind.

359

01:10:44.269 --> 01:10:46.929

TW: you know, and that's that. That's just who I am.

360

01:10:47.479 --> 01:10:57.509

TW: You know I'm 1 of those people they tell you like I stay here at the 5, 6 o'clock, you know something like, if a kid needs help. I'm here, you know. And I feel like

361

01:10:57.779 --> 01:11:01.819

TW: what Adelphi has been doing and what I witnessed.

362

01:11:02.219 --> 01:11:08.949

TW: I feel like they're the ones that's worthy of Eastwoods, because they need the help. You got a lot of kids here. They don't have

363

01:11:09.329 --> 01:11:32.029

TW: the public grants coming in, but they have people willing to pay this, or willing to, you know. Do a trial, you know. I think Rukavina told me that they were doing something at the campus in PE, where they bring kids. I think they bus them to the school just for data, I forgot. But if there's consistency in that regard of opportunity.

364

01:11:32.299 --> 01:11:35.059

TW: Oh, my God, I know for a fact.

365

01:11:35.199 --> 01:11:42.659

TW: This will be golden over here because they need it. You know they need the help. You know everyone needs help, but I know for a fact

366

01:11:42.909 --> 01:11:45.419

TW: that they will reciprocate it

367

01:11:46.129 --> 01:11:55.489

TW: to measures that I can't even define. Like I said they moved me on campus. You know I never expected that in my wildest dreams. But

368

01:11:56.039 --> 01:12:01.679

TW: like I said, if they feel it's important, that's that's what they do in this community. They're going to invest in it.

369

01:12:01.869 --> 01:12:05.749

TW: and they're going to thrive. So I said to myself, If that's the case.

370

01:12:05.959 --> 01:12:15.049

TW: let's let's do it. Let's get these young educators going in rocking and rolling. We got kids in nursery, I mean, there's so there's so much

371

01:12:16.649 --> 01:12:42.879

TW: opportunity like, you know. Even Gianna would tell you. She's like, Oh, my God! Like being at Eastwoods! It really helped because Gianna, she had to teach these 2 year olds these 3 year olds, and then, you know, right? And then it's like, you know, you have to run a classroom with low, skilled, high skilled, and no one to one. If they don't have one that day, you know, because they're not guaranteed, you know. Because, like once again, it's private services.

372

01:12:42.989 --> 01:12:46.539

TW: So you know, you're challenged. But at the same time

373

01:12:46.859 --> 01:13:06.689

TW: you're not shunned from being innovative. That's why I tell everyone I come here, use this opportunity to do whatever you could think of no one's telling, because I was told I was at Uniondale Public School. Oh, you know, that's a great idea, but I don't think the athletic director would like that. I'm like, what like it takes away

374

01:13:07.019 --> 01:13:25.249

TW: from innovativeness. And that's why I feel like here. We could just we could show all the innovative ideas that the that the you know the said classroom teacher at Oyster Bay High School is suffering from because they're not given a chance to apply that said theory

375

01:13:25.369 --> 01:13:35.109

TW: right? And it's true. A lot of teachers right now can't apply it because it's too risky in the school that they're serving. I don't really deal with that risk here, here, it's like, Okay, does it work.

376

01:13:35.379 --> 01:13:38.189

TW: or does it? Is it gonna work or not? That's it.

377

01:13:38.190 --> 01:13:38.465

Interviewer: Yeah.

378

01:13:38.880 --> 01:13:41.089

TW: You know, and I'm like man, you know.

379

01:13:41.360 --> 01:13:43.220

TW: I feel so bad that

380

01:13:43.610 --> 01:13:50.409

TW: a lot of my counterparts they don't have that luxury. They're not happy, and I feel so bad like, you know.

381

01:13:51.110 --> 01:13:58.150

TW: I'm gleaming doing this, and I could do that and do that, and then everyone is still stuck, and that's why I'm like, you know what.

382

01:13:58.730 --> 01:14:09.969

TW: Let's let's take. Let's show validity. This is what Mercier was saying. Let's show validity to that said teaching method here and give people the opportunity

383

01:14:10.190 --> 01:14:18.400

TW: to do a Ted Talk, or Yadda Yadda, or whatever, and produce that data and be like, look, we did that with these kids. It works

384

01:14:18.620 --> 01:14:21.480

TW: right? We couldn't do it here, but we did it there

385

01:14:21.670 --> 01:14:26.399

TW: right now we can implement it. That's that's all I want, because I want to take.

386

01:14:26.860 --> 01:14:31.859

TW: you know. The burnout away. So many people I know was in education are not teaching anymore.

387

01:14:32.010 --> 01:14:36.580

TW: And it's scary. I graduated with them, too. It's scary, you know.

388

01:14:40.650 --> 01:14:44.950

Interviewer: So I think what we will kind of end with.

389

01:14:46.070 --> 01:14:51.520

Interviewer: And I mean you've you've given me so many different ideas, thoughts.

390

01:14:52.040 --> 01:14:54.919

Interviewer: concepts. Oh, my goodness, I can't even speak.

391

01:14:56.310 --> 01:14:58.910

Interviewer: There's too much going on in my brain right now.

392

01:14:59.040 --> 01:14:59.599

TW: That's the right.

393

01:14:59.600 --> 01:15:00.300

Interviewer: It's all.

394

01:15:00.300 --> 01:15:00.730

TW: So ree.

395

01:15:03.800 --> 01:15:18.520

Interviewer: But I would say, what would be the biggest I would say the biggest lesson you would have

396

01:15:18.920 --> 01:15:23.820

Interviewer: for your students, whether they're P. To 12, or.

397

01:15:24.250 --> 01:15:29.630

Interviewer: you know, coming in as new teachers, what would be the biggest life lesson for them?

398

01:15:32.900 --> 01:15:36.329

TW: Oh, man, the biggest life left lesson is definitely

399

01:15:40.590 --> 01:15:47.920

TW: might sound crazy. But plan to be in a position

400

01:15:48.770 --> 01:15:56.630

TW: where you have to go off the plan, you know, because I told Gianna that because

401

01:15:56.850 --> 01:16:06.240

TW: I didn't realize until you know, I had, you know, to mentor a student teacher was that they get so overwhelmed and flustered by their own lesson.

402

01:16:06.960 --> 01:16:16.520

TW: Oh, my God! I had this plan! I couldn't do that. Oh, my God! I'm not that great, and then that's it. Everything is just spilling out of control. So my best advice is that

403

01:16:16.900 --> 01:16:19.819

TW: you can't. You can't plan for the unexpected.

404

01:16:20.510 --> 01:16:27.328

TW: but just prepare yourself to deal with it, you know, and that applies to life, education, everything.

405

01:16:28.150 --> 01:16:52.678

TW: I was not like who I was, I mean. I was not like that. 1st 2 years I thought I had. I'm gonna do this, they would tell you, because, like we should do all right. So what we do here. You know certain public schools they have to produce, you know, a lesson plan. Every week. We have to produce an article every month like on what we teach right, and it has to be something new. You can't do every year the same thing. So

406

01:16:53.760 --> 01:17:07.720

TW: I used to always submit my lesson plan with my article, and I was just like doing too much. Sometimes the newsletter was like, Okay, you didn't have to send your holy plan but I didn't realize how much

407

01:17:08.620 --> 01:17:14.410

TW: timing time could be wasted, and by just planning the plan like

408

01:17:14.520 --> 01:17:19.540

TW: right? So you know, sometimes I find myself now at this point in my life is that I have

409

01:17:20.440 --> 01:17:22.040

TW: my objectives.

410

01:17:22.560 --> 01:17:32.110

TW: I know what sells like my flow of the class like, for instance, I go warm up instant activity.

411

01:17:32.210 --> 01:17:38.269

TW: main main bout objective, whatever we're learning in the closing right.

412

01:17:38.590 --> 01:17:45.319

TW: And I said to myself, if I keep that sequence in my mind.

413

01:17:45.710 --> 01:17:54.459

TW: I can simplify everything right? So that's so. That that's that that alludes to life period. If you have

414

01:17:54.940 --> 01:18:03.450

TW: a thing that you know works to help, you win, help, you gain. G just be confident and patient that you would figure it out.

415

01:18:03.890 --> 01:18:06.610

TW: and that you have

416

01:18:06.680 --> 01:18:36.280

TW: the tools to overcome because you've proven it already. You've done it already right. I wish somebody told me that I've done this already so many times. I have the format. All I have to do is just fill it in with the meat and potatoes. That's it, you know, and that's what I tell everyone you have to make life like that where you just got to fill in the meat and potatoes. You know the concept. That's the learning. That's the studying. That's the grinding right? But you just have to be patient

417

01:18:36.820 --> 01:18:58.210

TW: to see that things will work and things right. You gotta let you got to give it time to process and work for you. And that's what I'm learning, you know, and I want the younger ones to understand that because I think in this world and I'm gonna leave it at this is that everything is so microwave, and they're forced to feel like they got to know it like that, you know. And that's why I say.

418

01:18:58.710 --> 01:19:16.549

TW: you know, plan not to plan, and just just take it as it comes, and adjust with adjust to your format, and just fill in with your meat and potatoes, because you always can find fillers, you know, but you have to have a concept in life. You have to, you know, without a concept. There's no direction.

419

01:19:18.580 --> 01:19:21.469

Interviewer: Well, thank you so much, TW.

420

01:19:21.470 --> 01:19:22.570

TW: Oh, you're welcome!

421

01:19:22.570 --> 01:19:25.460

Interviewer: I won't keep you that much longer.

422

01:19:25.630 --> 01:19:26.170

TW: Bye-bye.

Appendices D

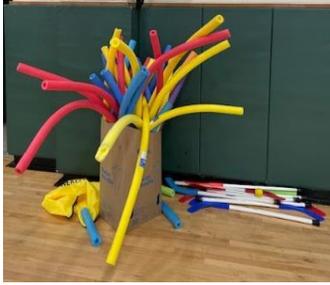
Blank Work Samples and Classroom



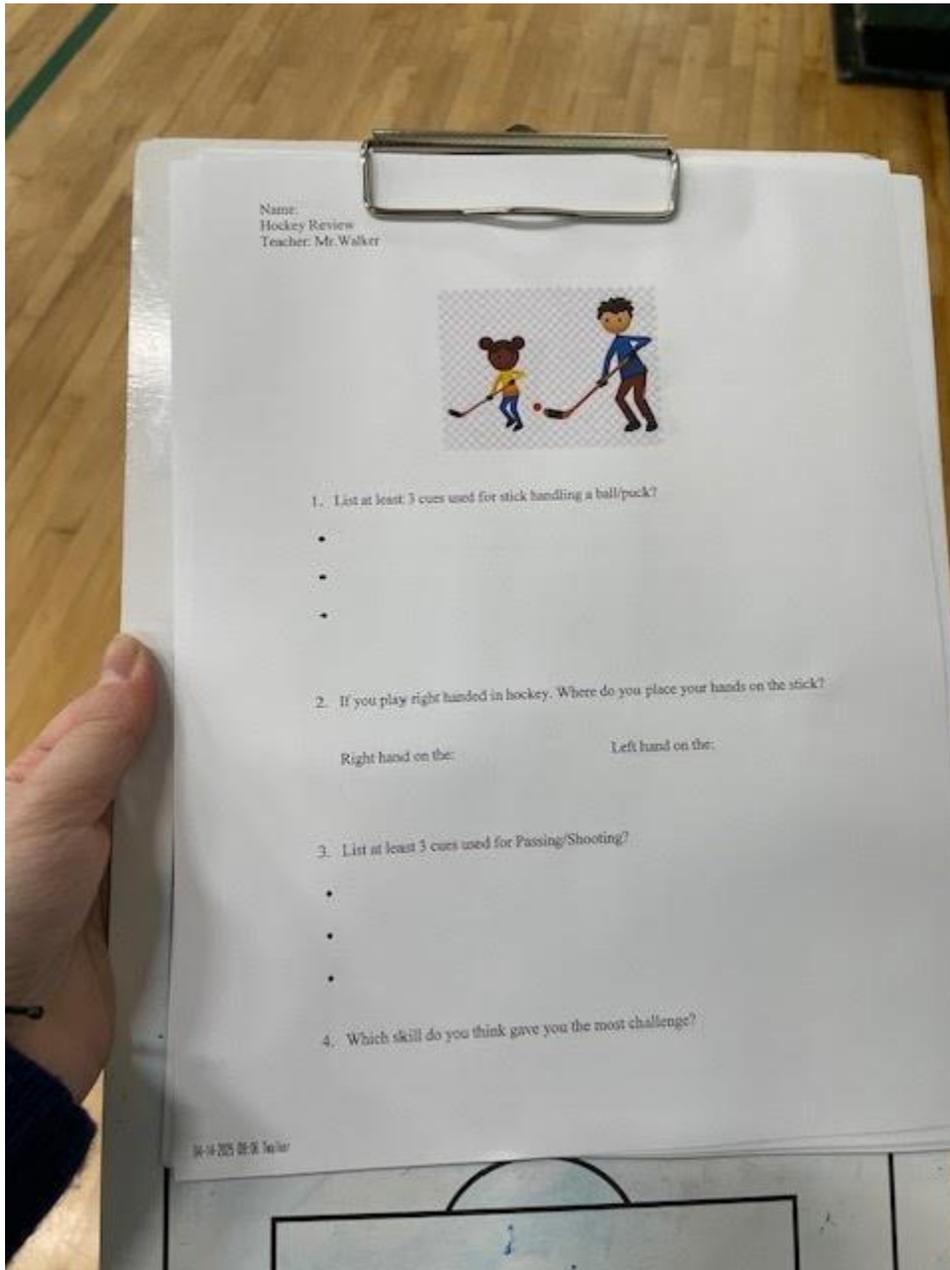
Classroom Pictures







Blank Student Work



Appendices E Student Work



1. List at least 3 cues used for stick handling a ball/puck?

- Dominant hand at the bottom of the stick
- Blade on the floor, puck in front of stick
- Control the ball, knees bent

2. If you play right handed in hockey. Where do you place your hands on the stick?

Right hand on the: bottom Left hand on the: top

3. List at least 3 cues used for Passing/Shooting?

- follow through
- look in front of you
- step with foot

4. Which skill do you think gave you the most challenge?

Learning to control the stick

High Student Work

Name: _____
Hockey Review
Teacher: Mr. Walker



1. List at least 3 cues used for stick handling a ball/puck?

- Don't lift high
- Keep in control
-

2. If you play right handed in hockey. Where do you place your hands on the stick?

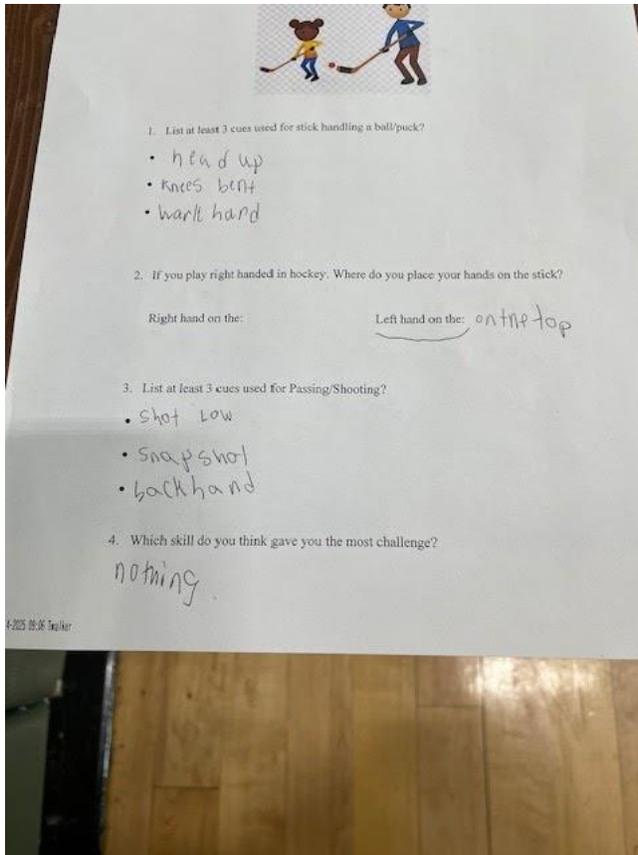
Right hand on the: Bottom Left hand on the: Top

3. List at least 3 cues used for Passing/Shooting?

- Don't rush
- Keep a length
- Don't do too hard

4. Which skill do you think gave you the most challenge?

Balance



Appendices F

PSS Private School Universe Data from the 2021-2022 school year

School Characteristics										
Grade Span:	(Grades KG - 8)									
	KG	1	2	3	4	5	6	7	8	
Total Students:	135									
Non-Prekindergarten										
Total Students:	135									
Classroom Teachers (FTE):	17.8									
Student/Teacher Ratio:	7.6									
Student Body:	Coed									
Level:	Elementary									
Type:	Regular elementary or secondary									
Days in Year:	175									
Hours in Day:	7									
Library:	Yes									
Affiliation:	Nonsectarian									
Associations:	Other special emphasis association(s), National Association of Independent Schools (NAIS)									
Locale/Code:	Large suburb / 21									
Enrollment Characteristics										
Enrollment by Grade:										
	KG	1	2	3	4	5	6	7	8	
Students	21	13	11	20	17	15	7	20	11	
Enrollment by Race/Ethnicity:										
	American Indian/Alaska Native	Asian	Black	Hispanic	White	Native Hawaiian/Pacific Islander	Two or More Races			
Students	0	32	25	5	73	0	0			
<p>Note: The inclusion or exclusion of a school in this locator does NOT constitute an endorsement of the school and should NOT be used in any way to infer the accreditation status of the school.</p>										

Source: PSS Private School Universe Survey data for the 2021-2022 school year.

V. Step Adolescent Social Studies

Introduction

CAEP acknowledges that teacher effectiveness and impact data are often more complex to collect. The state may provide data (e.g., value-added measure data, case studies, performance portfolio follow-ups). Several states (i.e., North Carolina & Tennessee) provide data on completers by certain licensure areas and aggregate the data for EPPs. However, NYS does not make this data available to EPPs. Examples of approaches EPPs have taken in states that do not provide teacher effectiveness data are categorized into five categories: 1) case studies (35%), 2) interviews or focus groups (5%), 3) completer induction programs (9%), 4) completer surveys and requests for data (27%), and 5) district and educational support partnerships (24%). Adelphi University's Ruth S. Ammon College of Education and Health Sciences took a combined approach: 1) case studies, 2) interviews or focus groups, and 3) requests for data.

Research Process

A graduate (MV) from the STEP Adolescent Social Studies program agreed to participate in this case study approach, which employed a mixed-methods approach. The school approved this participation and allowed submission of pupil work samples; however, there is no disaggregated test score data. Descriptive statistics were employed to identify key relevant factors from the New York State Report Card (2024-2025). In terms of qualitative methods, an observation of the classroom and a one-on-one interview took place. Data was transcribed for both the observation and interview. The interview was based on the concepts framing CAEP Standard 4.1. The questions were as follows:

- What is your impact on P-12 student learning and development?
- How do you demonstrate you have a positive impact on P-12 student learning and development?
- How do you demonstrate teaching effectiveness in the classroom?
- How are you effective in contributing to diverse P-12 student learning growth?
- Based on the student work collected, how did the students perform based on the standards addressed in the lesson? How did the diverse students perform?
- Based on the student work collected, what were the areas of strengths and struggles as evidenced in student work? What would be your next steps for instruction based on this analysis?

