Rachael Law Schuetz

D.Ed, National Board Certified Teacher

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Oregon State University - Cascades Campus Vita

I want to make a difference in the lives of children and teachers in public education. I am passionate about equity in the schools, as well as preparing our students for the 21st century through instructional technology. In nine years teaching, I helped my students achieve their full potential in a positive learning environment of support and high expectations. Today, I dedicate my work to teacher education. I believe that every student and every teacher can succeed.

A. EDUCATION AND EMPLOYMENT INFORMATION

Education

University of Oregon, Eugene & Bend
- Doctor of Education, GPA 4.1 — March 2016
- Initial Administrative Licensure Program — July 2014
- M.Ed. Teaching and Learning, Elementary Teaching Credential, GPA 4.12 — June 2006
- B.A. Educational Studies, Minor: Special Education — June 2005
- Magna Cum Laude, Departmental Honors, GPA 3.98

Oregon State University-Cascades, Bend
- English for Speakers of Other Languages (ESOL) Endorsement Program, GPA 4.0 — August 2016

University of Colorado, Boulder
- Teaching and Learning, English Emphasis, GPA 3.875 — 2001-2003

Valedictorian Mountain View High School, Bend, Oregon — June 2001

Teaching Experience and Employment

Instructor in the MAT Program & Elementary Cohort Lead — June 2015- Current
- Oregon State University Cascades Campus, Bend, Oregon

National Board Certified Teacher — 2012- Current
- Passed rigorous testing center exercises and over a 100 pages of written and video portfolios: Science/Math, Social Studies, Writing, & Teacher Accomplishments, on the first attempt

Classroom Teacher, 2nd Grade, W.E. Miller Elementary School, Bend La Pine Schools, Bend, OR — 2009-2015
- Winner of our school's Excellence in Education Award for 2012
- Finalist for Bend La Pine Schools' Teacher of the Year 2012
- Instructional Coach / Curriculum Leader for Technology, Math, and ELA — 2011- 2015
- Grade level PLC Leader: collaborating with team to implement best practices — 2011- 2015
- Classroom research to evaluate impact of teaching with iPads
- Member of Miller Elementary Site Council — 2009 – 2012

Instructional Coach and Curriculum Leader 2011- 2015

Presenter of Regular Professional Development to W.E. Miller Elementary & Bend La Pine Schools
Instructional Technology and Site Technology Facilitator
Assists teachers in integrating technology into their own classrooms through leading PD and coaching
Teaching technology trainings at our school and for teachers in the district (iPads, SMART, LabQuests)
Co-author for the K-8 district technology standards
Math, Science, and English Language Arts 2011- 2015
Presenting second grade mathematics and ELA professional development trainings for our district
Wrote district Math & ELA CCSS aligned unit and performance assessments
Developed second grade math SMART Board lessons for all units in the Bridges curriculum

Classroom Teacher, 2nd Grade**,** High Lakes Elementary School, Bend La Pine Schools, Bend, OR 2008-2009

Chosen from the High Lakes Staff to be one of the founding members of the new elementary school, W.E. Miller Elementary, due to my expertise and focus on science and technology
Integrated science, social studies, and all curriculum areas into Storyline Theme Units

Classroom Teacher, 2nd Grade, Lava Ridge Elementary School, Bend La Pine Schools, Bend, OR 2007- 2008

Challenged students to explore during inquiry science and technology projects
Teaching with a student-centered approach and differentiation to reach each child's needs

Classroom Teacher, 1st Grade, Abia Judd Elementary School, Prescott, AZ 2006- 2007

Winner Outstanding First Year Teacher of the Year, Yavapai County, AZ

University of Oregon College of Education, Graduate Student Roles 2005- 2006

Student Advisory Board Member – Elected Graduate Elementary Teaching Representative
Graduate Teaching Assistant: Educational Technology
Assisted students in integrating technology into the classroom and developing computer competency

