



Using Outcome Scaling in Teacher Education

A collaborative effort between the
Neag School of Education and Marist College



Data Collection Form 1: Overview

Directions: Please provide your name, the name of your student teacher, the grade level and content area you teach, and detailed descriptions of each outcome, the reason you selected each outcome, and its connection to the student teacher's responsibilities.

<p>Name</p> <p>Glen Davenport</p> <p>Student Teacher</p> <p>Craig Waterman</p>	<p>Description of Outcome One</p> <p>Students are engaged during whole group reading through oral participation—median of total responses per student during one thirty-minute lesson. Given that roughly half of our students are non-native speakers of Spanish and many native Spanish speakers come to school with low levels of oral proficiency in their native language, it is important for them to have multiple opportunities throughout a lesson to practice their oral language skills in order to improve their language proficiency.</p>
<p>Grade Level</p> <p>Kindergarten—English/Spanish Bilingual</p>	<p>Description of Outcome Two</p> <p>Percentage of students who make progress of five sounds or more on IDELS progress monitoring of nonsense word fluency. Students are timed on the reading of open-syllable nonsense words in a minute. They are scored on how many sounds they read correctly in those words. Students need fluency in their basic phonics skills in order to become proficient readers.</p>
<p>Subject Area</p>	<p>Description of Outcome Three</p> <p>Percentage of students who increase at least one level on Spanish Core Phonics Survey. Students are regularly evaluated on their increased knowledge of phonics features along a developmental continuum. This assessment provides information on individual student needs with regard to specific phonics feature knowledge and guides the teacher in setting goals and developing lessons to address those individual needs.</p>



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Data Collection Form 2: Outcome Scale

Directions: Please complete the Outcome Scale using your training and the example documents to guide you.

Outcome	Students are engaged during whole group reading through oral participation	Students will make progress in nonsense word fluency, a skill that is relevant to early literacy.	Students will make progress in Spanish phonemic awareness.
Measurement	Median of total responses per student during one thirty minute lesson.	Percentage of students who make progress of five sounds or more on IDELS progress monitoring of nonsense word fluency.	Percentage of students who increase at least one level on Spanish Core Phonics Survey.
Much more than Expected	Median of 9 or more	85% or above	86% or above
More than expected	Median of 7 or 8	70 to 84%	61-85%
Most likely outcome	Median of 5 or 6	50 to 69%	46-60%
Less than expected	Median of 4 (no change)	1-49%	16-45%
Much less than expected	Median of 3 or less (decrease of responses)	0%	15% or below



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