The observation was derived from the Danielson Framework for Teaching and written field notes. Data from both instruments were analyzed through a hierarchical coding process.

Observation Findings

The classroom observation took place on May 27, 2025, during a Grade 11 US History class (2nd period, 8:14–9:00 AM) with 21 students. The lesson focused on Contemporary History, specifically how the September 11, 2001 terrorist attacks changed American history.

Instructional Practices:

MV utilized a variety of instructional strategies to engage students with complex historical content. He began with an activating question (“What does contemporary mean?”) and built students’ background knowledge through guided notes and collaborative discussion. The lesson incorporated multimedia (Turning Point Official Trailer documentary) to provide visual context for the historical events. MV demonstrated strong content knowledge, covering the historical context of Al-Qaeda, the Cold War’s connection to Afghanistan, the creation of the Department of Homeland Security, the USA PATRIOT Act, and the subsequent invasion of Iraq. He connected current events to historical concepts, including discussions of ISIS and HAMAS, demonstrating the relevance of historical analysis to contemporary issues.

Student Engagement:

Students responded to questions without requiring hand-raising, suggesting a comfortable classroom culture that encouraged participation. Students asked questions based on the content, particularly about the PATRIOT Act and its implications. The lesson culminated in a writing activity where students practiced skills aligned with the Civic Literacy Essay (CLE) and Short Essay Question (SEQ) formats required for the Regents examination. MV circulated throughout the room while students wrote, providing individualized support.

Classroom Management:

MV addressed phone use directly (“Put the phones away”), maintaining clear expectations while preserving a respectful classroom environment. Students were described as “respectful” throughout the observation, indicating a positive classroom climate. The lesson was well-paced, moving from content delivery to document annotation to independent writing within the 46-minute period.

Interview Findings

The interview findings provided insight into MV's experiences and self-perceptions as a first-year social studies teacher, aligning with the quantitative Danielson ratings.

Challenges:

- Balancing standardized test preparation with student-centered, inquiry-based instruction
- Teaching Regents examination skills (essay writing, document analysis) while maintaining engaging instruction
- Providing small group instruction without a co-teacher or paraprofessional support
- Transitioning to teaching Global 9 curriculum after student teaching in US History
- Adapting questions on the spot when students struggle with analytical prompts

Strengths:

- Implementing student-centered approaches aligned with district initiatives (working with learning specialist Myron Dueck)
- Providing detailed handwritten and typed feedback on all written assessments
- Teaching essay writing skills progressively, building from single paragraphs to multi-paragraph essays
- Meeting with students during extra help and free periods for individualized support
- Adapting language and questioning to meet students where they are
- Providing accommodations for English Language Learners (allowing device use for translation)
- Demonstrating flexibility with deadlines for students with disabilities and IEPs
- Incorporating culturally relevant techniques, including informal language and relatable examples
- Using multimedia (videos, songs) to address diverse learning styles
- Building strong relationships with students through check-ins and personalized feedback

Goals:

- Revisit lessons with handwritten feedback and more realistic Regents exam formatting

- Incorporate more discussion opportunities for students to demonstrate understanding
- Continue developing skills for teaching Regents essay formats (CLE, SEQ, enduring issues)
- Explore advanced certificates or degrees for career advancement and pay increases
- Expand student-centered assessment options beyond traditional formats

Thematic Patterns

Across both observation and interview data, several thematic patterns emerged that align with MV's Danielson Framework scores:

- Student-Centered Instruction was central to MV's pedagogy. He emphasized providing multiple means for students to demonstrate understanding, including non-traditional assessments and student choice in topics. This aligns with his Distinguished ratings in Engaging Students in Learning (3c: 4) and Demonstrating Knowledge of Students (1b: 4).
- Formative Assessment and Feedback emerged as a signature practice. MV provides handwritten and typed feedback on all written work, tracks student progress across multiple assignments, and uses verbal check-ins during instruction. This supports his Distinguished rating in Reflecting on Teaching (4a: 4) and his strong Domain 4 performance.
- Differentiation for Diverse Learners was evident in MV's accommodations for ELL students, students with IEPs, and neurodivergent learners. He described flexibility with deadlines, allowing translation devices, and providing refocusing support. This aligns with his Distinguished rating in Demonstrating Flexibility and Responsiveness (3e: 4).
- Reflective Practice was demonstrated through MV's thoughtful analysis of student performance, his identification of areas for instructional improvement, and his willingness to adapt lessons based on student needs. His Distinguished rating in Reflecting on Teaching (4a: 4) and his articulated professional goals demonstrate this pattern.
- Professional Identity and Networking emerged as MV discussed the importance of maintaining professional reputation, building relationships during student teaching, and the value of Adelphi's partnerships with school districts. This supports his Distinguished ratings across all Domain 4 components.

Data Results

The classroom observation, structured using the Danielson Framework for Teaching, provided both qualitative insights and quantitative ratings of MV's instructional practices. MV

achieved an overall Danielson score of 3.8 out of 4.0, indicating performance at the Distinguished level across all four domains.

Domain 4: Professional Responsibilities (Average Score: 4.0 – Distinguished)

MV demonstrated exemplary professional practice with Distinguished ratings (4) across all Domain 4 components. His Reflection on Teaching (4a) was particularly strong; during the interview, he thoughtfully analyzed student performance on the relationship-writing task, noting that “most students clearly identified a relationship” but “the explain part” remained an area for growth. He articulated specific plans for revisiting lessons with more realistic Regents formatting. He maintained Accurate Records (4b) of student progress, enabling him to track growth from first attempts to final assessments. His Communication with Families (4c) and Participation in the Professional Community (4d) were evident in his engagement with district professional development initiatives. MV demonstrated commitment to Growing and Developing Professionally (4e) by working with the district’s learning specialist and exploring advanced certification options. His Professionalism (4f) was evident in his understanding that his work “impacts the next generation” of student teachers.

Domain 1: Planning and Preparation (Average Score: 3.83 – Distinguished)

MV demonstrated strong planning and preparation skills with Distinguished ratings (4) in five of six components. His Knowledge of Content and Pedagogy (1a) was evident in the observed lesson, where he connected the September 11 attacks to broader historical contexts including the Cold War, Soviet involvement in Afghanistan, and contemporary conflicts. His Knowledge of Students (1b) was demonstrated through differentiated support for ELL students and those with IEPs. MV set clear Instructional Outcomes (1c) aligned with Regents examination skills, and demonstrated strong Knowledge of Resources (1d) through his use of documentary footage and guided notes. His Coherent Instruction (1e) was evident in the lesson’s progression from content delivery to annotation to writing practice. His Proficient rating (3) in Designing Student Assessments (1f) reflects his self-identified goal of developing more realistic Regents-formatted assessments.

Domain 2: Classroom Environment (Average Score: 3.8 – Distinguished)

MV created a supportive and well-organized learning environment. He earned Distinguished ratings (4) in Creating an Environment of Respect and Rapport (2a), with students described as “respectful” throughout the observation and comfortable asking questions about sensitive topics like the PATRIOT Act. His Culture for Learning (2b) was evident in students’ willingness to participate without hand-raising, suggesting a safe environment for intellectual risk-taking. MV demonstrated effective Managing Classroom Procedures (2c) and Organizing

Physical Space (2e). His Proficient rating (3) in Managing Student Behavior (2d) reflected the need to redirect phone use, which he addressed directly while maintaining positive rapport.

Domain 3: Instruction (Average Score: 3.6 – Distinguished)

MV demonstrated strong instructional practices with Distinguished ratings (4) in three of five components. His Communicating with Students (3a) was clear and engaging, using informal language when needed to ensure understanding. He demonstrated Engaging Students in Learning (3c) through varied activities including discussion, video viewing, annotation, and writing practice. His Flexibility and Responsiveness (3e) was evident in his description of adapting questions on the spot: “If I give a document that in my head I thought they could handle... but then they’re having a tough time with it... I’ll kind of condense it.” His Proficient ratings (3) in Questioning and Discussion Techniques (3b) and Using Assessment in Instruction (3d) reflect areas for continued growth, particularly in developing more discussion-based formative assessment opportunities.

Discussion

The case study underscores the successful transition from teacher preparation to classroom practice. MV’s overall Danielson score of 3.8 demonstrates that he is performing at the Distinguished level, with particular strength in professional responsibilities (Domain 4: 4.0) and planning and preparation (Domain 1: 3.83). These scores are notable for a first-year teacher and reflect the strong foundation provided by Adelphi’s STEP program.

MV exhibits strong content knowledge and pedagogical skills that positively impact student learning, particularly in writing development. His emphasis on providing detailed feedback on written work aligns with research on effective writing instruction, which emphasizes the importance of timely, specific feedback for student growth (Graham & Perin, 2007). His ability to track student progress from initial attempts to final assessments demonstrates the kind of formative assessment practice that supports student learning (Black & Wiliam, 1998).

The data also highlight MV’s commitment to differentiated instruction for diverse learners. His accommodations for ELL students (allowing translation devices), students with IEPs (providing refocusing support and extended time), and varied learning styles (incorporating multimedia and culturally relevant techniques) reflect best practices in inclusive instruction (Tomlinson, 2014). His description of using “different lingo” to help students understand content demonstrates culturally responsive pedagogy that meets students where they are (Gay, 2018).

MV’s Proficient ratings in three components (1f, 2d, 3b, 3d) represent appropriate areas for growth for a first-year teacher. His self-awareness about these areas—particularly his desire to develop more Regents-aligned assessments and to incorporate more discussion

opportunities—demonstrates the reflective practice that supports ongoing professional development (Schön, 1983).

The interview data also reveal valuable insights about the transition from student teaching to full-time teaching. MV's experience navigating a new curriculum (Global 9) without prior preparation highlights the importance of exposing teacher candidates to multiple content areas during preparation programs. His emphasis on the value of Adelphi's partnerships with local school districts and the importance of networking during student teaching provides evidence of the program's effectiveness in supporting career placement.

Conclusion

The data analysis suggests that MV's teaching is highly effective across all domains of the Danielson Framework, with particular strength in professional responsibilities, content knowledge, and student engagement—areas reflected in his Distinguished ratings across Domains 1, 2, 3, and 4. His overall score of 3.8 out of 4.0 indicates exceptional performance for a first-year teacher, with 18 of 22 components rated at the Distinguished level (4) and only 4 components rated at Proficient (3).

Areas for continued growth include developing more sophisticated questioning and discussion techniques, refining assessment design to align with Regents examination formats, and continuing to develop strategies for managing student behavior while maintaining positive relationships. MV demonstrated awareness of these areas and articulated clear goals for improvement.

MV's case provides evidence that Adelphi's STEP Adolescent Social Studies program effectively prepares candidates for successful classroom practice. His emphasis on student-centered instruction, detailed feedback, and differentiation for diverse learners demonstrates the application of pedagogical knowledge gained during preparation. His professional disposition—including his understanding of the importance of maintaining professional reputation and his commitment to ongoing growth—positions him for continued success in his teaching career.

Moving forward, targeted professional development in questioning techniques, discussion facilitation, and assessment design could further strengthen MV's instructional effectiveness. His initiative to pursue advanced certification and his engagement with district professional development indicate a trajectory of continued professional growth that will benefit his students and the broader educational community.

References

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education: Principles, Policy & Practice*, 5(1), 7–74.

Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice* (3rd ed.). Teachers College Press.

Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Alliance for Excellent Education.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.

Tomlinson, C. A. (2014). *The differentiated classroom: Responding to the needs of all learners* (2nd ed.). ASCD.

APPENDICES

Appendices A Danielson Scores

InTasc Standard	ISTE Standard	DANIELSON DOMAIN	The completers Score
4	2.1	1a. Demonstrating Knowledge of Content and pedagogy. (CAEP R1.2; InTasc 4)	4
1,2,7	2.2	1b. Demonstrating knowledge of students. (CAEP R1.1,R1.3; InTasc 1,2,7)	4
1	2.5	1c. Setting instructional outcomes. (CAEP R1.1; InTasc 1)	4
	2.6	1d. Demonstrating knowledge of resources	4
1,4,7	2.5	1e. Designing coherent instruction. (CAEP R1.1,R1.2,R1.3; InTasc 1,4,7)	4

6	2.7	1f. Designing student assessments. (CAEP R1.3; InTasc 6)	3
3	2.3	2a. Creating an environment of respect and rapport. (CAEP R1.1; InTasc 3)	4
	2.4	2b. Establishing a culture for learning	4
	2.5	2c. Managing classroom procedures	4
	2.3, 2.7	2d. Managing student behavior	3
	2.5	2e. Organizing physical space	4
5	2.6	3a. Communicating with students. (CAEP R1.2; InTasc 5)	4
8	2.5	3b. Using questioning and discussion techniques. (CAEP R1.3; InTasc 8)	3
1,3,4,5,8	2,6	3c. Engaging students in learning. (CAEP R1.1,R1.2,R1.3; InTasc 1,3,4,5,8)	4
6	2.7	3d. Using assessment in instruction. (CAEP R1.3; InTasc 6)	3
5	2.2	3e. Demonstrating flexibility and responsiveness. (CAEP R1.2; InTasc 5)	4
9	2.2	4a. Reflecting on teaching. (CAEP R1.4; InTasc 9)	4
	2.7	4b. Maintaining accurate records	4
10		4c. Communicating with families. (CAEP R1.4; InTasc 10)	4
10	2.3	4d. Participating in the professional community. (CAEP R1.4; InTasc 10)	4
9	2.4	4e. Growing and developing professionally. (CAEP R1.4; InTasc 9)	4
9,10	2.3	4f. Showing professionalism. (CAEP R1.4; InTasc 9,10)	4
		OVERALL TOTAL	3.8

Appendices B

Raw Observation Notes

5/27/2025

Grade 11 US History

21 students

2nd period 8:14-9:00 am

Contemporary History

- They will work together on historical context
- They will write about the relationship

<< Put the phones away>>

CLEs = Civic Literacy Essays need to finish - come to extra help

What does contemporary mean?

- Modern - one person

The W's → September 11, 2001

World Trade Center → Terrorist group

- Al-Qaeda — Osama bin laden
- Why?
 - Economics
 - Religion

Law enforcement - Long Island

How did life change?

- Airport Security = TSA

Students are responding – no hands up

Phones Away

Handed out guided notes

AIM: How did the Sept 11 attacks change American History as we know it?

Turning Point → SEQ

Memorizing the people

Turning Point Official Trailer

- Students watched the trailer
- NWO in the 1990s
- Made afraid/fearing/ searching for intel
- Decads of Conflict
- **WAR**

Cold War → Soviet Union

- Soviet Union invade Afgan
- Containment in Soviet
- Soviet backed out

- Anti-West — US
- Osama Bin Laden (1990s) — Butter enemies

Plans for attacks

- No huge tech surveillance

Asking questions about the 1st World Trade Center Attack

- Hitting Important Buildings
- More deaths from immuno

Students are respectful

Creation of the Department of Homeland Security
Memorials in Long Island

Congressional Authorization

- Authorization for use of military force
- Sept 14, 2001

Strict Religious Beliefs

USA Patriot Act 2001

- 4th Amendment
- Due Process
- Wiretapping

Students asking questions based on the Patriot Act could be reason for finding Nazi in newspaper

Invasion of Iraq (2003)
Weapons of Mass Destruction
Hussein
Multiple areas

Not international War Declarations
ISIS then HAMAS

Event in Source: 9/11

Intervention — involvement

Axis — groups we're against
Annotate the address while the teacher reads it

Guantanamo Bay — Jail

Weapons — Our concern

Axis — North Korea, Iran, Iraq

Indifferent — Neutral

Historical Context

1. Al Qaeda forms
2. Tension Afghan
3. Increase of security
4. Previous attack in the World Trade Center
5. Concerns of weapons of mass destruction

Connection — turning point

Rebuilding NY/Pentagon

Terrorism, War

Cite one detail from documents

Write a couple of sentences

Students are writing and he is circulating

Appendices C

Interview Transcript

Quick recap

Interviewer and MV discussed MV's teaching effectiveness and strategies, including his student-centered approaches, assessment methods, and support for diverse learners. They explored MV's teaching experiences and preparation, highlighting the importance of graduate education, networking, and practical teaching skills in various subjects. The conversation concluded with MV sharing his positive experiences with Adelphi's internship program and suggesting ways to support alumni in navigating teaching careers and professional development opportunities.

Next steps

- Interviewer to email MV a form to fill out.
- Interviewer to send MV an Amazon gift card after he signs the form.
- MV to explore options for advanced certificates or degrees for potential pay increases.
- MV to continue developing strategies for teaching standardized test skills to students.
- MV to further investigate retirement planning options for teachers.

Summary

MV's Effective Teaching Strategies

Interviewer and MV discussed his teaching impact and effectiveness. MV shared that he had a positive impact on student learning through student-centered approaches and personalized feedback, particularly in writing skills development. He demonstrated effectiveness in the classroom through active engagement, check-ins for understanding, and adaptability to student needs. Interviewer noted MV's ability to provide multiple assessment options and recognize student progress during observations.

Enhancing Student Learning Strategies

MV discussed his teaching strategies for supporting diverse student learning, including providing additional support to English language learners and students with disabilities, allowing the use of devices for translation, and being flexible with deadlines. He evaluated student performance on a recent assignment, noting that most students identified relationships between documents but struggled with explaining them. MV expressed a desire to revisit the lesson with handwritten feedback, more realistic exam-like formatting, and a focus on paragraph writing and discussion if given the opportunity.

Teaching Experiences and Networking Insights

MV discussed his experiences and preparations for teaching, highlighting the impact of his graduate classes, particularly those with Professors Baller and Fry, which helped him develop skills in differentiated instruction and student relationships. He emphasized the importance of networking and the value of Adelphi's partnerships with local school districts, which provided him with valuable connections and opportunities during his student teaching. Interviewer noted MV's strong use of these concepts and mentioned his visibility on campus, concluding that maintaining a professional reputation is crucial even when not actively job hunting.

Enhancing Student Teaching Experiences

MV discussed his approach to teaching and student teaching, emphasizing the importance of upholding the school's reputation and making a positive impact on future generations. He suggested that earlier exposure to classroom environments, particularly for those in the adolescent track, could help students make more informed career choices. MV also highlighted the need for more practice with standardized test-related skills before student teaching.

Transitioning to Global History Teaching

MV shared his experience learning to teach Global 9 history after student teaching in US history, highlighting the challenge of transitioning to a new curriculum without proper preparation. He suggested that future teachers could benefit from exposure to New York State's frameworks and regents exam skills before student teaching, as this would help build confidence and practical teaching skills. Interviewer agreed, noting her own experience of having to teach US history instead of Global after similar preparation, and both discussed how the teaching landscape has evolved from memorization to more inference-based learning.