B. TEACHING, ADVISING, AND OTHER ASSIGNMENTS

1. Instructional Summary

Academic Term	Course Number	Credit Course Title	Enrollment
Spring 2017	ED 510	Internship	27
Winter 2017	N/A	Maternity Leave	1
Fall 2016	ED 513	Learning Environments I	33
Fall 2016	ED 551	Effective Teaching Cycle II: Assessment	32
Fall 2016	ED 510	Internship	28
Summer 2016	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	35
Summer 2016	ED 565	Elementary Methods Course: Literacy	30
Summer 2016	ED 592	Technology Tools for Teachers: Elementary & Secondary	52
Spring 2016	ED 510	Internship	24
Winter 2016	ED 552	Effective Teaching Cycle III: Data and Differentiation	23
Winter 2016	ED 510	Internship	25
Fall 2015	ED 513	Learning Environments I	23
Fall 2015	ED 551	Effective Teaching Cycle II: Assessment	19
Fall 2015	ED 510	Internship (includes the Formative edTPA)	25
Summer 2015	ED 550	Effective Teaching Cycle I: Foundations and Planning: Elementary	21
Summer 2015	ED 592	Technology Tools for Teachers: Elementary Section	26
Summer 2015	ED 592	Technology Tools for Teachers: Secondary Section	25

Academic Term	Non-Credit Courses and Workshops	Role	Enrollment
Summer 2016	Orientation to MAT Program and Graduate School	Co-Presenter	65
Summer 2016	edTPA Introduction Workshop	Co-Presenter	52
Summer 2016	Co-Teaching Training for MAT Students	Co-Presenter	52
Summer 2016	Cooperating Teacher "Pairs" Training	Co-Presenter	35
Fall 2015	edTPA Calibration of Scoring Training	Co-Presenter	15
Fall 2015	edTPA Scoring Training	Co-Presenter	10
Summer 2015	Orientation to MAT Program and Graduate School	Co-Presenter	50

Academic Term	Curriculum Development	Role
Fall 2016	Courses and Syllabi for the CAT I: Elementary Undergraduate Elementary Program	Co-Developer

Graduate Student Support & Advising	Academic Term	Enrollment
Committee Member for HDFS Masters Thesis Student	Spring 2017 - current	1
MAT Oral Examinations & Professional Portfolios	Spring 2017	9
MAT Oral Examinations & Professional Portfolios	Spring & Summer 2016	20
edTPA Support and Advising	Fall 2016	28
Elementary Cohort Co-Lead & Faculty Advisor	2016-2017	19
University Supervisor for Clinical Placement	2015-16	2
MAT Oral Examinations & Professional Portfolios	Summer 2015	22
edTPA Scoring	Spring & Fall 2015	20
Elementary Cohort Lead & Faculty Advisor	2015-2016	24

Academic Term	Team or Collaborative Efforts
Fall 2016 - current	ED Pathways Member- plan and facilitate transition from COCC to OSU-Cascades for ED Majors

2. Student and Participant/Client Evaluation

Academic Term	Course Number Cohort Section	Schuetz Q1 Median	Schuetz Q2 Median	Responses / Enrolled	OSU-C Q1 Median	OSU-C Q2 Median
F / W / S '15-'17	ED 510 Internship	No SET	No SET	No SET	No SET	No SET
Fall 2016	ED 513 Elementary	5.8	5.9	20/33, 61%	5.6	5.7
Fall 2016	ED 551 Elementary	5.9	5.9	19/32, 59%	5.6	5.7
Summer 2016	ED 550 Elementary	5.7	5.9	25/35, 71%	5.4	5.6
Summer 2016	ED 565 Elementary	5.9	5.9	22/30, 73%	5.4	5.6
Summer 2016	ED 592 Elem/Sec	5.5	5.8	37/52, 71%	5.4	5.6
Winter 2016	ED 552 Elementary	5.3	5.7	17/23, 74%	5.2	5.4
Fall 2015	ED 513 Elementary	5.9	5.8	11/23, 48%	5.6	5.8
Fall 2015	ED 551 Elementary	5.9	6.0	7/19, 37%	5.6	5.8
Summer 2015	ED 550 Elementary	5.9	6.0	11/21, 52%	5.4	5.7
Summer 2015	ED 592 Elementary	5.9	6.0	14/24, 58%	5.4	5.7
Summer 2015	ED 592 Secondary	4.6	5.4	13/26, 50%	5.4	5.7

