



**Office of Clinical/Field-Based Instruction,
Licensure, and Outreach (OCFBI)**

IMPACT ON STUDENT LEARNING ASSIGNMENT

Purpose:

The Impact on Student Learning assignment will give the teacher intern the opportunity to:

- Determine the impact of instruction on all students' learning
- Use assessments to make decisions about instruction
- Analyze and communicate students' performance results
- Reflect on teaching performance

Method:

With input from the university supervisor, each teacher intern will select a class and/or group of students to determine the impact of his/her teaching on student learning. Using a unit and/or lessons, decide on a method of collecting data to determine the impact on student learning.

The teacher intern will use an assessment that will generate the data needed for analysis, such as a pre- and post-test.

- Assessments can be traditional which focus on knowledge, curriculum, and/or skills. Traditional assessments include classroom assessments such as tests, quizzes, or assignments.
- Assessments can be portfolio based which focus on process, product, and growth. Portfolio assessments include growth and development, reflection, goal setting, and self-evaluation. Assessments can be performance based which focus on standards, application, and transfer. Performance based assessments include collaboration, tasks, criteria, and rubrics.

Components of Assignment:

1. Contextual Factors

Contextual factors are important because they assist in explaining student behavior and achievement. Contextual factors must include all of the following:

- Geographic location
- School district demographics
 - Socio-economic profile
 - Community/school population
 - Race/ethnicity/culture
 - Student characteristics (age, gender, exceptionalities – disabilities and giftedness, developmental levels, interests, etc.)
- Physical characteristics of the classroom/school (technology, resources, etc.)

2. Learning Goals

Include a brief statement explaining the overall goals for the unit and/or lessons.

3. Objectives

Identify specific behavioral objectives and correlate them with state and/or national standards.

4. Assessments

Describe the assessments that will be used before, during, and after instruction (e.g., pre-assessments, formative and summative assessments). Assessments, which are correlated with objectives, must consider the diverse learning needs of the students.

5. Pre-assessment

After the pre-assessment is administered, analyze student performance in relation to the learning goals and objectives. Use tables, graphs, and/or charts to report pre-assessment data. Describe how the data will be used to guide instruction and/or to modify learning goals and objectives.

6. Instruction

Describe procedures, instructional materials, and assessments that will be used for teaching the unit and/or lessons. Activities should include a variety of teaching strategies/techniques. Information must be included that describes how student learning will be assessed during and following a learning activity. (i.e., formative assessment) Include student work samples, activity samples, etc.

7. Analysis of Student Learning (Assessment Results)

Describe the final test or project (summative assessment). The summative assessment should be correlated with the pre-assessment.

Perform the analysis on three levels:

- Level 1: Whole Group – Compile data for the whole group using pre- and post-assessment results.
- Level 2: Subgroups – Compile data into groups. Choose two subgroups from contextual factors (i.e., gender, socioeconomic status, exceptionalities, race, geographical area, etc.).
- Level 3: Individual – Select two students who represent different performance levels and use data to describe in detail the impact on student learning for these two students.

Create a table, chart, or graph to compare pre- and post- assessment data for each level. The analysis should include a narrative interpretation of the data and a description of the extent to which the results suggest an impact on student learning.

8. Reflection on Data and Teaching Performance

After data are analyzed, reflect on your teaching performance. As you reflect, evaluate your teaching performance and identify steps you will take to improve practice and professional growth.

Reflection Prompts:

- Objectives where students were most and/or least successful
- Effectiveness in measuring student learning (assessments)
- Changes in assessment
- Anticipated modifications to instructional strategies for future teaching

ORGANIZATION OF PAPER

Each teacher intern will submit a paper for this assignment. The following organization must be followed for the completion of the paper.

Part I: Introduction

The introduction section of the paper will describe the contextual factors and an outline of the unit and/or lessons including learning goals and objectives. (See #1, #2, and #3 above.)

Part II: Assessments

The assessment section of the paper will include a description of each assessment (pre-, formative, and summative), instructions, scoring guides/rubrics, administration details, and connections to the instructional unit and/or lessons. (See #4 and #5 above.)

Part III: Instructional Procedures

The instructional procedures section of the paper will include an explanation/description of the instructional procedures/strategies used for the unit and/or lessons. Include student work samples, activity samples, etc. (See #6 above.)

Part IV: Analyzing and Reporting Data

The analyzing and reporting data section of the paper will include a description of chart, graphs, or tables, and statistical data in a narrative format. Provide a rationale about the statistical techniques used, a description of the findings, and an interpretation (finding and matching patterns, categorizing, procedures, drawing inferences, and making meaning from the data) of the data. (See #5 and #7 above.)

Part V: Reflection

Use the *Reflection on Data and Teaching Performance* (#8 on the previous page) as a guide to discuss what you think students learned as a result of the unit and/or lessons. Discuss the implications of the results from the analyzed data. Describe the impact on student learning based on the three levels of analysis. Identify at least two specific steps you will take to improve teaching performance based on data results. (See #8 above.)

NCATE Standard 3: *Field Experiences and Clinical Practice*

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

INTASC Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

INTASC Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.