Adelphi's Teaching Transition Success

MV shared his positive experience with Adelphi's internship program, which helped him transition from student teaching to a full-time teaching role. He discussed the challenges of navigating initial teaching responsibilities and the importance of having supportive teachers who provided guidance on lesson preparation and meeting state standards. Interviewer and MV agreed that educational requirements and assessments are constantly changing, and they explored potential areas for alumni support, such as guidance on communicating with families about literacy in various content areas.

Alumni Career Development Support Needed

MV shared his unique experience of securing a job immediately after student teaching and internship, contrasting it with the challenges faced by his peers. He suggested that Adelphi could offer professional development opportunities for alumni, such as guidance on interviewing, navigating employment gaps, and understanding teacher benefits and retirement options. MV also highlighted the need for support in exploring advanced certification or degree programs, which could help in career advancement. Interviewer appreciated MV's input and assured him that she would follow up with an email and the Amazon gift card.

00:12:14.570 --> 00:12:15.850

Interviewer : Hi. MV.

2

00:12:15.850 --> 00:12:17.480

MV : Hi! How are you?

3

00:12:17.480 --> 00:12:19.459

Interviewer : I'm good. How are you?

4

00:12:19.460 --> 00:12:20.340

MV : Good.

5

00:12:21.020 --> 00:12:25.276

Interviewer : How is the weather over there in Belmore? Merrick?

6

00:12:25.750 --> 00:12:29.219

MV : It's it's hot, it's it's very warm.

7

00:12:30.370 --> 00:12:33.779

Interviewer : Oh, my goodness! I know it's so terrible!

8

00:12:34.500 --> 00:12:36.626

Interviewer : But it's almost over. The heat wave.

9

00:12:36.930 --> 00:12:44.810

MV : Yeah. Yeah. And then we're done. Friday. So it's the final stretch. Just kind of cleaning things up, getting everything ready for the end of the year.

10

00:12:45.170 --> 00:12:46.460

MV : So it's good.

11

00:12:46.970 --> 00:12:54.553

Interviewer : Yeah, absolutely. And and that's what we're doing here, too. We're getting everything cool stuff.

12

00:12:56.590 --> 00:13:03.620

Interviewer : So I know, you know, it's been a little bit of time since the observation and everything.

13

00:13:03.740 --> 00:13:07.410

Interviewer : It has been a little bit crazy with the end of the year, but.

14

00:13:07.410 --> 00:13:07.880

MV : Yeah.

15

00:13:07.880 --> 00:13:09.659

Interviewer : I just wanted to. You know.

16

00:13:09.950 --> 00:13:23.950

Interviewer : we're gonna go through a few questions. And at the the close, I'm going to email you a form for you to to fill out, and then, of course, at the end, you'll you'll get the the Amazon gift card so

17

00:13:24.540 --> 00:13:28.058

Interviewer : well, we'll close up everything with a nice little bow.

18

00:13:28.410 --> 00:13:29.190

MV : Sounds good.

19

00:13:29.940 --> 00:13:32.860

Interviewer : And again I appreciate, you know

20

00:13:33.770 --> 00:13:43.910

Interviewer : you, you know, stepping in and and giving us the opportunity to observe you. And now to talk to you. So please thank you so, so so much.

21

00:13:43.910 --> 00:13:45.270

MV : You're welcome. It's all good.

22

00:13:46.032 --> 00:13:52.629

Interviewer : So the 1st question I have for you is, what do you feel? Is your impact

23

00:13:52.800 --> 00:13:56.079

Interviewer : on your students? Learning and development?

24

00:13:57.619 --> 00:14:09.360

MV : Overall. I think I've had a positive impact on their learning. One of the things that the district has been kind of shifting towards is more student centered

25

00:14:10.030 --> 00:14:18.129

MV : approaches to education. And we have been working with a learning specialist named Myron Dueck.

26

00:14:18.220 --> 00:14:23.560

MV : who, he like, does like a lot of work with like student choice student-centered activities. So

27

00:14:23.590 --> 00:14:40.800

MV : it's kind of tough sometimes because we do have the pressure of the standardized tests. So you kind of have to mix between teaching the skills that are needed for the standardized test versus checking for understanding in different ways. So I think that when I did provide opportunities for students to show me their understanding through different

28

00:14:40.810 --> 00:15:03.490

MV : non-conventional, traditional means of assessment. I think that that's been something that the students have really enjoyed. Another thing. It's like I provide handwritten and typed feedback on all written assessments that they give me. And I think that that's 1 of the things that helps them kind of see, especially when I give like multiple assignments back, they can kind of see like their progress. So for example, with like global 9,

29

00:15:03.530 --> 00:15:09.869

MV : that class. They have to write an enduring issues essay. And I taught that class this year

30

00:15:10.240 --> 00:15:38.550

MV : a lot of the kids who came in from the middle schools. They'd only written like a paragraph. They had never really written like a full multi paragraph essay. So I kind of had to pick up where they left off and teach them the format. Teach them like how to add fluidity to their writing, and a lot of kids compared to like their 1st attempt versus like what they wrote on the final. They felt a lot more confident with like juggling that skill for next year, because next year they have to do it on the regents exam. So I definitely think that

31

00:15:38.570 --> 00:15:46.149

MV : as I've been learning how to teach those skills, I've also been kind of teaching them, you know ways to tackle it where they can, you know.

32

00:15:46.930 --> 00:15:51.930

MV : show their understanding with a little bit more fluidity in their writing. So that's something that I feel like, I've

33

00:15:52.190 --> 00:16:20.459

MV : worked on a lot throughout the year, especially with the Us. History course as well, because with that region's exam they have 3 essays. They have to write. So I think that's where I that's where I shine most, was just giving them verbal feedback, giving them written feedback, meeting with them during extra help making sure that during free periods they knew that they could find me. And we can talk about some of the ways that they can improve, and the kids who are really hungry, for it definitely showed on the exam that you know, they mastered those skills throughout the year.

34

00:16:21.630 --> 00:16:36.579

Interviewer : And I think a lot. And this goes into our second question about how do you demonstrate that positive impact? And I think that's something that you know, you really did stress during the observation by giving them that multiple

35

00:16:36.780 --> 00:16:40.500

Interviewer : like, like multiple choices like they could pick

36

00:16:40.720 --> 00:16:50.829

Interviewer : their own idea of what they're going to be writing about. And I think that, like that student choice really does help them with

37

00:16:51.160 --> 00:17:01.479

Interviewer : just showing what they've learned and like you said, you know, even though I didn't. I didn't see the the written feedback because

38

00:17:02.260 --> 00:17:19.919

Interviewer : I was observing, am I observing you right? But you could. You could see you definitely could see that during the time that you're you were like circling the room and looking at everything and corresponding with them, and even just like

39

00:17:20.210 --> 00:17:23.109

Interviewer : when you you were showing me the the students were.

40

00:17:23.710 --> 00:17:27.989

Interviewer : and you were explaining different pieces very quickly. It was

41

00:17:28.569 --> 00:17:33.906

Interviewer : like second nature, like you already knew what what they wrote before they even wrote it.

42

00:17:34.740 --> 00:17:35.640

MV : Yeah.

43

00:17:37.380 --> 00:17:45.390

Interviewer : So I would say, my next question for you is, how would you demonstrate your effectiveness in teaching in the classroom?

44

00:17:47.039 --> 00:18:03.829

MV : In the classroom. Typically, I provide like feedback. If there is an opportunity for us to recap answers together before I collect any of their work. Sometimes we might take a minute and like check for understanding. Make sure that, like

45

00:18:03.830 --> 00:18:20.910

MV : my language is making sense, my questioning is making sense. Sometimes it requires rewording a question like I might ask a question, thinking that they're going to be able to pick up what I'm putting down. And I realized that maybe that question wasn't the best question. Maybe it was a little too

46

00:18:20.910 --> 00:18:47.889

MV : analytical. So we kind of take a couple of steps back. So I reflect a lot throughout the period. I typically like to pace myself like, make sure that the contents out. And then, whenever there's an opportunity for discussion, I can kind of see, like what they picked up right? And then we have like a decent conversation about how do we connect what we just learned? How do we analyze what we just learned? If we look at a source like, was this a good source? Sometimes I have to be quick on the spot.

47

00:18:47.890 --> 00:19:02.950

MV : and like adapt to like where the kids are at like. If I give a document that in my head, I thought, Okay, they could palette this like this is like a decent document, but then, when they

get it, they're having a tough time with it. I know the document, so I'll kind of condense it, and like, try to like.

48

00:19:02.970 --> 00:19:29.269

MV : modify it to meet the kids where they're at. So it shows me that, like I'm listening to them as much as they are listening to me. So that's 1 of the ways that I try to check, for my effectiveness is like, are the kids participating? Are the kids answering questions. Are they engaging? Are they asking questions like, it's certain things like that that I want to make sure I'm fostering that in my classroom environment. So that way. I know that the kids are being receptive to whatever stuff I'm trying to introduce them to.

49

00:19:30.500 --> 00:19:38.250

Interviewer : So from that, how are you effective and contributing to the diverse student learning, growth.

50

00:19:39.510 --> 00:19:53.570

MV : Well, typically, my classes, you know, I have a mix. I don't teach traditional collab classes with like special Ed, but I do have a lot of students who are classified. So typically, if a student, you know.

51

00:19:53.800 --> 00:20:03.029

MV : is either an English language learner or they are classified with some sort of disability. I try to provide additional support.

52

00:20:03.030 --> 00:20:24.829

MV : Typically with students who, for example, like on their iep's, they might need like refocusing. They might need redirection. Those are the kids that I typically go to when I'm doing a more intensive activity to make sure that they have the support that they need. So it's a little hard for me to do small group instruction, because I don't have a second body in the room to help me with that kind of stuff.

53

00:20:24.830 --> 00:20:41.259

MV : But if it's a student who is like an ell student, I typically allow them to use their devices to help translate any additional words that I may not have translated fully for them, and they also have access to the resources that they need in terms of being an English language learning student.

54

00:20:42.072 --> 00:20:47.010

MV : But additionally, more time is other things. I'm very flexible with my students, who

55

00:20:47.040 --> 00:21:05.010

MV : are neurodivergent learners or might have different abilities. I'm very flexible with them, with turning stuff in getting stuff done. Typically if they need, like an extra period to do something, I meet with them. I talk with them, so I try to make sure that, like their needs, are met, whether it's in the actual period, or it's in a different period.

56

00:21:05.010 --> 00:21:19.729

MV : During my means of instruction, too, I also recognize that not all students are auditory learners. They might not always want to listen to me, talk for 15 min 20 min on end. So I try to kind of weave in

57

00:21:20.300 --> 00:21:50.270

MV : videos. I try to weave in songs if I can, in my learning. So a lot of times like I try to do, embed like culturally relevant techniques. And that also includes language like sometimes I might have to just talk very informally, so that they understand, like the the literal aspect of whatever it is that we're talking about. Sometimes I have to use different lingo with them to make sure that they actually understand, like, what is the process that we're talking about. So it's a lot of different stuff. But it's a lot of fun.

58

00:21:51.800 --> 00:22:01.720

Interviewer : So based off of the the observation that I did. How did you think the students performed on

59

00:22:02.090 --> 00:22:06.629

Interviewer : the assignment based off of the standards of your lesson.

60

00:22:07.673 --> 00:22:25.180

MV : I think that they that was a lesson that was based on practicing a region skill. So my goal was that they would use their notes to try to put together like certain details that include, like historical context for the set of documents that I presented, and with the relationship

61

00:22:25.180 --> 00:22:52.819

MV : I was looking more to make sure that the students comfortably were able to start those paragraphs. So one of the things that I worked on with them is sentence starters and like

saying, like, you know, if you're going to write this paragraph, you should always start with the relationship between the documents is blank, and then I look for the analysis. So some students were really able to analyze the documents well and establish a clear relationship with them. Most students clearly identified a relationship which is half the battle.

62

00:22:52.840 --> 00:23:04.239

MV : It's the explain part that I was looking for more to see that they were actually explaining what that connection is between the documents, and most of them did pretty well, but there was a few that still showed areas of improvement.

63

00:23:05.250 --> 00:23:09.879

Interviewer : And how do you feel? The the diverse students performed on the task.

64

00:23:10.808 --> 00:23:37.000

MV : My ells. I had 2 Russian speaking students in that class. One of them definitely did a lot stronger than the other, and there's a variety of different reasons why, from just knowing the students, one on one like, I know what the strengths are which each student and I knew that the student who struggled with the writing is a student who throughout the year has had challenges with writing

65

00:23:37.305 --> 00:23:59.629

MV : so I was kind of anticipating that he. He was going to have a tough time kind of establishing that clear relationship between the documents with my students who have like testing accommodations and stuff like that. Typically in class they're able to keep up with the amount of work that I give. So they all completed the assignment within the timely manner, and did what I asked them to do, so.

66

00:24:00.860 --> 00:24:03.709

Interviewer : So based off of, you know

67

00:24:04.220 --> 00:24:07.490

Interviewer : this analysis that you just did.

68

00:24:07.720 --> 00:24:15.980

Interviewer : What would you, if obviously, if we had more time, more, more, everything. More.

69

00:24:16.900 --> 00:24:19.509

Interviewer : you know. Not necessarily time, but

70

00:24:19.800 --> 00:24:24.420

Interviewer : you know a different structure. How would you structure your instruction

71

00:24:25.030 --> 00:24:38.710

Interviewer : for the next day, based off of your analysis like, what's your ideal? And what's the the practical like? What? What actually happens versus? What would you really want to have done?

72

00:24:39.170 --> 00:24:43.319

Interviewer : And the energy? And this you know the scope of freedom.

73

00:24:43.850 --> 00:25:11.410

MV : Yeah, I mean, I definitely think it's a meaningful learning experience. If students can reapply feedback with the same set of sources just because we're in a regions level class. We do have to go pretty quick to make sure that we finish the curriculum in a timely manner. But, like, if I was able to do a full scale, revisit it. I would definitely want to give it back with my handwritten feedback, and I'd want the students to get that set of documents

74

00:25:11.440 --> 00:25:36.530

MV : in a format that looks even more similar to what they'd see on a regents exam. So the handout that I gave was just a single side. It was a single page, double sided handout. They had the 2 documents on the front and on the back. It was just bullets of historical context, and then trying to write a couple sentences for the relationship. If I was to revisit that, I would probably write small feedback to give it back to them, and I'd say, All right, let's

75

00:25:36.620 --> 00:25:53.759

MV : pretend that this is like a regents exam. You get the same documents again. It's going to look a little differently. I want you to try the 2 full paragraphs right instead of doing bullets in the first, st like you did with brainstorming. I want you to try that now in paragraph form, walk me through the backstory of the documents in full detail.

76

00:25:53.760 --> 00:26:09.899

MV : and then the relationship. I would look for more discussion as well. So I would probably want to revisit that as a full assessment. Now, with maybe the whole unit compiled, I would want the students to kind of practice applying those skills

77

00:26:10.070 --> 00:26:13.090

MV : holistically versus, just like through an exercise.

78

00:26:15.190 --> 00:26:15.910

Interviewer : Great.

79

00:26:16.110 --> 00:26:32.760

Interviewer : So now I'm I'm gonna come to like my my ending type of questions because I'm you're quick, you you're going through this interview very quickly for me. I think you're too hot, and and out there the schools.

80

00:26:32.760 --> 00:26:33.370

MV : Yeah.

81

00:26:33.690 --> 00:26:40.849

Interviewer : So based off of your experience teaching. What do you feel? Is

82

00:26:41.140 --> 00:26:50.820

Interviewer : some of the strengths and areas where you would want some more support from Adelphi like, where? Where do you see

83

00:26:52.260 --> 00:26:56.440

Interviewer : the? You know I want to say what

84

00:26:56.910 --> 00:27:01.000

Interviewer : really has helped you in the classroom from adult life.

85

00:27:02.709 --> 00:27:07.700

MV : I would definitely say, one of the classes that I

86

00:27:07.850 --> 00:27:34.460

MV : appreciated with like working with Enl students, with sociolinguistics. With Professor Baller she had us do like podcasts. So she had elements of differentiated instruction. Like, even as a professor, I feel like a lot of professors typically tend to lean towards like traditional forms of assessment, like papers, maybe presentations. And she

87

00:27:34.460 --> 00:27:52.049

MV : embedded elements of differentiated instruction without even saying that it was differentiated. And I didn't even know that it was. I was just like a student kind of just absorbing it and doing the work. But I liked that. She had like creative elements to her assessments. So I would definitely say that that was a class that definitely helped

88

00:27:52.407 --> 00:28:12.050

MV : throughout graduate school. We took a lot of classes that were about like student relationships, fostering student relationships. And I took a class with Professor Fry. That was about like, I think it was intro to special Ed. So I'm technically a dual cert. I haven't taken my test yet, but I did take both

89

00:28:12.230 --> 00:28:37.020

MV : certification tracks, and I definitely think I felt very comfortable with the language that comes with special Ed. I knew what lep meant. I knew what a 504 was I like, even with Professor Mckay's class, like I even dabbled into like doing testing. So it's like certain things like that that, I definitely think helped me feel more confident with the interview process, like I knew

90

00:28:37.130 --> 00:28:49.611

MV : certain things that they were. Gonna ask me like, even if I didn't have full teaching experience. At least I knew what they were asking me about. So I definitely think that that was something that helped

91

00:28:51.930 --> 00:29:09.040

MV : And I'm trying to think like I feel like one of the things that I felt very prepared for was like navigating that whole process like I took the internship class with. Her name's like escaping my

92

00:29:09.510 --> 00:29:12.400

MV : my head. It was a year ago. This literally wasn't even that long ago.

93

00:29:13.344 --> 00:29:13.850

MV : But

94

00:29:14.010 --> 00:29:28.282

MV : I the professor that I worked with. She was very like she was. I think she works with districts, and she, like helps them with like curriculum, development, and instructional strategy. Cunningham, Dr. Cunningham.

95

00:29:28.910 --> 00:29:45.430

MV : that she was like awesome with, like the whole navigating the job hunt and stuff like she did a mock interview session with us before she, like, gave us feedback on our resumes. So certain things that were like professional development.

96

00:29:45.580 --> 00:30:09.389

MV : I think, were really helpful, and like one of the things that I always tell, like even my because I taught seniors this year I have seniors who are thinking about doing teaching. I'm like location matters where you do your program where you do your student teaching your observations. I was like networks are so important, and that I think that's 1 of the things that I give Adelphi the most credit for is those partnerships that they have

97

00:30:09.410 --> 00:30:33.919

MV : with the local school districts like a lot of school districts, turn away student teachers. And typically with Adelphi like, they're open to it because I think that the program just has that rep behind it that they trust that they're coming in, you know, equipped and comfortable with doing that. So I definitely think that like had that that was one of the big reasons why I succeeded in post. Grad was because I had those connections established while I was a student in the institution.