In summary, I am very pleased with my performance over time, as measured by my student evaluation of teaching scores. My scores have stayed relatively strong, or improved with time. I use these scores and student comments to improve and reflect on my teaching. As I plan to teach ED 552 this coming Winter term, I am using the feedback from Winter 2016 on how I can improve the course as a whole (5.3). In my Summer Technology Tools for Teachers class I'm committed to working to bring even more secondary examples into the class. The secondary cohort gave me my lowest score in the Summer of 2015 which has inspired me to connect with secondary teachers who utilize technology to ensure that both my elementary and secondary students get the information and experience they need. I feel very well prepared to

support the elementary teachers and have enjoyed learning more about secondary technology needs to better support the secondary teachers.

There was great growth shown between Fall 2015 to Fall of 2016 in regards to edTPA. I feel like I am so much more prepared to teach and support students through the Fall formative edTPA this year. The student comments didn't reflect much about edTPA in Fall 2016, and I believe that this shows great growth in my ability to support, instruct, and provide feedback for edTPA. As a program, we were able to implement extremely positive schedule changes and supports for students in the MAT program. I've seen this success translated in the quality of students' work and improved stress levels.

Although not reported in this chart, my personal goal was to improve my feedback scores from Summer of 2016 to Fall of 2016. Although my Summer courses ranged from 5.7, 5.8, to 5.8, in the main category of elements of instruction, I received scores ranging from 4.9, 5.1, to 5.4 in feedback. This was a high concern for me, although it was reflective of the very heavy teaching load I was carrying due to my upcoming maternity leave. I worked diligently Fall term 2016 (with a heavier credit load) to provide highly detailed and very timely feedback for each assignment (especially the edTPA tasks which take about an hour each to provide feedback). I felt very successful as my feedback scores for Fall term 2016 were 5.9 and 6.0! Students even commented about how the feedback really helped guide their learning and success!

As always, I welcome feedback as it informs my practice and inspires my continual growth. I look forward to using these scores to continually work to provide the very best in instruction for our MAT students at OSU Cascades. My scores in all of the elementary cohort classes, my area of expertise, have been very high. I feel well prepared to teach these classes and have a strong rapport with my students. This year our MAT program's organization and student communication has improved dramatically and the student success is indicative of our work! I feel like organization and communication is an area of strength for me and I have thoroughly enjoyed the leadership roles that I have been given this year. I am a lifelong learner and enjoy the critical feedback process, as it guides my growth.

3. Peer Teaching Evaluations

My PROT is being held during the Fall Term of 2017.

4. Advising

Elementary Cohort Lead: A very enjoyable and large part of my job is working as the advisor for the elementary cohort. I meet with students multiple times a week about coursework, their clinical placement, edTPA, emotional, and academic needs. When students are struggling, I have worked in a coaching role to observe lessons and help build their practice. I work closely with both University Supervisors and Cooperating Teachers to monitor student progress. My background in the Bend LaPine Schools helps build relationships and trust between the Cooperating Teachers and the University. Along with the secondary cohort lead, I write the monthly newsletters, placement checklists, lead 510 seminars, and organize many elements of our program. I have found great joy in working with our Teacher Candidates, Cooperating Teachers, and University Supervisors. I love the advising aspects of my job. I have not had an formal evaluations of my advising, but welcome ideas and suggestions to implement (perhaps a survey at the end of each term).