98

00:30:34.630 --> 00:30:38.810

Interviewer : And I have to say, just based off of you know

99

00:30:40.800 --> 00:30:50.109

Interviewer : my observations of you throughout your time here at Adelphi. I think that was one of the the key concepts that you really, you know, strongly

100

00:30:51.090 --> 00:30:57.769

Interviewer : used and really utilized. And I have to say, you're still on the

101

00:30:58.210 --> 00:31:03.870

Interviewer : the the TV outside. My students tell me.

102

00:31:04.510 --> 00:31:08.747

MV : My students tell me like, Oh, I saw your face when I went to go deposit. I was like, Oh, God! It's.

103

00:31:08.940 --> 00:31:24.109

Interviewer : It's everywhere. It's everywhere. MV, be be careful that you're you're gonna find your face all throughout Delphi. But I think that's 1 of the important pieces, you know, for teachers to kind of understand, especially at this.

104

00:31:24.300 --> 00:31:32.820

Interviewer : at this pace of preparing to go into the to the workforce like you're always on that job Hunt, even when you're not

105

00:31:33.220 --> 00:31:38.399

Interviewer : that job hunt like you said like that. Networking, you know, looking

106

00:31:38.510 --> 00:31:47.170

Interviewer : asking questions like, you're always, you know. It's like an an constant interview without being on an interview.

107

00:31:47.170 --> 00:31:48.720

MV : Exactly. Yeah.

108

00:31:48.970 --> 00:31:50.590

MV : And I think that professors would.

109

00:31:50.590 --> 00:31:51.270

MV : Sorry.

110

00:31:51.510 --> 00:32:08.790

MV : Yeah, it was like a common theme amongst, like all the classes, like everybody would say, like, you know, even if you're not formally in that job Hunt, like you have to maintain a reputation, you have to carry yourself a certain way. It's just like things like that, like

111

00:32:08.910 --> 00:32:30.099

MV : I remember. I don't know if it was Dr. Cunningham, but one of the professors that I worked with was like, you know, at the end of student teaching, you want to walk out of there with references. They're like out of, like your observations like you want to walk out of there with references. So that was something that I kind of kept in my mind about like what kind of approach I wanted to take like. I wanted to make sure I put my best foot forward. I wanted to make sure that I was like

112

00:32:30.100 --> 00:32:57.760

MV : upholding, you know, like the reputation that the school has. Like I I because, like, I know that, like the work that I do like also impacts like the next generation that's coming in right after me, you know. Like, if they have a bad experience with the student teacher that might limit somebody else's opportunity to be there next time. So I was like. I'd rather apply myself and make sure that, like that, that communication that connection is still there between, like whatever I was doing versus like with what the institution was doing

113

00:32:57.840 --> 00:33:00.460

MV : so definitely, a lot of positives.

114

00:33:00.460 --> 00:33:06.349

Interviewer : Yeah. And so when you went into teaching, now, this is your you know, your 1st year

115

00:33:06.660 --> 00:33:10.680

Interviewer : into teaching. What are some things that you feel

116

00:33:10.980 --> 00:33:32.850

Interviewer : not not that you kind of lacked or missed from Adelphi, but what are some opportunities that you feel that you need more support? And or if you said Hmm, you know what? If we only did? XY. And Z. And Adelphi, this would really help, you know, the next generation, or, you know would really help

117

00:33:33.040 --> 00:33:39.329

Interviewer : current post graduate students. So what are some ideas that you may have.

118

00:33:40.802 --> 00:33:42.789

MV : I would say

119

00:33:43.650 --> 00:34:08.696

MV : one of the things that I think could help improve, especially when you're kind of like towards the end of the program, because I know with elementary. They're in the classroom a lot earlier. They're exposed to it a lot earlier. So like they kind of know before they even do student teaching. You know what the environments are like. For some people who were do sorry my lights are gonna shut off.

120

00:34:09.030 --> 00:34:12.170

MV : for some people people who sorry it's gonna

121

00:34:13.350 --> 00:34:17.390

MV : it might shut off. It's fine for some people who

122

00:34:18.560 --> 00:34:26.606

MV : may not have had as much exposure with the adolescent track. I think that transition was a little tough.

123

00:34:27.290 --> 00:34:46.959

MV : me personally, I didn't feel that because I took like I was working like in after school programs before I did student teaching. So I was already comfortable, like with the public speaking aspect of teaching, I was comfortable with, like the idea of developing a lesson executing a lesson. It wasn't in my discipline, but I had that like

124

00:34:47.100 --> 00:35:02.620

MV : comfortableness with the, with the whole approach of teaching. So I definitely think that maybe getting adolescent students in the classroom a little bit earlier, might be something to explore. Just because if there's a student who

125

00:35:02.710 --> 00:35:24.859

MV : realizes, you know, maybe this is, this is like a little too much for me. They're not so far into the program that like, that's the only option that they have. They might have a chance to kind of

reconsider or think about maybe what age group they really do want to work with, like, maybe they don't like middle school as much as they like high school, or vice versa. Or maybe they, their calling is with elementary, and they didn't know it. So I definitely think that like

126

00:35:25.260 --> 00:35:35.570

MV : that might be something that I think could help, and also with specific disciplines, especially because we're still in the age of standardized tests. I

127

00:35:36.120 --> 00:35:43.270

MV : there was very few times that I was able to kind of practice region skills before I was doing student teaching.

128

00:35:43.300 --> 00:35:58.720

MV : and I think that that could help for people who are going to go into student teaching, getting some familiarity, because if they're responsible for lesson prep, and they're going to be working with a coach, a host teacher that they should kind of come in already kind of knowing. You know

129

00:35:58.720 --> 00:36:23.259

MV : what the New York State framework is like. They should know. You know what the standards are, what they're expected to cover, what skills are expected to cover. Because I had to learn, like all the global 9 stuff I was used to my Us. History stuff because I student taught in us history. So I knew, like what to do. I knew what skills to tackle, because I learned that through student teaching. But when I got assigned global 9 as one of my sections, I was like.

130

00:36:23.340 --> 00:36:31.730

MV : I gotta learn this now, like, I gotta master it before I like teach it. So I think that that could be something that could be maybe woven into it like instead of

131

00:36:32.611 --> 00:36:42.470

MV : cause. I know we did lesson plans like we wrote lesson plans, and we had these beautiful write ups that we would do that were so intricate and had all the bells and whistles, but

132

00:36:43.130 --> 00:36:46.450

MV : some of the professors that I worked with I don't think

133

00:36:46.830 --> 00:37:07.480

MV : like we're actively teaching like right now, so they weren't too familiar with how New York State changed with how New York State's like assessments changed. So for someone who is like writing like a unit plan that's like a month long. And it like has like all these, like interdisciplinary connections. And all this stuff

134

00:37:07.720 --> 00:37:28.369

MV : like that was great and it's very creative. But it didn't like help with learning how to teach a kid how to write an essay that they need to do on the regents exam. So it's like skills like that that I want to like. I feel like it could make someone feel a little bit more confident when they're going into student teaching. If they have some exposure to it, at least like if they were to take a regents exam.

135

00:37:28.450 --> 00:37:48.220

MV : how would they score right? And like they could see, you know. Like, all right, I'm taking this as a student. Now think about like you. Look at your score. How did you do? Now? Put yourself in the in the shoes of a student right like, how how would you go about teaching this skill? How would you go about like cross referencing the framework and the style of questioning. Because

136

00:37:48.620 --> 00:37:51.000

MV : we, when we were students

137

00:37:51.190 --> 00:38:13.229

MV : like New York, didn't have as much stimulus based learning they didn't have as like. It was just very much, cookie cutter like you memorize it. It's a fact. You answer the question we move on. Now. It's more inference based. It's more connecting it to like a historical concept. So like my history classes were great with teaching me general historical context, like context.

138

00:38:13.230 --> 00:38:37.179

MV : But I feel like I lacked a little bit in terms of like honing in on those region skills. But like, I feel like you learn that when you're doing it, when you're hands on so like in student teaching like people will get the exposure to it. They'll get exposure to all. But I think it would just alleviate the nerves a little bit if they had some introduction to it before they dove straight into student teaching. I hope that that makes sense. I don't know if I'm making.

139

00:38:37.180 --> 00:38:45.370

Interviewer : That makes sense. I was going to say it's quite funny, because a lot of times when I was in school because I did social studies.

140

00:38:46.160 --> 00:38:53.320

Interviewer : All those years ago I did a lot of stuff in global for my lesson plans

141

00:38:53.540 --> 00:38:57.189

Interviewer : before student teaching. And you know what happened to me, MV.

142

00:38:57.390 --> 00:39:02.853

Interviewer : I ended up having to soon teach in us history.

143

00:39:04.990 --> 00:39:13.040

Interviewer : For sure. I was like, they're going to send me off. And I'm gonna go into global because there's so much of that. And

144

00:39:13.870 --> 00:39:16.970

Interviewer : Yup, I got you, and I was like, Oh, my God!

145

00:39:17.940 --> 00:39:18.520

MV : Yeah.

146

00:39:18.520 --> 00:39:20.064

Interviewer : Not what I wanted.

147

00:39:20.450 --> 00:39:47.604

MV : It's tough, it's it's definitely like a like I knew. Like, the internship program was awesome. I absolutely loved my experience with the internship program here in Belmore. It's a big reason why I chose to stay when I was interviewing like the opportunity kind of like fell on my lap, and I was like, I'm taking it. So I definitely think that that's something that Adelphi, I credit Adelphi with paving that like opening that door for me

148

00:39:48.010 --> 00:39:57.930

MV : But I luckily worked with like really awesome teachers like in the district who wanted me to like learn. They gave me opportunities to learn. So I definitely like.

149

00:39:58.080 --> 00:40:24.329

MV : you know, it helps when the teachers trust the student teachers when they are willing to kind of mentor and kind of like, let the student teacher figure out their own approach like, that's the stuff that I think helped me a lot when I was like preparing to transition from student teacher to teacher. But yeah, no, those 1st couple of weeks I was like a little nervous because I was like, I don't know if I'm like teaching these skills right? Like, I don't know, like I know, the content, I feel confident, with the content. But

150

00:40:24.530 --> 00:40:42.630

MV : what exactly does New York State want me to do like, what is the end goal here? Where are we trying to get them? So those are conversations that I had to have with, like my host, teachers, to kind of get, because they've been doing it for a while like they. They know what the end of the year assessments are. They know what we're trying to build towards those building blocks and stuff. So.

151

00:40:42.880 --> 00:40:54.079

MV : But I I definitely think that like that, that whether it's like a course or something like maybe something that's more geared towards, like your discipline. And like what you're anticipated. Like.

152

00:40:55.060 --> 00:40:56.380

MV : yeah, certification

153

00:40:56.380 --> 00:41:09.079

MV : area might be just kind of getting some exposure to like what lesson prep looks like with those specific standards like with those specific skills in mind. But it's hard to do that, because, like not a lot of

154

00:41:09.320 --> 00:41:30.779

MV : professors are actively teaching at the same time, like, maybe they stepped away from the profession for a little bit, and they're just professors now, so they might not always be familiar with how, cause I think they're even getting rid. They're getting rid of regents exams, I think, like a couple of years. So like, who knows where it's going. So it's it's 1 of those things where it's like you might not always know. You might not always know, but.

155

00:41:31.230 --> 00:41:47.390

Interviewer : You know what the way I see it, MV is, no matter what they do with education, there's always going to be something so it might not be regions. It's going to be something else.

They're gonna name it something strange. And we're going to be like, oh, we're talking about this now, and we're gonna be like it.

156

00:41:47.760 --> 00:41:48.360

MV : Yeah.

157

00:41:48.360 --> 00:41:54.730

Interviewer : It's it's this version of the regions. Okay, that's what we're gonna be like.

158

00:41:55.080 --> 00:41:57.950

Interviewer : Cause I remember, like when I

159

00:41:58.510 --> 00:42:08.939

Interviewer : took the regions, I think at some point they made a change in, like the history regences and stuff like that. And then like, when I went back to Student Teach.

160

00:42:09.750 --> 00:42:12.830

Interviewer : and that was only I wanna say.

161

00:42:13.820 --> 00:42:20.229

Interviewer : maybe a few years in between, like maybe 4.

162

00:42:20.490 --> 00:42:23.829

Interviewer : And and they changed it again. I'm like, this is.

163

00:42:24.420 --> 00:42:27.580

Interviewer : this is weird. Everything always changes.

164

00:42:27.860 --> 00:42:33.680

Interviewer : But what what else do you think would be helpful like we we spoke about like.

165

00:42:34.310 --> 00:42:44.810

Interviewer : I guess. Let's call it that transition from student teacher to like teacher, but like now that you're a year out.

166

00:42:45.390 --> 00:42:55.349

Interviewer : What are some other things? Do you anticipate that you would want support in?
Now that you're I want to say you're kind of seasoned now.

167

00:42:57.604 --> 00:43:03.799

MV : Do you mean like like what I would solicit from the University right now, as like an alumni.

168

00:43:03.800 --> 00:43:05.859

Interviewer : Yeah, like, what? What would you

169

00:43:05.980 --> 00:43:14.680

Interviewer : feel like you needed? You needed like support, or like I. I know a few people that
I've spoken to have said, you know.

170

00:43:15.870 --> 00:43:21.900

Interviewer : and one of the things that they still need like more supporting is

171

00:43:22.577 --> 00:43:38.849

Interviewer : like how to talk to families about like literacy, especially in like different content
areas and stuff like that, like, what do you feel? Would be something, you know, beneficial for
you to, you know, access or have or.

172

00:43:45.490 --> 00:43:46.610

MV : I'm not.

173

00:43:47.300 --> 00:43:51.020

MV : I'm not too sure I cause like I

174

00:43:51.610 --> 00:44:03.670

MV : I feel like everything that I wanted to do. I was able to do it. My my experience is like very
unique, I would say, compared to like what most

175

00:44:03.850 --> 00:44:04.760

MV : cause like.

176

00:44:04.920 --> 00:44:07.819

MV : I'll give you an example. Like most of my

177

00:44:07.940 --> 00:44:13.360

MV : peers who were in the same discipline area as me. They

178

00:44:13.720 --> 00:44:33.780

MV : had a tougher time with, like the job process. They. And I think it was because I just had a very like unique, lucky experience where, like where I ended up student teaching, where I did my internship, a job lined up immediately, like I knew that that was like a very rare situation. So that's why I couldn't really

179

00:44:34.140 --> 00:44:38.249

MV : provide like feedback in terms of like that kind of support, because I didn't.

180

00:44:38.380 --> 00:44:59.310

MV : I don't want to say I didn't need it, but like my situation was like very different from like what my colleagues were like where I was at how it worked out. For me it was very different, but I could see why somebody who may not have landed like a probationary tenure track position, and like maybe they did a leave like.

181

00:44:59.530 --> 00:45:06.450

MV : where now, right where do I go now? Like what's my option? Now? I I honestly think, maybe, like

182

00:45:06.680 --> 00:45:14.110

MV : professional development opportunities that alumni could maybe engage in like stuff that like helps with like.

183

00:45:14.690 --> 00:45:36.479

MV : how do you interview now that you have teaching experience? How can you maybe explain a gap in employment like stuff like that? I think, like, maybe some people who may not have had such a linear process. And maybe they've had a couple ups and downs through it. They might need, you know, a little bit more guidance in terms of navigating that maybe

184

00:45:36.680 --> 00:45:38.290

MV : knowing your rights

185

00:45:38.450 --> 00:45:50.714

MV : as a teacher. Stuff like that. Maybe, benefits that teachers like in the public system are entitled to. Sometimes people aren't as active in their unions. They might not know.

186

00:45:51.800 --> 00:46:00.579

MV : applying like retirement stuff like that like navigating that as a 1st year teacher can be kind of confusing like I'm still figuring out the whole retirement thing.

187

00:46:00.690 --> 00:46:20.298

MV : So you know, you start. And then they already start talking about retirement. And I'm like, that's like 40 years away, like it's something that I don't really think about, but it's something that we should be thinking about. So it's maybe that I would say is something that if Adelphi could provide some sort of like clarification on or assistance with

188

00:46:21.350 --> 00:46:50.407

MV : cause, that's more like professional stuff, like as an alumni like I'm thinking about now, like, all right. Where do I? And like, who do I choose to be like my retirement agency that handles like these funds like? How can I keep track of these professional hours and stuff like that like. It's not that some districts are very hands on with, and have great people who do that, but some might not. Some might not have like Hr. That says, hands on with this. So I would say, maybe something like that might help

189

00:46:51.580 --> 00:47:09.004

MV : I'm also looking into, possibly doing like an advanced certificate in the future, because that is something that does help with like pay increases. So maybe just helping alumni with finding like affordable advanced certificate or advanced degree options.

190

00:47:09.890 --> 00:47:30.419

MV : that could be something, because, like, I know that we kind of independently have to do that like, I know some people might want to do admin in the future. Other people might want to pursue a doctorate like kind of walking through those different avenues that you can kind of build on your educational achievement as a teacher. Now, like, how do you? What are different programs that people have used before

191

00:47:30.420 --> 00:47:40.769

MV : certification areas that they've pursued. Maybe certification areas that are in demand stuff that's like rising. That's becoming very popular. How can you use what you have to get there?

192

00:47:40.790 --> 00:47:43.100

MV : Maybe that I don't. I don't really know.

193

00:47:43.960 --> 00:47:44.720

MV : I.

194

00:47:44.720 --> 00:47:48.670

Interviewer : But a lot of good ones for someone who says he doesn't know.

195

00:47:48.670 --> 00:47:50.600

MV : I don't. It's just.

196

00:47:51.540 --> 00:48:02.059

MV : I've just got to think I'm just thinking on the fly like, like, just from like working in admissions like I had a lot of familiarity with the grad programs and stuff. So like I, me personally, like I, I

197

00:48:02.580 --> 00:48:08.850

MV : I felt comfortable with this process, but like I know somebody who did not have like my particular

198

00:48:08.970 --> 00:48:13.949

MV : experience. They might have a tougher time navigating this stuff like I I

199

00:48:14.900 --> 00:48:23.320

MV : people would ask me like, how are you like? How do you like? Not like freeze during an interview like, how do you like not just go blank or like how do you?

200

00:48:23.540 --> 00:48:24.340

MV : And

201

00:48:24.920 --> 00:48:41.140

MV : I think I just kind of built. It's like my personality is just very like outgoing. And like I feel comfortable talking to people so like, I I kind of knew that, like my process was going to be different from some of my peers. But I would say, like some professors, don't always teach students how to interview.

202

00:48:41.410 --> 00:48:42.959

MV : and I think that that

203

00:48:43.130 --> 00:49:04.149

MV : would help, you know, because it's a very competitive field, especially right now with people getting access like they want teachers who have experience. So how do you interview as somebody who's a fresh new hire versus somebody who just got accessed and had, like 10 years of experience like, how could you be on the same level as them?

204

00:49:04.550 --> 00:49:09.320

MV : It's a tough thing to navigate, but I think that if you like.

205

00:49:09.530 --> 00:49:12.690

MV : learn how to talk like learn how to.

206

00:49:13.320 --> 00:49:15.279

MV : You know market yourself.

207

00:49:15.620 --> 00:49:18.380

MV : That could be something that could be worth exploring.

208

00:49:20.140 --> 00:49:24.209

Interviewer : Absolutely well, thank you for all that.

209

00:49:26.040 --> 00:49:34.722

Interviewer : I will get back to you with the email. I really wanna thank you. I don't want to keep you any longer, because I know.

210

00:49:35.070 --> 00:49:43.060

MV : A lot of. There's a lot of downtime right now, because we we were just waiting for region scores and stuff. So like, everything's like it's chill over here.

211

00:49:43.390 --> 00:49:52.280

Interviewer : Well, that's that's good. Well, you get time to relax, so I'll I'll let you have some time to relax and get all your your data

212

00:49:52.870 --> 00:50:11.860

Interviewer : ready and set. But really, thank you so much, MV. Like, I said, I'll send you that email today. You can sign the form. And then, once you sign the form, I will get back with you with the Amazon gift card. Thank you so much for everything, and

213

00:50:12.130 --> 00:50:17.949

Interviewer : have a wonderful summer and a wonderful next few days to the end of the semester, for you.

214

00:50:18.310 --> 00:50:20.440

MV : Thank you, appreciate it. I had a great time.

215

00:50:20.810 --> 00:50:23.190

MV : all 5, very grateful for everybody. There.

216

00:50:23.690 --> 00:50:28.045

Interviewer : Oh, thank you, we I know we are all very grateful to you.

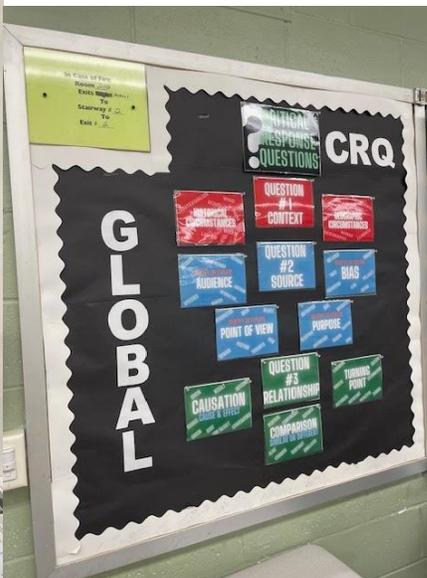
217

00:50:28.380 --> 00:50:30.770

MV : Great place. It was a great place. I had a great time.

Appendices D

Classroom



Appendices E
Student Work

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1 and cite details from both documents.

Lexi Karc

Date: _____

Period: _____

Historical Context:

- Cold War tensions
- Formation of Al Qaeda
- Previous attack at World Trade Center in the 1990's
- Fear of nuclear war after 9/11

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

Documents 1 and 2 show a cause and effect relationship in regards to 9/11 and our response to it. Document 1 explains the reason for the attacks that occurred on September 11th, 2001. A terrorist group, Al Qaeda, hijacked four planes with the result of flight 11 crashing into the North Tower and flight 175 crashing into the South Tower just a few short minutes later. A third flight experienced this attack by terrorists, but hearing the news prior, allowed the passengers to take control and one of the planes crashed in a field in Pennsylvania. These events resulted in thousands of Americans dying, not only from the crash and the building crashes, but also many first responders and civilians dying from cancer, asthma, and smoke. This event led to document 2 as President George Bush took action to help the U.S. take action so this never happens again. Terrorists were killed at Guantanamo Bay as seen in document 2. America was concerned about nuclear war as Afghanistan has been involved with that. Because of this event, U.S. battled terror and is trying to prevent it for our future security and has taken many measures to prevent this.

Document 1: September 11th

On the morning of September 11, 2001, terrorist operatives of the al-Qaeda terrorist organization hijacked the four passenger planes on the East Coast. American Airlines Flight 11 crashed into the North Tower of the World Trade Center in New York City at 8:46 a.m. Eastern Daylight Time (EDT). United Airlines Flight 175 crashed into the South Tower at 9:03. American Airlines Flight 77 crashed into the western facade of the World Trade Center at 9:59. The South Tower of the World Trade Center collapsed. At 10:03, United Airlines Flight 93 crashed in a field outside Shanksville, Pennsylvania, brought down by passengers who had received news of the earlier hijackings. At 10:28, the North Tower collapsed. In less than two hours, nearly three thousand Americans had been killed.

Source: American Yawp Textbook, 2025

Document 2:

In his 2002 State of the Union Address, George W. Bush proclaimed that the attacks of September 11 signaled a new, dangerous world that demanded American intervention. Bush identified an "axis of evil" and provided a justification for a broad "war on terror."

... As we gather tonight, our nation is at war, our economy is in recession, and the civilized world faces unprecedented dangers...

In four short months, our nation has comforted the victims, begun to rebuild New York and the Pentagon, rallied a great coalition, captured, arrested, and rid the world of thousands of terrorists, destroyed Afghanistan's terrorist training camps, saved a people from starvation, and freed a country from brutal oppression... The American flag flies again over our embassy in Kabul. Terrorists who once occupied Afghanistan now occupy cells at Guantanamo Bay...

Joining Terrorists

What we have found in Afghanistan confirms that... our war against terror is only beginning... We will shut down terrorist camps, disrupt terrorist plans, and bring terrorists to justice. And... we must prevent the terrorists and regimes who seek chemical, biological or nuclear weapons from threatening the United States and the world.

Concerned about Nuclear War

Our military has put the terror training camps of Afghanistan out of business, yet camps still exist in at least a dozen countries... My hope is that all nations will heed our call... But some governments will be timid... As we make no mistake about it: If they do not act, America will. Our second goal is to prevent regimes that sponsor terror from threatening America or our friends and allies with weapons of mass destruction...

North Korea is a regime arming with missiles and weapons of mass destruction... Iran aggressively pursues these weapons and exports terror... Iraq continues to flaunt its hostility... This is a regime that has already used poison gas... This is a regime that has something to hide from the civilized world. States like these, and their terrorist allies, constitute an axis of evil... They could provide these arms to terrorists... The price of indifference would be catastrophic. North Korea, Iran, Iraq, we do not want them.

We'll be deliberate, yet time is not on our side. I will not wait on events, while dangers gather... The United States of America will not permit the world's most dangerous regimes to threaten us with the world's most destructive weapons.

U.S. is battling terror and trying to prevent it

Our war on terror is well begun, but it is only begun... If we stop now—leaving terror camps intact and states unchecked—our sense of security would be false and temporary...

Source: George W. Bush, "Address Before a Joint Session of the Congress on the State of the Union," 29, 2002. Available online via The American Presidency Project

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1 and cite details from both documents.

Historical Context:

- WW2 policy of containment
- USA Patriot Act

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The relationship between documents 1 and 2 is their turning point. The United States changed their government policy surrounding security and foreign policy post 9/11 attacks. In document 1, it displays the horrors of the attacks showing how it resulted in a total of nearly three thousand Americans killed. (Doc 1) We then see the reform that later comes as a result of this attack in document 2. This is a turning point when the US decides to enact the USA Patriot Act which allowed for greater security for protection from terrorists.

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1 and cite details from both documents.

Historical Context:

- Tensions in Afghanistan

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

Cause and effect. Doc 1 caused Doc 2. Doc 1 talks about the attacks, Doc 2 explains what we did. In Doc 1 it explains in detail about each event on 9/11. Doc 2 talks about what we did about it who we want to war with.

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

Al Qaeda came
tensions in Afghanistan
Picturing Al Qaeda

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The attack on September 11, 2001 led to the formation of the Department of Homeland Security and the implementation of the USA PATRIOT Act. This led to increased surveillance and security measures, which in turn led to the invasion of Afghanistan in 2001. The attack also led to the creation of the National Security Agency's Special Source Operations and the Central Intelligence Agency's Special Activities Center. These measures were taken to prevent another attack like the one on 9/11.

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

1) Formation of Al-Qaeda
2) Tensions with Afghanistan
3) Previous Attack on WTC in the 90s

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The attacks on September 11, 2001 marked a turning point in American history. Prior to the attacks, America had a relatively peaceful relationship with the Middle East. However, the attacks led to a significant increase in tensions and a shift in American foreign policy. The attacks also led to the formation of the Department of Homeland Security and the implementation of the USA PATRIOT Act. This led to increased surveillance and security measures, which in turn led to the invasion of Afghanistan in 2001. The attack also led to the creation of the National Security Agency's Special Source Operations and the Central Intelligence Agency's Special Activities Center. These measures were taken to prevent another attack like the one on 9/11.

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

Formation of Al-Qaeda
Tensions with Afghanistan in Cold War

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The tragic events of September 11, 2001, caused the effect of the rapid change in the way we think about security. It was for a terrorist attack to occur in a place like the World Trade Center. The government responded by creating stricter security for airports.

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The relationship between the documents is

Name: USHG 11 Velazquez

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

- Al Qaeda
- Tensions of the past

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The relationship between the documents could be identified as ~~cause and effect~~ turning point. This can be proven from Dec 1 as the US forces changed after 9/11. Terrorism played a huge role on the US. Before 9/11 you could just board a plane without check-in/security. You just needed a ticket. Since then laws have changed with security and TSA in airports.

Name: ~~USHG 11 Velazquez~~ *Mitchell*

SHORT ESSAY QUESTION-SET # 1

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

- Al Qaeda forms → Tensions w/ Afghanistan
- previous bombing

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The relationship is turning point b/c in Doc 1 it explains the events on 9/11. It shows what happened & Dec 2 shows how much America has changed after 9/11. Immediately the country went to war & sent troops to fight the terrorist.

Name: *MORR*

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

- Al Qaeda forms, Osama bin Laden becomes leader
- tensions of Afghanistan during cold war
- attack on world trade center
- concerns over nuclear weapon use

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The relationship between documents one and two is turning point. On September 11th 2001 two hijacked airplanes hit the twin towers resulting in a collapse and over 3000 people died. This terrorist attack left many people devastated and Americans found a newfound sense of pride in their nation. After 9/11, the country went into a fight on terrorism. The government was afraid of reconnection weapons and wanted to prevent extremist regions from rising to power like Al Qaeda did. Before the attack security measures were limited and America didn't have extreme surveillance. However after the attack security increased greatly and laws were passed like the USA Patriot Act and the department of Homeland Security was created to prevent further attacks from happening.

SHORT ESSAY QUESTION-SET # 1

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

- Tension with Afghanistan due to Taliban
- Security in airports
- previous attack

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The relationship between docs 1 and 2 is turning point. The attack on September 11th made the US change ways they think. (Doc 1) For example the US began to rebuild the US and Pentagon. (Doc 2) For example before the attacks the US wasn't tight on security. The attacks also led to the US entering into multiple wars and security checks on bags. Also leading to the Patriot Act meaning if you were suspected of terrorism they can search your phone and home.

Name: Somera Roobay

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:
 Planes hijacked and hit twin towers

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

Prior to 9/11, security was light and it did not take much for people to fly on planes. There was not much security because people did not think anyone would hijack a plane. This all changed when 4 planes were hijacked. This shows a turning point because this attack on the US caused way more security at airports, and people were far more aware of what could happen while on a plane. The US also in response captured many militants, destroyed terrorist training camps, Dec 29

Name: 3 OUI EWELS
 USHG 11 Veterans

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

- National Unity: 9/11 is remembered as a time of unity
- Grief and shock: (from the aftermath)
- Community support
- Partisanship
- Political solidarity
- Global sympathy
- Tensions with Afghanistan
- Formation of Al Qaeda
- Previous attack is the 1993

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The events 9/11 marked significant turning point in American history, leading to profound changes in both domestic and foreign policy. The attacks exposed vulnerabilities in national security, resulting in increased surveillance measures within the air ports. Now there is full body scanning machines that can detect about anything.

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

- end of cold war
- soviet invaded Afghanistan
- formation of al Qaeda
- osama bin Laden turned against the us
- occupying Muslim lands

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The relationship between documents 1 and document 2 is a turning point. A major turning point during this time is the terrorist attack on the United States on September 11th 2001. After this destructive attack & tragedy, the United States began to deal and rebuild the city of New York in order to try and move past the attacks; however one that will never be forgotten these terrorist attacks played a vital role in the US responding to news and other attacks.

Task: Brainstorm at least 3 details you would include in your historical context if you were to write this SEQ 1. Then tackle the relationship paragraph. Choose between cause and effect, similar, different, or turning point, and cite details from both documents.

Historical Context:

- Al-Qaeda links
- terrorism during cold war
- Previous attack of world trade center
- Weapons of mass destruction

Identify and explain the relationship between the events and/or ideas found in these documents (Cause and Effect, or Similarity/Difference, or Turning Point)

The relationship between the documents is that Document 1 was a turning point that led to Document 2. Document 1 explains the attack on 9/11 and what had happened. This was a major turning point in American history because after it the U.S. had started fighting against terror (Document 2). The war was against North Korea, Iran and Iraq because of their weapons of mass destruction and threats against the U.S. The U.S. also arrested many people who were responsible for 9/11 and people who were terrorists.

Appendices F
New York State Report Card (2024-2025)

ANNUAL REGENTS EXAMINATION IN GLOBAL HISTORY & GEOGRAPHY II
(2024-25)

Subgroup	Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	286	4	1%	7	2%	4	16%	3	13%	19	67%	275	96%
Female	146	1	1%	5	3%	2	18%	2	16%	90	62%	140	96%
Male	140	3	2%	2	1%	1	14%	1	11%	10	72%	135	96%
General Education Students	248	3	1%	5	2%	3	13%	3	13%	17	71%	240	97%
Students with Disabilities	38	1	3%	2	5%	1	34%	7	18%	15	39%	35	92%
Asian or Native Hawaiian/Other Pacific Islander	27	0	0%	0	0%	3	11%	3	11%	21	78%	27	100%
Black or African American	7	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	51	3	6%	3	6%	1	24%	1	20%	23	45%	45	88%

White	199	1	1 %	4	2 %	2 9	15 %	2 2	11 %	14 3	72 %	194	97%
Multiracial	2	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	9	0	0 %	0	0 %	2	22 %	3	33 %	4	44 %	9	100%
Economically Disadvantaged	48	3	6 %	4	8 %	1 4	29 %	4	8 %	23	48 %	41	85%
Not Economically Disadvantaged	238	1	0 %	3	1 %	3 2	13 %	3 4	14 %	16 8	71 %	234	98%
English Language Learner	12	2	17 %	2	17 %	4	33 %	3	25 %	1	8 %	8	67%
Non-English Language Learner	274	2	1 %	5	2 %	4 2	15 %	3 5	13 %	19 0	69 %	267	97%
Not in Foster Care	286	4	1 %	7	2 %	4 6	16 %	3 8	13 %	19 1	67 %	275	96%
Not Homeless	286	4	1 %	7	2 %	4 6	16 %	3 8	13 %	19 1	67 %	275	96%
Not Migrant	286	4	1 %	7	2 %	4 6	16 %	3 8	13 %	19 1	67 %	275	96%
Parent Not in Armed Forces	286	4	1 %	7	2 %	4 6	16 %	3 8	13 %	19 1	67 %	275	96%

ANNUAL REGENTS EXAMINATION IN U.S. HISTORY & GOVERNMENT (2024-25)

Subgroup	Test ed	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	295	6	2%	19	6%	50	17%	87	29%	133	45%	270	92%
Female	148	2	1%	9	6%	26	18%	45	30%	66	45%	137	93%
Male	147	4	3%	10	7%	24	16%	42	29%	67	46%	133	90%
General Education Students	254	5	2%	8	3%	31	12%	80	31%	130	51%	241	95%
Students with Disabilities	41	1	2%	11	27%	19	46%	7	17%	3	7%	29	71%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	33	0	0%	0	0%	2	6%	9	27%	22	67%	33	100%
Black or African American	9	—	—	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	39	6	15%	5	13%	7	18%	13	33%	8	21%	28	72%
White	211	0	0%	13	6%	38	18%	60	28%	100	47%	198	94%

Multiracial	1	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	12	0	0%	1	8%	3	25%	5	42%	3	25%	11	92%
Economically Disadvantaged	51	5	10%	5	10%	13	25%	14	27%	14	27%	41	80%
Not Economically Disadvantaged	244	1	0%	14	6%	37	15%	73	30%	119	49%	229	94%
English Language Learner	18	4	22%	4	22%	5	28%	5	28%	0	0%	10	56%
Non-English Language Learner	277	2	1%	15	5%	45	16%	82	30%	133	48%	260	94%
Not in Foster Care	295	6	2%	19	6%	50	17%	87	29%	133	45%	270	92%
Homeless	1	—	—	—	—	—	—	—	—	—	—	—	—
Not Homeless	294	—	—	—	—	—	—	—	—	—	—	—	—
Not Migrant	295	6	2%	19	6%	50	17%	87	29%	133	45%	270	92%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	294	—	—	—	—	—	—	—	—	—	—	—	—

VI. TESOL

Introduction

CAEP acknowledges that teacher effectiveness and impact data are often more complex to collect. The state may provide data (e.g., value-added measure data, case studies, performance portfolio follow-ups). Several states (i.e., North Carolina & Tennessee) provide data on completers by certain licensure areas and aggregate the data for EPPs. However, NYS does not make this data available to EPPs. Examples of approaches EPPs have taken in states that do not provide teacher effectiveness data are categorized into five categories: 1) case studies (35%), 2) interviews or focus groups (5%), 3) completer induction programs (9%), 4) completer surveys and requests for data (27%), and 5) district and educational support partnerships (24%). Adelphi University's Ruth S. Ammon College of Education and Health Sciences took a combined approach: 1) case studies, 2) interviews or focus groups, and 3) requests for data.

Research Process

A graduate (TA) from the TESOL MA Program agreed to participate in this case study approach, which employed a mixed-methods approach. The school approved this participation and allowed submission of pupil work samples; however, there is no disaggregated test score data. Descriptive statistics were employed to identify key relevant factors from the PSS Private School Data. In terms of qualitative methods, an observation of the classroom and a one-on-one interview took place. Data was transcribed for both the observation and interview. The interview was based on the concepts framing CAEP Standard 4.1. The questions were as follows:

- What is your impact on P-12 student learning and development?
- How do you demonstrate you have a positive impact on P-12 student learning and development?
- How do you demonstrate teaching effectiveness in the classroom?
- How are you effective in contributing to diverse P-12 student learning growth?
- Based on the student work collected, how did the students perform based on the standards addressed in the lesson? How did the diverse students perform?
- Based on the student work collected, what were the areas of strengths and struggles as evidenced in student work? What would be your next steps for instruction based on this analysis?

The observation was derived from the Danielson Framework for Teaching and written field notes. Data from both instruments were analyzed through a hierarchical coding process.

Observation Findings

The classroom observation took place during an ENL (English as a New Language) class (Period 5) with 26 students. The lesson focused on literary analysis of August Wilson's *Fences*, with the aim: "How can we analyze and interpret the central themes in *Fences* to understand the characters' relationships and values?"