5. Other Assignments

Admissions: As a faculty member, I play a role in recruitment, admissions, and program outreach through events like the OSU-Cascades Graduate Open Houses, Bend LaPine School Board events, local teacher events like High Desert Museum Teachers' Night Out. I am a core faculty member involved in reviewing all Elementary applicant materials and participate in Admissions Day.

C. SCHOLARSHIP AND CREATIVE ACTIVITY

1. Publications

Author of a Published Children's Civil Rights Book, The Long Road to Change 2009

Inspired by my students reflections on Martin Luther King and the inauguration of President Obama
Takes children on the long road to Civil Rights: slavery, the Civil War, the Civil Rights movement
Leaves children with the idea that even a small act of kindness can help change the world
Donated all profits and many books to schools and youth programs

I plan to publish two articles based on my dissertation research this Spring: "Is Technology the Answer? Investigating the Impact of iPads on Students Engagement and Achievement in Math"

I am passionate about continuing my research and publishing and have two articles that are in the process of journal submission.

2. Presentations at Conferences

Presenter at Harvard School of Education Graduate Student Research Forum — March 2016
"Is Technology the Answer? Investigating the Impact of iPads on Students' Engagement and Achievement in Math"

Professional Development and Attendance at Conferences

Co-Teaching, Train the Trainer Workshop, Attendee, Bend, OR	May 2017
Oregon National Board Certified Teacher Institute, Invited Attendee, Portland, OR	September 2016
Earned ESOL Endorsement at OSU-Cascades, Bend, OR	August 2016
edTPA National Conference, Attendee, Savannah, GA	March 2016
Harvard School of Education Student Research Conference, Presenter, Boston, MA	March 2016
OWHE Oregon Women in Higher Education Annual Conference, Attendee, Bend, OR	January 2016
ASCD Regional Conference on Educational Leadership, Attendee, Portland, OR	October 2015
National Assessment Training Institute by Pearson, Attendee, Portland, OR	June 2015
edTPA Local Evaluation Training, Portland State University, Attendee, Portland, OR	May 2015
Completed 45+ Credits of Professional Dev. Post Master's Degree, Pre D.Ed	2007- 2012

Portland State University, Western Oregon University, In District Workshops and Training
A life-long learner, leading whole school Professional Development based on my coursework

3. Grants

I was awarded a College of Education Research Grant for $1,000.00 to conduct research on "Investigating Best Practices in Teacher Preparation for the edTPA." My conference proposal was accepted and I will present this research at the edTPA National Conference hosted by Stanford's SCALE in San Jose, California on November 3rd- 5th. I will also work to publish my findings to support teacher preparation for the edTPA nationwide.

D. Service

1. University Service

Planning the Elementary Education Undergraduate Major	2016- Current
Working with COCC to Create the AAOT-ED	2016- Current
Long Range Development Planning Committee OSU Cascades	2015- Spring 2017
Diversity Committee	2016- Spring 2017

2. Service to the Profession

Increasing Diversity in the Teaching Workplace through collaboration with COCC on the AAOT-ED	2016- Current
Coaching for Triad Model at Silver Rail	2016
Instructional Coach and Curriculum Leader, Professional Development Leader, Bend LaPine Schools	2011- 2015
Central Oregon Equity Team, Founding Member	2014

Working with Dr. Charles Martinez of the Oregon State School Board, High Desert ESD, and Bend LaPine Schools, to bring conversations on equity and improved instructional practices to Central Oregon schools

E. Awards

Nominee for Oregon Women in Higher Education's Exemplary Emerging Professional Award	2016
Finalist for Bend La Pine Schools' Teacher of the Year	2012
Nominee for the Presidential Awards for Excellence in Math and Science Teaching	2012
Winner of W.E. Miller Elementary School's Excellence in Education Award	2012
Winner Outstanding First Year Teacher of the Year, Yavapai County, AZ	2007