Instructional Practices:

TA utilized a scaffolded approach to teaching literary theme analysis. The lesson began with whole-class discussion of thematic concepts, introducing vocabulary such as "dynamic," "trauma," "inequalities," and "controlling." TA reinforced the concept that themes are universal and that literary works can contain multiple themes. Students engaged in a turn-and-talk activity to discuss the main themes they identified, demonstrating the collaborative learning structures emphasized in ENL instruction. The lesson progressed from single-word theme identification to developing theme statements with textual evidence, requiring students to cite quotes and write two complete sentences explaining how the evidence connects to the theme.

Student Engagement:

Students generated a rich variety of thematic topics including betrayal, forgiveness, frustration, prejudice, acceptance, manipulation, envy, unfaithfulness, violation, competition, selfishness, and pride. This diversity of responses indicates strong student engagement with the text and comprehension of thematic analysis. Students then transitioned to heterogeneous group work (5 groups), where each group selected their own theme to analyze. Both TA and the co-teacher circulated among groups to support students with their writing samples, with TA specifically supporting students in constructing full sentences.

Classroom Management:

TA demonstrated effective behavioral management by reinforcing student attention throughout the lesson. The classroom environment was structured to support collaborative learning, with students working in groups. TA balanced whole-class instruction with partner work and small group activities, creating multiple opportunities for student participation. The co-teaching model allowed for differentiated support as both teachers circulated to assist students with varying language proficiency levels.

Interview Findings

The interview findings provided insight into TA's experiences and self-perceptions as a second-year ENL teacher, aligning with the quantitative Danielson ratings.

Challenges:

- Demonstrating teaching effectiveness within the American education system, which differs significantly from educational systems in students' home countries
- Developing assessment skills, which TA identified as an area requiring significant improvement
- Balancing teacher-centered instruction with facilitating student-led learning, particularly with entry-level English learners
- Managing the use of translanguaging—knowing when to support students in their native language versus pushing them to engage in English
- Being flexible with lesson plans and adapting instruction in real-time based on student understanding
- Helping students who lack reading practice in both their native language and English develop complete sentence construction skills

Strengths:

- Creating a safe and supportive environment for immigrant students, particularly those from Uzbek and Russian-speaking backgrounds
- Serving as a relatable role model as a second language learner who successfully navigated the American education system
- Building trust with students who share similar cultural and linguistic backgrounds
- Fostering an environment where failure is accepted and used as a learning opportunity
- Demonstrating measurable impact: student English Regents pass rates improved from approximately 20% in January to nearly 92% by the end of the year
- Providing multiple learning modalities (visual supports, repetition, writing practice, graphic organizers) to address diverse learning styles
- Preparing thorough and detailed lesson plans that impressed administrators during the hiring process
- Encouraging students to ask questions and persist through challenges

Goals:

- Improve assessment skills and formative assessment practices
- Develop writing strategies focused on complex and compound sentence construction
- Teach transitioning words explicitly, as these are required for Regents examination success
- Create summer writing assignments connected to student interests and hobbies to increase engagement
- Incorporate more board writing to model writing for students
- Develop greater flexibility in adapting lesson plans in real-time
- Refine grouping strategies, including providing more detailed modeling before group work
- Continue pursuing growth toward “highly effective” rating

Thematic Patterns

Across both observation and interview data, several thematic patterns emerged that align with TA’s Danielson Framework scores:

- Cultural Responsiveness and Shared Identity was central to TA’s pedagogy. As a second language learner herself who speaks Russian and understands Uzbek, TA serves as a relatable role model for immigrant students. She described students feeling “very seen” and thinking “She’s one of us, and she made it.” This cultural connection supports her Distinguished rating in Demonstrating Knowledge of Students (1b: 4).
- Safe Learning Environment emerged as a signature element of TA’s classroom. She emphasized creating a space where “failing is completely okay” and where students feel comfortable expressing their difficulties. This aligns with her Distinguished ratings in Creating an Environment of Respect and Rapport (2a: 4) and Establishing a Culture for Learning (2b: 4).
- Scaffolded Language Instruction was evident in the observed lesson’s progression from single-word themes to full theme statements with textual evidence. TA’s use of sentence frames, graphic organizers, and co-teaching support demonstrates systematic scaffolding for language learners, reflected in her Distinguished ratings across Domain 3.
- Reflective Practice was demonstrated through TA’s thoughtful analysis of the lesson, including her recognition that students needed more detailed modeling and that group dynamics required adjustment. Her stated goal of moving from “effective” to “highly effective” demonstrates ongoing commitment to improvement, supporting her Distinguished rating in Reflecting on Teaching (4a: 4).

- Balancing Support and Independence emerged as TA described the challenge of knowing when to use translanguaging and when to push students to engage in English. Her philosophy that “They have to do 50, so I can do another 50” reflects developmentally appropriate gradual release of responsibility.

Data Results

The classroom observation, structured using the Danielson Framework for Teaching, provided both qualitative insights and quantitative ratings of TA’s instructional practices. **TA achieved an overall Danielson score of 3.7 out of 4.0, indicating performance between Proficient and Distinguished levels across all four domains.**

Domain 3: Instruction (Average Score: 4.0 – Distinguished)

TA demonstrated exceptional instructional practices, earning Distinguished ratings (4) across all Domain 3 components. Her **Communicating with Students (3a)** was clear and accessible, using multiple modalities to ensure comprehension among English language learners. Her **Questioning and Discussion Techniques (3b)** effectively engaged students in literary analysis, with turn-and-talk activities generating rich thematic discussions. TA demonstrated strong **Engaging Students in Learning (3c)** through the progression from individual theme identification to collaborative group analysis. Her **Use of Assessment in Instruction (3d)** was evident as she circulated among groups, providing targeted support for sentence construction. Her **Flexibility and Responsiveness (3e)** was demonstrated by her recognition that “the effectiveness begins when you can be flexible with your teaching skills.”

Domain 4: Professional Responsibilities (Average Score: 4.0 – Distinguished)

TA demonstrated exemplary professional practice with Distinguished ratings (4) across all Domain 4 components. Her **Reflection on Teaching (4a)** was particularly evident in the interview, where she thoughtfully analyzed the lesson’s strengths and areas for improvement, including the need for more detailed modeling and refined grouping strategies. She maintained **Accurate Records (4b)** of student progress, as evidenced by her ability to cite specific Regents exam improvement data. Her **Communication with Families (4c)** is strengthened by her ability to communicate with families in their native languages. TA’s **Participation in the Professional Community (4d)** and **Growing and Developing Professionally (4e)** were evident in her collaboration with her co-teacher and her stated commitment to moving from “effective” to “highly effective.” Her **Professionalism (4f)** was demonstrated by her recognition that “being open to learning is another key detail for a teacher.”

Domain 2: Classroom Environment (Average Score: 3.8 – Distinguished)

TA created a supportive and well-organized learning environment. She earned Distinguished ratings (4) in **Creating an Environment of Respect and Rapport (2a)**, with students feeling

“safe about talking their feelings safe about talking their difficulties.” Her **Culture for Learning (2b)** fostered an environment where failure is normalized as part of learning. TA demonstrated effective **Managing Classroom Procedures (2c)** through smooth transitions between whole-class, partner, and group activities, and strong **Organizing Physical Space (2e)** with group seating arrangements that facilitated collaborative learning. Her Proficient rating (3) in **Managing Student Behavior (2d)** reflected the need for ongoing behavioral reinforcement to maintain student attention, which is developmentally appropriate for English language learners navigating complex literary analysis.

Domain 1: Planning and Preparation (Average Score: 3.17 – Proficient)

TA demonstrated solid planning and preparation skills with a Distinguished rating (4) in **Demonstrating Knowledge of Students (1b)**, evidenced by her deep understanding of immigrant students’ cultural backgrounds, language needs, and adaptation challenges. Her Proficient ratings (3) in **Knowledge of Content and Pedagogy (1a)**, **Setting Instructional Outcomes (1c)**, **Knowledge of Resources (1d)**, **Designing Coherent Instruction (1e)**, and **Designing Student Assessments (1f)** reflect her self-identified areas for growth. TA acknowledged that assessment is an area where she “still need[s] a lot of help” and that she is continuing to learn the American education system, having only two years of teaching experience in the United States despite prior international teaching experience.

Discussion

The case study underscores the valuable contributions that teachers with shared cultural and linguistic backgrounds bring to serving immigrant student populations. TA’s overall Danielson score of 3.7 demonstrates that she is performing between Proficient and Distinguished levels, with particular strength in instruction (Domain 3: 4.0) and professional responsibilities (Domain 4: 4.0). These scores are notable for a teacher in her second year in the American education system.

TA’s ability to serve as a cultural bridge for immigrant students represents a significant asset. Research supports the importance of teachers who share students’ linguistic and cultural backgrounds in building trust and supporting academic achievement (Villegas & Irvine, 2010). Her description of students feeling “very seen” and viewing her as someone who “made it” aligns with literature on the importance of role models for linguistically diverse students (Nieto, 2010).

The quantitative evidence of TA’s impact is compelling: student English Regents pass rates improved from approximately 20% in January to nearly 92% by the end of the academic year. While TA appropriately attributed some of this improvement to students having more time to develop English proficiency, the dramatic improvement also reflects effective instruction and a supportive learning environment that reduces test anxiety and encourages academic risk-taking.

TA's thoughtful approach to translanguaging reflects current best practices in ENL instruction. Her recognition that she must avoid becoming a "crutch" while still providing necessary support demonstrates understanding of the gradual release of responsibility model that supports language acquisition (Cummins, 2000). Her philosophy that students "have to do 50, so I can do another 50" articulates an appropriate balance of scaffolded support and student independence.

TA's Proficient ratings in Domain 1 components represent appropriate areas for growth for a teacher still developing familiarity with the American education system. Her self-awareness about these areas—particularly assessment skills and lesson plan flexibility—demonstrates the reflective practice that supports ongoing professional development (Schön, 1983). Her stated goal of achieving "highly effective" status indicates a growth mindset that will serve her well throughout her career.

Conclusion

The data analysis suggests that TA's teaching is highly effective in areas of cultural responsiveness, creating safe learning environments, and instructional delivery—areas reflected in her Distinguished ratings across Domains 2, 3, and 4 of the Danielson Framework. Her overall score of 3.7 out of 4.0 indicates strong performance, with 16 of 22 components rated at the Distinguished level (4) and 6 components rated at Proficient (3).

Areas for continued growth include assessment design, lesson planning flexibility, and continued development of content pedagogy within the American education system, as indicated by her Proficient ratings in Domain 1 components. TA demonstrated strong self-awareness of these areas and articulated specific goals for improvement, including developing writing strategies focused on complex sentences and transitional words.

TA's case provides evidence that Adelphi's TESOL MA program effectively prepares candidates to serve linguistically diverse student populations. Her emphasis on creating safe learning environments, scaffolded language instruction, and cultural responsiveness demonstrates the application of TESOL best practices. The measurable improvement in student Regents pass rates provides quantitative evidence of her positive impact on P-12 student learning.

Moving forward, targeted professional development in assessment strategies, writing instruction for English language learners, and continued mentorship could further strengthen TA's instructional effectiveness. Her commitment to ongoing growth, collaboration with colleagues, and genuine care for immigrant students positions her for continued success in her teaching career and positive impact on the diverse student populations she serves.

References

Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.

Nieto, S. (2010). *Language, culture, and teaching: Critical perspectives* (2nd ed.). Routledge.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. Basic Books.

Villegas, A. M., & Irvine, J. J. (2010). Diversifying the teaching force: An examination of major arguments. *The Urban Review*, 42(3), 175–192.

APPENDICES

Appendices A Danielson Scores

InTasc Standard	ISTE Standard	DANIELSON DOMAIN	The completers Score
4	2.1	1a. Demonstrating Knowledge of Content and pedagogy. (CAEP R1.2; InTasc 4)	3
1,2,7	2.2	1b. Demonstrating knowledge of students. (CAEP R1.1,R1.3; InTasc 1,2,7)	4
1	2.5	1c. Setting instructional outcomes. (CAEP R1.1; InTasc 1)	3
	2.6	1d. Demonstrating knowledge of resources	3
1,4,7	2.5	1e. Designing coherent instruction. (CAEP R1.1,R1.2,R1.3; InTasc 1,4,7)	3
6	2.7	1f. Designing student assessments. (CAEP R1.3; InTasc 6)	3
3	2.3	2a. Creating an environment of respect and rapport. (CAEP R1.1; InTasc 3)	4
	2.4	2b. Establishing a culture for learning	4
	2.5	2c. Managing classroom procedures	4
	2.3, 2.7	2d. Managing student behavior	3

	2.5	2e. Organizing physical space	4
5	2.6	3a. Communicating with students. (CAEP R1.2; InTasc 5)	4
8	2.5	3b. Using questioning and discussion techniques. (CAEP R1.3; InTasc 8)	4
1,3,4,5,8	2,6	3c. Engaging students in learning. (CAEP R1.1,R1.2,R1.3; InTasc 1,3,4,5,8)	4
6	2.7	3d. Using assessment in instruction. (CAEP R1.3; InTasc 6)	4
5	2.2	3e. Demonstrating flexibility and responsiveness. (CAEP R1.2; InTasc 5)	4
9	2.2	4a. Reflecting on teaching. (CAEP R1.4; InTasc 9)	4
	2.7	4b. Maintaining accurate records	4
10		4c. Communicating with families. (CAEP R1.4; InTasc 10)	4
10	2.3	4d. Participating in the professional community. (CAEP R1.4; InTasc 10)	4
9	2.4	4e. Growing and developing professionally. (CAEP R1.4; InTasc 9)	4
9,10	2.3	4f. Showing professionalism. (CAEP R1.4; InTasc 9,10)	4
		OVERALL TOTAL	3.7

Appendices B

Raw Observation Notes

PD5 ENL
26 students

Aim: How can we analyze and interpret the central themes in Fences to understand the characters' relationships and values?

Students all sit down, and the majority come only
give me

Dynamic - worse
Only 3 people
Trauma, childhood
Turkan circulates
Inequalities

Abusive - mental
Controlling - Corin
Limit -> Strict in parenting
Theme - main point
Behavioral management — Reinforcing students to pay attention
Themes are universal — everybody
Multiple themes in the book
Turn to partner — main lesson(pride)
One word theme

Students are doing turn and talk
Turkan is circulating, so is the co-teacher

Thematic topics:

- Betrayal
- **Forgiveness**
- Frustration
- Prejudice
- **Acceptance**
- Manipulation
- **Envious**
- Unfaithful
- Violation
- **Competition**
- **Selfish**
- Pride

Take the one word into a sentence

1. Theme statement
2. Textualize evidence (quote, citation)
3. Explanation

2 complete sentences, explain quotes, connect back to the theme

They are going to groups

5 groups instead of 6

Each group picks their own theme

Work together

Students are working together in groups to do the assignment.

The co-teachers are circulating on the writing samples

TA supporting full sentences

Appendices C

Interview Transcript

Quick recap

TA discussed her impact on students as a supportive teacher for immigrant students, highlighting her ability to create a safe learning environment and demonstrate positive outcomes through student performance data. She shared her teaching approach and challenges, particularly in managing diverse learning needs and balancing teacher-centered instruction with student-led learning. TA reflected on recent classroom experiences, discussed strategies for managing group work, and expressed plans to improve students' writing skills while acknowledging the need for support in areas such as assessment and lesson planning.

Next steps

- TA to focus on improving students' writing skills, particularly in creating complex and compound sentences.
- TA to incorporate more transitioning words in writing assignments and lessons.
- TA to create summer writing assignments that connect to students' interests and hobbies.
- TA to work on improving her assessment skills.
- TA to practice being more flexible with lesson plans and adapt in real-time based on student understanding.
- TA to incorporate more board writing in lessons to encourage students to write more.
- TA to explore strategies for assigning specific roles or tasks to students during group work.

Summary

Supportive Teaching for Immigrant Students

TA discussed her impact on students, emphasizing her role as a supportive and relatable teacher for immigrant students, particularly those from Uzbek and Russian backgrounds. She highlighted her ability to create a safe space for students to express themselves and share their challenges, noting that her own experience as a second-language learner helps build trust. TA also described how she demonstrates a positive impact by fostering an environment where failure is accepted and used as a learning opportunity, and she shared data on student performance improvements in English region tests.

Supportive Teaching in Diverse Classrooms

TA discussed her teaching approach, emphasizing the importance of creating a supportive environment to reduce student stress and anxiety. She shared her challenges in demonstrating teaching effectiveness in the American education system, highlighting the need for flexibility and improvement in assessment skills. TA also described her efforts to cater to the diverse learning needs of her students from various backgrounds, while avoiding translanguaging as a crutch. She expressed the difficulty of balancing teacher-centered instruction with facilitating student-led learning, particularly in entry-level classrooms.

Student Modeling and Group Dynamics

TA reflected on a recent lesson where she observed that her students needed more detailed modeling to better understand tasks, particularly for those who were less comfortable with the setting. She noted that while some students were able to work independently, others relied on stronger peers, and she considered reorganizing groups in future lessons to provide more targeted support. TA also highlighted that students who had been in the class longer were more confident in completing tasks compared to newer students, and she was pleased that students were able to generate their own code solutions without needing the prepared code pages.

Enhancing Group Work Strategies

Interviewer and TA discussed strategies for managing group work in the classroom, including assigning specific roles to students to enhance engagement and responsibility. They highlighted the challenges of group dynamics, such as students' preferences for seating arrangements and the difficulty of forming complete sentences due to a lack of reading practice. TA noted that

students struggled with expressing ideas in complete sentences, which she attributed to insufficient reading in both their native language and English. To address this, she planned to focus on writing strategies and teach students about the structure of compound and complex sentences in future lessons.

Enhancing Writing Skills for Regents

TA discussed her plans to focus on improving students' writing skills, particularly in creating complex sentences and using transitional words, which are important for the regents exam. She plans to create writing assignments that connect to students' interests to encourage engagement. TA expressed confidence in her preparation for teaching, citing her thorough lesson plan and positive feedback from a demo lesson at Adelphi University.

Enhancing Teaching Strategies and Support

TA discussed her teaching philosophy and experiences, emphasizing the importance of empathy, individual attention, and encouraging students to ask questions. She expressed a need for support in areas such as assessment and incorporating more traditional writing methods alongside technology in her teaching. TA also acknowledged the challenge of being flexible and adapting lesson plans, which she aims to improve for the next school year. Interviewer provided encouragement and mentioned that she would follow up regarding gift card forms.

1

00:03:32.640 --> 00:03:34.529

Interviewer : Hello! Good morning!

2

00:03:34.530 --> 00:03:35.960

TA : Good morning. How are you.

3

00:03:36.551 --> 00:03:39.710

Interviewer : I'm good. I'm good. How are you?

4

00:03:39.710 --> 00:03:42.409

TA : Good. Thank you. Everything is perfect.

5

00:03:42.720 --> 00:03:44.340

Interviewer : That's great!

6

00:03:44.340 --> 00:03:45.609

TA : How are you feeling.

7

00:03:45.770 --> 00:03:48.580

Interviewer : I'm feeling much better. Thank you.

8

00:03:48.580 --> 00:03:49.600

TA : That's good.

9

00:03:50.320 --> 00:03:53.970

Interviewer : So let's start.

10

00:03:53.970 --> 00:03:54.820

TA : Sure.

11

00:03:54.980 --> 00:03:59.480

Interviewer : I know that it's been a little bit since the observation.

12

00:04:00.343 --> 00:04:06.239

TA : We'll try to my best to remember everything. We'll pull it up, too.

13

00:04:06.450 --> 00:04:13.499

Interviewer : Yeah. And I know, you know there's a lot of things that go on towards the end of the semester for both of us.

14

00:04:13.620 --> 00:04:32.420

Interviewer : So I'm so happy to catch up with you on it, and to see you know what you were thinking. So one of the 1st questions I have for you is, what is your impact on your students? Learning and development.

15

00:04:34.602 --> 00:04:38.397

TA : That's a very good question. Actually,

16

00:04:39.220 --> 00:04:55.359

TA : I feel quite belong to that classroom. To be honest, most of it because I have been caught up with different teachers, and one of the very interesting things are. Most of them are native teachers have been here for so long, and

17

00:04:55.430 --> 00:05:13.539

TA : you know, lived in America, studied in America. They're familiar with the education system, but our school mainly consists of students that are immigrants. They're coming from the countries that are neighborhood to my country. We almost speak the same language.

18

00:05:13.540 --> 00:05:33.520

TA : and I can understand the feelings I can understand. The process of adaptation is very hard, and the education system is completely different. They have never experienced something like that before, and also like the system for the regions. Things like that. They don't exist back in our countries.

19

00:05:33.700 --> 00:05:56.640

TA : and you know they try to do their best. But also it's a very big stress on their sides, because not only they have to adapt to the contra and culture. They also have to learn everything completely. So I feel like when I talk about my experience, how I studied in Adelphi. I share a lot of key details about

20

00:05:56.640 --> 00:06:14.539

TA : those with them as well. They feel very seen. I would say they feel like, okay. People like that actually exist. She's 1 of us, and she made it so and speaking the same language, giving them the support that they need.

21

00:06:14.540 --> 00:06:19.170

TA : and also being a safe place. I think that's the biggest

22

00:06:19.180 --> 00:06:34.090

TA : flexibility for me, because they feel safe around me safe about talking their feelings safe about talking their difficulties, and when I don't understand something they usually don't ask to their Ela teachers, but they will tell me

23

00:06:34.380 --> 00:06:54.010

TA : because they will feel like, Okay, she's a second language learner herself, so she would understand what I mean. So I feel like that's the biggest impact I have in the community. And that's also another reason why I got hired in that school because they're mostly Uzbek and Russian speakers, and I can speak both, so I feel like they are feeling very.

24

00:06:54.250 --> 00:06:58.770

TA : you know, comfortable to to have a communication with me.

25

00:06:59.720 --> 00:07:03.100

Interviewer : Thank you. So it actually also

26

00:07:03.550 --> 00:07:20.779

Interviewer : leads into the second question about how you demonstrate that positive impact. And I I think that's, you know very key to what you've been saying. Like you give them the opportunity to be heard. You give them the opportunities to to ask the questions.

27

00:07:21.240 --> 00:07:29.889

TA : Yes, they feel they feel. And also another thing is in my classroom, where I am failing is completely okay.

28

00:07:30.370 --> 00:07:54.530

TA : because, you know, that's another thing. Even as like an adult, it's very hard for us to accept. Okay, I lost. I didn't get it. I couldn't do it. And for them to actually accept that and say, You know, I wish I did it better. I try to eliminate that part. And I say, Okay, whatever you did was your best. But now we are going to aim for the higher.

29

00:07:54.660 --> 00:08:22.450

TA : And as we talked before you came in, almost 80% of our students failed in their English regions in January, and that was completely normal, because these poor kids came in September, October, and some of them actually came a week before the test, and unfortunately State requires them to take the test. It doesn't matter how good their English is, and we

30

00:08:22.560 --> 00:08:33.159

TA : forgot about it completely, and we tried our best, and in this time, a week ago they had their test again, and only 2 students did not pass.

31

00:08:33.900 --> 00:08:45.489

TA : So this shows actually that you know, improvement and development is actually possible. It just needs a little bit time and shaping, and that's what we are there for.

32

00:08:45.710 --> 00:08:50.030

TA : you know, when they fail, we try to encourage, so they don't have to experience it again.

33

00:08:51.110 --> 00:08:53.507

TA : So that's what we try to do.

34

00:08:54.300 --> 00:09:15.619

Interviewer : Absolutely. And and I think you know that that speaks very highly to your skills, but also your your temperament with them in terms of like what we're saying, like building that environment, and that, you know relationship with them so that they feel comfortable. And they kind of lose that.

35

00:09:16.330 --> 00:09:18.760

Interviewer : You know. I want to say that stress.

36

00:09:18.760 --> 00:09:19.290

TA : Yes.

37

00:09:19.290 --> 00:09:24.389

Interviewer : And anxiety attached to to it. Because yes, I mean.

38

00:09:24.720 --> 00:09:29.039

Interviewer : if you, if you come into any classroom and you say, Hey, here, take a test.

39

00:09:29.910 --> 00:09:35.590

TA : Yeah, these kids come in. And then 2 days later, they're like, Oh, you're taking nice to sleep. By the way, they're like.

40

00:09:35.700 --> 00:09:36.215

TA : Okay.

41

00:09:37.250 --> 00:09:38.663

Interviewer : Yeah, I.

42

00:09:39.370 --> 00:09:48.020

TA : Yes, unfortunately, that's what they experience as soon as they come in. So we try to avoid that. You know that stress and tension they feel before.

43

00:09:48.190 --> 00:09:50.980

TA : you know, trying to figure everything out.

44

00:09:52.130 --> 00:09:58.070

Interviewer : So now my other question is, how do you demonstrate your teaching effectiveness in the classroom?

45

00:09:59.790 --> 00:10:26.090

TA : That's actually a very hard part of the teaching. I would say. It's only second year that I'm teaching in America, even though I have been teaching back in my country. I have a quiet experience, but I'm just not familiar with American education system, and I feel like learning was also part of my own experience, because before going and teaching, I had to read everything.

46

00:10:26.090 --> 00:10:33.070

TA : every book that they had in their curriculum, like books that they're going to teach to the kids after the summer.

47

00:10:33.210 --> 00:10:40.950

TA : and I feel like effectiveness is actually very hard.

48

00:10:41.920 --> 00:10:42.670

TA : Because

49

00:10:43.470 --> 00:11:07.349

TA : I plan everything as you saw. I plan the lesson plan. I plan like activities, and then it just can be ruined. It depends on what the students are comfortable with, and sometimes I have to change the entire thing and not to stick to a lesson plan and go with the flow, and I feel like the effectiveness begins when you can be flexible with your teaching skills.

50

00:11:07.920 --> 00:11:28.679

TA : And another hard part of it is assessment. I still need a lot of help. I see my own flows as well. I can't say I'm a perfect teacher. I feel like I need a lot of improvement in my assessment skills, because that's also what they need. They have to learn how to. You know better

51

00:11:29.340 --> 00:11:38.320

TA : change the situation for their side. Sometimes they're just lost, and then they shut their some themselves down, and they just sit there.

52

00:11:38.710 --> 00:11:43.090

TA : and that's when I have to jump and be an effective teacher by

53

00:11:43.240 --> 00:11:54.870

TA : stopping everything and explaining it, even though you know I thought it maybe a hundred times I can do it once more again, if I see that they didn't understand, and I feel like

54

00:11:55.120 --> 00:12:09.579

TA : I would say I am quite effective when it comes to their reading, writing skills, because, you know, handling books like fences with so many different idioms and expressions that they are not familiar with.

55

00:12:09.670 --> 00:12:26.280

TA : That's where I have to jump as a second language teacher and open up their meanings, provide them with the vocabulary sentence frames. That's I feel like I am almost there. But I really need a lot of improvement myself.

56

00:12:26.460 --> 00:12:31.359

TA : But I would not say, you know, every year we are being

57

00:12:31.510 --> 00:12:54.539

TA : evaluated and we get effective, developing highly effective. And it's my second year in a row. I get effective, which is also, you know, the results of my own work. My, you know my teaching abilities, but I feel like I will not stop until I'm highly effective.

58

00:12:54.540 --> 00:12:55.460

Interviewer : Beyond that.

59

00:12:55.460 --> 00:12:58.389

TA : Yeah. Yes. Exactly.

60

00:12:59.410 --> 00:13:07.010

Interviewer : So how are you effective in contributing to the diverse student learning growth in your classroom?

61

00:13:10.340 --> 00:13:25.300

TA : so our school is actually very diverse, I would say, because we have a lot of Uzbek students. We also have, after the recent. You know, situations. We have a lot of Ukrainian and Russian students.

62

00:13:25.400 --> 00:13:30.580

TA : We also have a lot of Chinese and Hispanic community members.

63

00:13:30.760 --> 00:13:39.459

TA : So it's very diverse. And the learning skills that they demonstrate, as is very different, because when it comes to

64

00:13:39.890 --> 00:14:08.490

TA : different learning styles, some of them prefer to repeat several times in order to, you know, be able to understand what is required from them and for other group they need to. You know, they need to experience this by writing at several times, and others may require to see it in the board, or having a graphic organizer. So, as a language learner myself.

65

00:14:08.490 --> 00:14:23.070

TA : I know that they all are needed as equally in order to be effective language learner. So what I'm trying to do is to provide them all in my career. So you know.

66

00:14:23.330 --> 00:14:27.349

TA : my, whatever I'm teaching is effective in

67

00:14:27.450 --> 00:14:40.580

TA : in a way that they can grab and learn. So I would say, being a teacher in a diverse community as a second language learner is a really is a really hard

68

00:14:40.830 --> 00:14:48.429

TA : point. But I'm trying. I'm trying to be effective as much as possible. I would not say I'm really

69

00:14:48.980 --> 00:15:13.560

TA : good at providing them with everything they need, because it's impossible for any teacher, because sometimes they require me to translate for them. And it's you know I'm trying to avoid that, even though they know that I speak Russian or I speak. I understand Uzbek. I try to not help them with their own language, because as much as as hell they will never try to do to understand it in English.

70

00:15:13.560 --> 00:15:19.969

TA : So that's another thing that I'm trying to avoid myself. I can't help it sometimes because I feel bad.

71

00:15:20.060 --> 00:15:26.660

TA : but I'm trying to be effective by teaching myself that I can do everything for them.

72

00:15:27.240 --> 00:15:32.840

TA : They have to do 50, so I can do another 50. So we can be effective together.

73

00:15:33.010 --> 00:15:39.650

Interviewer : Yeah. And you know, the the thing is with translanguaging it. It's so hard to figure out when it's

74

00:15:40.010 --> 00:15:42.870

Interviewer : an appropriate time, and when it's.

75

00:15:42.870 --> 00:15:43.370

TA : Enough.

76

00:15:43.370 --> 00:15:49.812

Interviewer : Back back and be like, okay, no, no, no, you can't use it as a crutch. You need.

77

00:15:50.170 --> 00:15:55.549

TA : Yes, and you know, sometimes languages like that. Sometimes they say something in their language.

78

00:15:55.930 --> 00:16:09.330

TA : and I understand what they say. So I'm explaining it again, because they say to their friends, Oh, I didn't get that part. So when I'm explaining it again, she's like, Oh, you understand my language. I'm like. No, I just guessed

79

00:16:09.580 --> 00:16:15.419

TA : I try to avoid that, so they don't use it, you know, every time to try to understand it.

80

00:16:15.840 --> 00:16:20.060

TA : No, they have to try. So that's the point of it.

81

00:16:20.390 --> 00:16:23.566

Interviewer : Yeah, no, I I know that's always.

82

00:16:24.140 --> 00:16:26.390

Interviewer : You never know how to stop.

83

00:16:27.080 --> 00:16:30.969

Interviewer : Yeah. And and I think that's the thing it the one thing

84

00:16:31.170 --> 00:16:40.659

Interviewer : with teaching that I always feel is is that like, even if you're not translanguaging, it's the idea of trying to keep

85

00:16:41.060 --> 00:16:47.650

Interviewer : that relationship kind of equal or having them do more work.

86

00:16:47.650 --> 00:16:48.210

TA : Yes.

87

00:16:48.210 --> 00:16:57.389

Interviewer : You like cause that, you know that's really the the key at the at certain points, but that that timeframe and that movement.

88

00:16:57.820 --> 00:17:26.759

TA : Actually, that's the hardest part of teaching for me, because, my Ap. We have a lot of conversations about it. And she's like in this school in this classroom. I want you to be a facilitator, not a. I don't want it to be a teacher centered education, but what I have experienced a lot is, I have to teach, teach, teach in order to for them to learn. But what they want me to do is just to guide them so they can get there.

89

00:17:26.760 --> 00:17:47.979

TA : But I believe it's very hard depending on their language levels. If it's an entering level classroom, and students have, like one or 2 words in English. I can't stop and wait for them to speak. It will be this entire school time for them to catch anything, so I feel like. It also depends on how you regulate your teaching skills. Based on that.

90

00:17:48.570 --> 00:17:55.000

TA : You know, you have to just figure it out yourself. They just throw you there, and you have to learn how to swim.

91

00:17:55.320 --> 00:17:55.730

Interviewer : Yeah.

92

00:17:57.550 --> 00:18:01.180

Interviewer : So based on the students work that

93

00:18:01.430 --> 00:18:14.290

Interviewer : happened when I was there, how do you feel the students performed based on the standards? And how do you think the different diverse students performed.

94

00:18:15.766 --> 00:18:16.493

TA : Actually

95

00:18:17.310 --> 00:18:42.280

TA : So after we had an observation, I got a chance to speak to my Ap, because, of course, I know you will be very nice about it, because, you know you saw them. They worked, and you also try to keep it, you know, positive and respectful towards me, but I know I'm not the perfect one out there, but I'm trying, and that lesson plan is completely made by

96

00:18:42.280 --> 00:18:55.769

TA : me and everything that they were using there. Everything is planned for me, because, unfortunately, my co-teacher had some medical issues, so she was out, and I had to be left out in the situation, and I just had to decide to figure it out.

97

00:18:55.770 --> 00:18:56.580

TA : So

98

00:18:57.390 --> 00:19:05.570

TA : the feedback I got from my based on the feedback I got from my Ap. And my own opinions is like, I feel like the modeling there

99

00:19:05.570 --> 00:19:20.454

TA : needed to be a little bit more detailed, so they would be able to come up with it immediately, because what I realized is some of the kids completely. They were completely

100

00:19:20.920 --> 00:19:36.589

TA : comfortable with the setting, and they immediately got what they are required to do, and they they were good. They pulled out the code. They were explaining it, and for some of them they were just using my sentence frames and just stopped there.

101

00:19:36.840 --> 00:19:48.500

TA : So I think what I was missing is, after I showed them my model with my co-teacher. I would probably go with another one, asking them to do for me

102

00:19:48.750 --> 00:20:05.509

TA : first.st Before going to the groups this way they would be immediately grasped by the situation, and they would be able to come up with their own, you know, ideas. So I feel like that was another thing I have to think about in my next lesson plans.

103

00:20:05.630 --> 00:20:16.779

TA : And also I realized. So when I grouped them, I did the heterogeneous groups where we had some strong ability students and some, you know.

104

00:20:17.000 --> 00:20:30.140

TA : weaker students. So strongers can kind of help them to go, you know, for the results together. But I realized at some point that students used it as a

105

00:20:30.140 --> 00:20:54.949

TA : you know, as granted, and instead of working, they let the good ones go forward and do whatever they are. But even though I gave them a color, coded markers, in order to do their own point, I realized that it was not actually the case. They did not even actually use it. Instead, one was writing and the others were contributing. I feel like that's another thing I have to.

106

00:20:55.050 --> 00:21:25.010

TA : you know. I don't even know actually how to help that, because it also depends on the student. I can't force them like I can't be always on top of them. Make them work, work, work, but they also have to. I think next time when I am grouping them. What I can do is maybe all the

students that require additional help can be in one group, and one of my teacher, even me or my co-teacher can be in that group to lead them

107

00:21:25.140 --> 00:21:37.639

TA : this way. They can come up with the results. And I feel like based on the diverse that you said, I realize students that were from

108

00:21:38.150 --> 00:21:56.509

TA : you know, beginning of the school year were more confident. I would not say, like this group was better than that, but I feel like students that were here from September, or even before that, were feeling more comfortable to complete the task rather than the ones that just came in.

109

00:21:57.050 --> 00:22:20.350

TA : Because we had some students like that that just came in. And they didn't really. But you know, in the end we had the results they all did. And actually, one thing that I was feeling very happy about is, I prepared the code pages page numbers for them in case that they cannot come up with it. But we didn't use it because they actually did it themselves, which I feel it's a development.

110

00:22:20.620 --> 00:22:39.620

TA : I feel like they were able to do it, which is another region skill that is required from them. So for the next time, maybe, the grouping can work it different and modeling. But I feel like overall. It was not as bad as we would expect it to be. So. It was actually a development we saw there.

111

00:22:40.380 --> 00:22:46.530

Interviewer : And and I think you know, the other thing that you could probably also use is like giving

112

00:22:46.740 --> 00:22:57.310

Interviewer : tasks for specific students like giving them jobs within the the groups like, I know that that's something that they usually do more with like elementary.

113

00:22:57.310 --> 00:22:58.010

TA : Yes.

114

00:22:58.010 --> 00:23:18.990

Interviewer : I've done that in the high school level, too, where that, you know they're in charge of it like it's not like, Oh, I'm giving you a job, or I'm doing this like I'm saying, Hey, you're you know you're in charge of this. You're going to lead on this point, and you're going to lead on that point. So that you can at least get

115

00:23:19.300 --> 00:23:21.530

Interviewer : more than one person in the group.

116

00:23:21.530 --> 00:23:22.210

TA : Yes.

117

00:23:22.870 --> 00:23:30.009

Interviewer : You know the the heavy lifting, like depending on how many people you have, how many questions and everything.

118

00:23:30.010 --> 00:23:32.330

TA : So they're still responsible for it. Yeah.

119

00:23:33.240 --> 00:23:35.910

TA : that's also a point. That's right. Yeah.

120

00:23:36.790 --> 00:23:40.939

TA : I never tried that one. I think I will. I will give it a shot.

121

00:23:41.330 --> 00:23:50.509

Interviewer : Yeah, I mean again, like you said, it's so dependent on, you know the the grouping and how like the relationships form and everything.

122

00:23:50.510 --> 00:24:03.578

TA : Yeah. And sometimes you just put them into groups. And they're like, I don't want to be with her in that same group. And I'm like, okay, then I have to change everything again. And these are the all everything that you have to think about, which makes me crazy.

123

00:24:03.840 --> 00:24:04.989

Interviewer : I know, I know.

124

00:24:04.990 --> 00:24:05.740

TA : Yeah, so.

125

00:24:05.740 --> 00:24:11.359

Interviewer : That's that's why you know. Not that I hate group work, but like group work, is one of the most.

126

00:24:11.570 --> 00:24:32.981

TA : Oh, my God! We are obsessed. Even our setting. When we go. Everything should be in group format. Even though we are not doing a group. They have to sit like that. I'm like, okay, all right. Sometimes they have to work individually, you know, they take the test individually, and they're like, Oh, yeah, but they learn better in the group setting. Okay, whatever whatever you say, I would go with the flow, whatever you say.

127

00:24:33.970 --> 00:24:41.799

Interviewer : And so what do you think was their strengths and their struggles as they were working on the assignment.

128

00:24:42.520 --> 00:24:48.360

TA : I would ha! I would say, having a complete statements.

129

00:24:49.390 --> 00:25:12.439

TA : They were coming up with a word or 2, writing it on the board and on their chart papers. But coming actually up with a whole statement is a very difficult task, because when I am checking and grading their writing assignments. I realize that's also what they're struggling with. Their sentences are very short, like consisting of

130

00:25:12.440 --> 00:25:22.680

TA : 3 4 words, and they have a very hard time to express their ideas, and I feel like it's mainly connected to not reading.

131

00:25:22.940 --> 00:25:26.249

TA : because, unfortunately, they don't even read in their own language.

132

00:25:26.730 --> 00:25:32.140

TA : and I don't even say it in English, so when they don't read and practice.

133

00:25:32.160 --> 00:25:41.090

TA : they have a hard time to come up with a complete sentence, even in their own language, because if they can't sing, they can't even translate it to English.

134

00:25:41.100 --> 00:26:07.939

TA : So that's something that I think they were struggling with coming up with an good sentences for the code, and then an explanation, because that's what were required from them. And they had a hard time there. But other than that, I think group setting was okay. They were listening to each other. They were engaged, and they had the results. But for the next time I would prefer them to.

135

00:26:08.010 --> 00:26:24.949

TA : You know, I try to get rid of the sentence frames completely, but I can't help it, because every time they fall apart they don't know what to write or how to start. That's why I still keep the sentence frames or sentence starters to kind of warm them up.

136

00:26:25.110 --> 00:26:32.420

TA : But I feel like in the future. I would try to focus on on more, on writing strategies.

137

00:26:32.870 --> 00:26:44.189

TA : And I will teach them actually the structure of the compound sentence and complex sentences as a unit, so they know how to come up with a longer sentences.

138

00:26:45.280 --> 00:26:51.060

Interviewer : So this actually ties into my next question about what your next steps for instructions

139

00:26:51.170 --> 00:26:57.249

Interviewer : was based on the analysis and what you feel was, I guess the.

140

00:26:57.450 --> 00:26:58.680

TA : The lacking point.

141

00:26:58.890 --> 00:27:07.750

Interviewer : Yeah, like, not only that, but, you know, like in in teaching, we know that we had

142

00:27:08.040 --> 00:27:11.829

Interviewer : a very limited amount of time, like, what would your most

143

00:27:12.620 --> 00:27:22.770

Interviewer : what's like a realist? What would be a realistic next step versus? What would be the the next step that you would do if you had

144

00:27:22.930 --> 00:27:25.690

Interviewer : the freedom of time.

145

00:27:26.730 --> 00:27:27.350

TA : Yes.

146

00:27:27.803 --> 00:27:30.070

Interviewer : Time stakes and everything. Yeah.

147

00:27:30.070 --> 00:27:48.420

TA : Yes, of course, that's right. That's why what we are planning is not that, and aligns with the timing timeframe? Exactly so. As I said, I will probably work more on their writing skills and how to create a complex compound sentences. And

148

00:27:48.420 --> 00:28:10.010

TA : also another thing I would say, are the transitioning words, they are avoiding it a lot. And unfortunately, this is one of the things that are looked at in regents exam. And this is the reality. As long as they don't cancel it, or they don't get rid of it, they have to use it. So transitioning words using, however, but because

149

00:28:10.010 --> 00:28:30.279

TA : since we don't have a lot of them in our own languages is a very hard giving them a hard time in the product of using it in the right space. So I feel like these are another things I will work

on. And during summer that's what I'm planning to create on my assignments, to teach them how to better use it.

150

00:28:30.280 --> 00:28:41.959

TA : and how to. You know I will create some writing assignments. I've required them to write a lot of essays, you know, and I will try to tie it back to their own interests.

151

00:28:41.960 --> 00:29:00.809

TA : so they are willing to write. Instead of like just writing, writing, practicing, they can actually share while writing like connecting to their, you know, interests or hobbies, or sports they like, or since they are looking forward to dreams that they have maybe can encourage them to write more hopefully.

152

00:29:01.160 --> 00:29:04.729

Interviewer : Absolutely. I think that that's a great idea.

153

00:29:04.860 --> 00:29:08.890

Interviewer : So one of my questions for you is

154

00:29:09.050 --> 00:29:18.589

Interviewer : what aspects of the preparation that you had from Adelphi. Do you feel really prepared you for teaching.

155

00:29:19.820 --> 00:29:26.210

TA : Okay. So I will go back to the 1st year. Because

156

00:29:26.440 --> 00:29:54.219

TA : before before being hired for the position, I had a demo lesson where they were required. I was required to teach in front of several people, and they were judging me based on that, and I learned everything. I remember Professor Diana was teaching us this and that. This needs to be their aim, focus, language, learning, objective, and this one and this one procedures. And I went there very prepared, and my lesson plans was maybe like 8 pages long.

157

00:29:54.920 --> 00:30:13.820

TA : and I was like, look at me. I think I really did a good job in the college, and Adelphi taught me well. So when I went, actually, they were very impressed with my lesson plan and

everything, every detail I thought about it, and they were like, Well, missy, we can see that you've worked so hard.

158

00:30:13.960 --> 00:30:17.480

TA : Well when you were studying. But this is very detailed.

159

00:30:17.890 --> 00:30:25.400

TA : And that's when I realized actually, this was the reason for me to get the position in my 1st go

160

00:30:25.680 --> 00:30:55.190

TA : being very, you know, specific about my objects and what I was aiming for, and also having an empathy with the students and with their experiences. And also another thing I would say that I learned in Adelphi, since we were in a very small classroom size. The teacher had a time to pay enough attention to us individually, as you also remember, but I would say.

161

00:30:55.600 --> 00:31:24.439

TA : having that responsibility on me. Even as a student it was very helpful for me to incorporate that techniques in my teaching experience. So whatever I was struggling with as a learner myself, and you know sometimes I was very shy to ask questions, and I was always encouraged to go for more, to ask more questions and to understand it actually, the way that I can teach to.

162

00:31:24.580 --> 00:31:29.510

TA : And that's another thing. Now I tell my students to do

163

00:31:29.650 --> 00:31:49.290

TA : till you understand, ask 100 questions, but make sure believe that you actually grasp what you really want from you. And I think that's the biggest things that I experienced in Adelphi, and I apply to my teaching. And also, I would say, speaking freely

164

00:31:49.640 --> 00:32:03.909

TA : and being confident with yourself and skills is another thing. I feel like having experience with different professors having, you know, my also. My last

165

00:32:03.910 --> 00:32:24.859

TA : project was Adelphi, was to talk about the second language learners, and how they had a, you know hard time experiencing the language and culture shock. It was actually very aligned with what I'm teaching right now. I can see it in the 1st basis, and it helps me a lot to, you know, connect it to my own experiences.

166

00:32:25.030 --> 00:32:27.639

TA : Also help them to be better

167

00:32:27.920 --> 00:32:32.310

TA : was their skills and education. Academic learning.

168

00:32:33.500 --> 00:32:43.410

Interviewer : My final question is, what aspects of teaching do you still feel like you need support on? I know you were talking about assessments and everything so.

169

00:32:43.570 --> 00:32:55.280

TA : Yes, I talked about assessment. I feel like that's what I really need help with. And another thing I think is, I will try to write more

170

00:32:55.570 --> 00:33:15.019

TA : because I have a lot of very fancy slides. I'm really, really tech, you know, technical with everything, with the technology I try to incorporate, because that's what gets their attention, since they use their phones and everything a lot. But I feel like I also need to be a little bit old school

171

00:33:15.080 --> 00:33:43.880

TA : and go back to writing, because that's what might encourage them to do, too, since they are struggling with writing. If they see me write a lot on the board, and if I invite them to write more that might actually be encouraging for them to go for it, instead of avoiding and using everything and the slides, or coming up with the technology itself, and also assessment, as I already mentioned.

172

00:33:43.880 --> 00:33:51.839

TA : being able to stop everything in that moment and go and teach everything back again.

173

00:33:52.080 --> 00:34:21.200

TA : even though you know I had a less perfect lesson plan, and everything was planned. I would say, you know what. Forget about it. Let's go back to it. Let's speak about it again, and let's learn about it again. I think that's what I need help with. I'm a Virgo, so it's very hard for me to, you know. Go out of the plan and say, Oh, no, I cannot. You know I have to do it in the last minute. But I think that's what aligned with being a teacher, you have to be flexible. So I will stop that

174

00:34:21.431 --> 00:34:26.980

TA : and I will be okay. You know you didn't understand. Let's go. Let's do it again. I think that's what I need to do

175

00:34:27.540 --> 00:34:31.820

TA : for the next next school year. That's my goal.

176

00:34:32.850 --> 00:34:39.829

Interviewer : Well, you know, I think that's you know, one of the most difficult pieces of teaching, and I think you know.

177

00:34:40.020 --> 00:34:43.779

Interviewer : even you know, when you're teaching.

178

00:34:45.190 --> 00:34:49.900

Interviewer : you know, another 20 years. I I feel like that's 1 of those

179

00:34:50.370 --> 00:35:07.240

Interviewer : pieces that you know you're constantly thinking of. And I feel like we're gonna constantly say, Oh, we didn't do well enough. We didn't do that good enough. We you know we we didn't. We didn't think on on our feet fast enough, or we could have done it this way or that way.

180

00:35:07.240 --> 00:35:09.240

TA : Yeah, it could be better like that. Yes.

181

00:35:10.480 --> 00:35:13.160

TA : exactly. Yeah. That's what I need help with.

182

00:35:14.700 --> 00:35:21.919

Interviewer : But I think you know it's also figuring out much like you say to your students that you know you did your best at that time.

183

00:35:22.800 --> 00:35:27.589

TA : That's not, for we are. We are okay with you. Want more. We are aiming for higher.

184

00:35:29.080 --> 00:35:43.219

TA : and that's why they always say misty. We can never satisfy you. That's not my satisfaction. It's actually what is required from you, and I am. I think you're capable of doing it. So why not

185

00:35:43.350 --> 00:36:02.179

TA : so, you know, trying trying. It's only my second year. I feel like I have a lot of things to grow on and to do better. But you know I'm trying my best, you know. Being open to learning is another key detail for a teacher. If I shut down myself and think I am the best. It will never work out.

186

00:36:02.810 --> 00:36:04.649

TA : I'm trying to avoid that.

187

00:36:05.400 --> 00:36:08.379

TA : I know I know being as humble as possible.

188

00:36:10.100 --> 00:36:11.799

TA : That's what I need to do.

189

00:36:12.630 --> 00:36:15.690

Interviewer : But thank you so much for everything, and.

190

00:36:15.690 --> 00:36:17.700

TA : You're welcome. Thank you so much.

191

00:36:17.700 --> 00:36:22.919

Interviewer : I'm gonna be in touch with the forms and everything so that you can get your gift card.

192

00:36:22.920 --> 00:36:23.530

TA : No problem.

193

00:36:23.530 --> 00:36:24.770

Interviewer : Thank you for.

194

00:36:24.770 --> 00:36:25.260

TA : I agree.

195

00:36:25.260 --> 00:36:27.879

Interviewer : Thing I loved coming to visit.

196

00:36:27.880 --> 00:36:29.519

TA : I'm happy that you.

197

00:36:29.520 --> 00:36:29.970

Interviewer : Conversation.

198

00:36:29.970 --> 00:36:30.810

TA : Enjoy it.

199

00:36:30.810 --> 00:36:32.640

Interviewer : Going to be great.

200

00:36:32.830 --> 00:36:40.969

Interviewer : and you know, really, thank you and have a have a good day and enjoy yourself right now.

201

00:36:40.970 --> 00:37:04.849

TA : Thank you so much. I appreciate your time. I felt very happy to host one of my, you know my colleagues. I would say also my friends from school, so I felt very, very happy. I felt like, you

know, I'm not alone. Adelphi is always with me. So that was that was very encouraging, so I appreciate your time. It was my pleasure to host you. There.

202

00:37:04.850 --> 00:37:06.801

Interviewer : That was my pleasure.

203

00:37:07.290 --> 00:37:10.610

TA : Thank you so much. I'm looking forward to talk, talking again.

204

00:37:10.800 --> 00:37:12.480

Interviewer : Absolutely. Thank you.

205

00:37:12.480 --> 00:37:14.159

TA : Yeah, you're welcome. Thank you.

206

00:37:14.160 --> 00:37:15.160

Interviewer : Bye, bye.

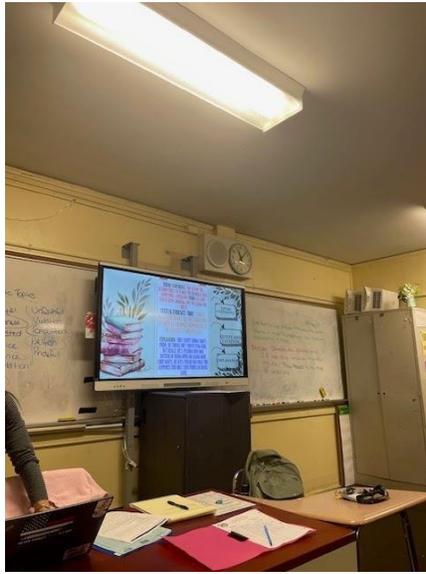
207

00:37:15.160 --> 00:37:15.900

TA : Bye.

Appendices D

Classroom



RACE STRATEGY PEER ASSESSMENT CHECKLIST				
	4	3	2	1
Restate the Question (R)	Fully stated and easy to understand	Mostly restated with some clarity	Restated, but unclear or incomplete	Did not restate the question
Answer The question (A)	Answer is fully correct and detailed	Answer is mostly correct with some details.	Answer is somewhat correct but lacks detail.	Answer is incorrect or missing.
Cite The Evidence (C)	Strong, relevant evidence clearly cited.	Relevant evidence but lacking detail.	Evidence is weak or not clearly tied to the answer.	No evidence or incorrect citation.
Explain The evidence (E)	Thorough, clear explanation of the evidence.	Explanation is clear but could be stronger.	Explanation is vague or incomplete.	No explanation or unrelated to evidence.

**Appendices E
Student Work**

Group 1

Theme Statement - When I think about the characters struggles, the theme of forgiveness comes to mind because Cory changed his mind to forgive his father.

Textual Evidence - Cory: "I'm not going to Papa's funeral." (Wilson 96).

Explanation: This quote highlights that Cory initially refused to go to his father's funeral, but after talking to his mother he changed his mind and decided to forgive his father for what he had done to him and go to the funeral.

Jokela, Ceylanis, Tian, Kay, Anthon

Group 2

Troy always been in competition with everyone, especially with Cory.

When I think about the struggle, the theme of competition stands out. Troy says "I don't want him to be like me! I want him to move as far away from my life as he can get" (Wilson, 28) showing he wants Cory to do well but not better than him. Troy feels threatened by the idea of his son achieving more than he ever could.

Mayora, Day, Shaheed, Antonio, Chris

Khondam, Sheraton, y Michael

J Sabella, Ashley

Group 5

A word that represents a major theme is envy because Troy is always jealous of his son because he couldn't make it pro so he didn't let his son become pro - "He's just trying to be like you in sports" "I don't want him to be like me I want him to move as far away from my life as he can get" (Wilson 39). This quote represents that Troy is jealous of his son because he doesn't want him to be better than him.

Group 4

The author presents the theme of being selfish because the protagonist cheated himself over all his family.

"What the hell you looking at me for? I ain't got no dollars, you know what I do with my money for" (Wilson 19)

Shelly, Leann, Kelly, Marissa, Anthony

Group 3

Theme statement: The lesson the author tries to teach the reader is that acceptance is necessary because in some situations you have to accept mistakes of others and move on with your life.

Text Evidence - Rose "This child got a mother. But she a woman's man" (Wilson 79)

Explanation: This quote portrays that even though Rose forgave Troy and accepted the baby she will no longer be his woman.

Appendices F

ANNUAL REGENTS EXAMINATION IN ELA (2024-25)

Subgroup	Tested	Level 1		Level 2		Level 3		Level 4		Level 5		Proficient (Levels 3 & Above)	
		#	%	#	%	#	%	#	%	#	%	#	%
All Students	881	11 3	13 %	8 4	10 %	24 4	28 %	14 8	17 %	29 2	33 %	684	78%
Female	440	42	10 %	4 1	9 %	11 1	25 %	85	19 %	16 1	37 %	357	81%
Male	441	71	16 %	4 3	10 %	13 3	30 %	63	14 %	13 1	30 %	327	74%
General Education Students	744	80	11 %	5 0	7 %	19 9	27 %	13 3	18 %	28 2	38 %	614	83%
Students with Disabilities	137	33	24 %	3 4	25 %	45	33 %	15	11 %	10	7 %	70	51%
American Indian or Alaska Native	2	—	—	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	230	15	7 %	1 0	4 %	57	25 %	32	14 %	11 6	50 %	205	89%
Black or African American	67	9	13 %	6	9 %	20	30 %	16	24 %	16	24 %	52	78%
Hispanic or Latino	351	69	20 %	4 6	13 %	11 3	32 %	53	15 %	70	20 %	236	67%
White	213	18	8 %	2 2	10 %	50	23 %	44	21 %	79	37 %	173	81%

Multiracial	18	—	—	—	—	—	—	—	—	—	—	—	—
Small Group Total: Race & Ethnicity	20	2	10 %	0	0 %	4	20 %	3	15 %	11	55 %	18	90%
Economically Disadvantaged	640	89	14 %	5	8 %	9	19 %	30	11 %	17	19 %	30	493 77%
Not Economically Disadvantaged	241	24	10 %	2	6 %	11	54 %	22	38 %	16	99 %	41	191 79%
English Language Learner	146	64	44 %	3	0 %	21	39 %	27	9 %	6	4 %	3	52 36%
Non-English Language Learner	735	49	7 %	5	4 %	7	20 %	28	13 %	19	28 %	39	632 86%
In Foster Care	2	—	—	—	—	—	—	—	—	—	—	—	—
Not in Foster Care	879	—	—	—	—	—	—	—	—	—	—	—	—
Homeless	77	22	29 %	5	6 %	6	29 %	38	9 %	12	12 %	16	50 65%
Not Homeless	804	91	11 %	7	9 %	10	21 %	27	13 %	17	28 %	35	634 79%
Not Migrant	881	11	13 %	8	4 %	10	24 %	28	14 %	17	29 %	33	684 78%
Parent in Armed Forces	1	—	—	—	—	—	—	—	—	—	—	—	—
Parent Not in Armed Forces	880	—	—	—	—	—	—	—	—	—	—	—	—