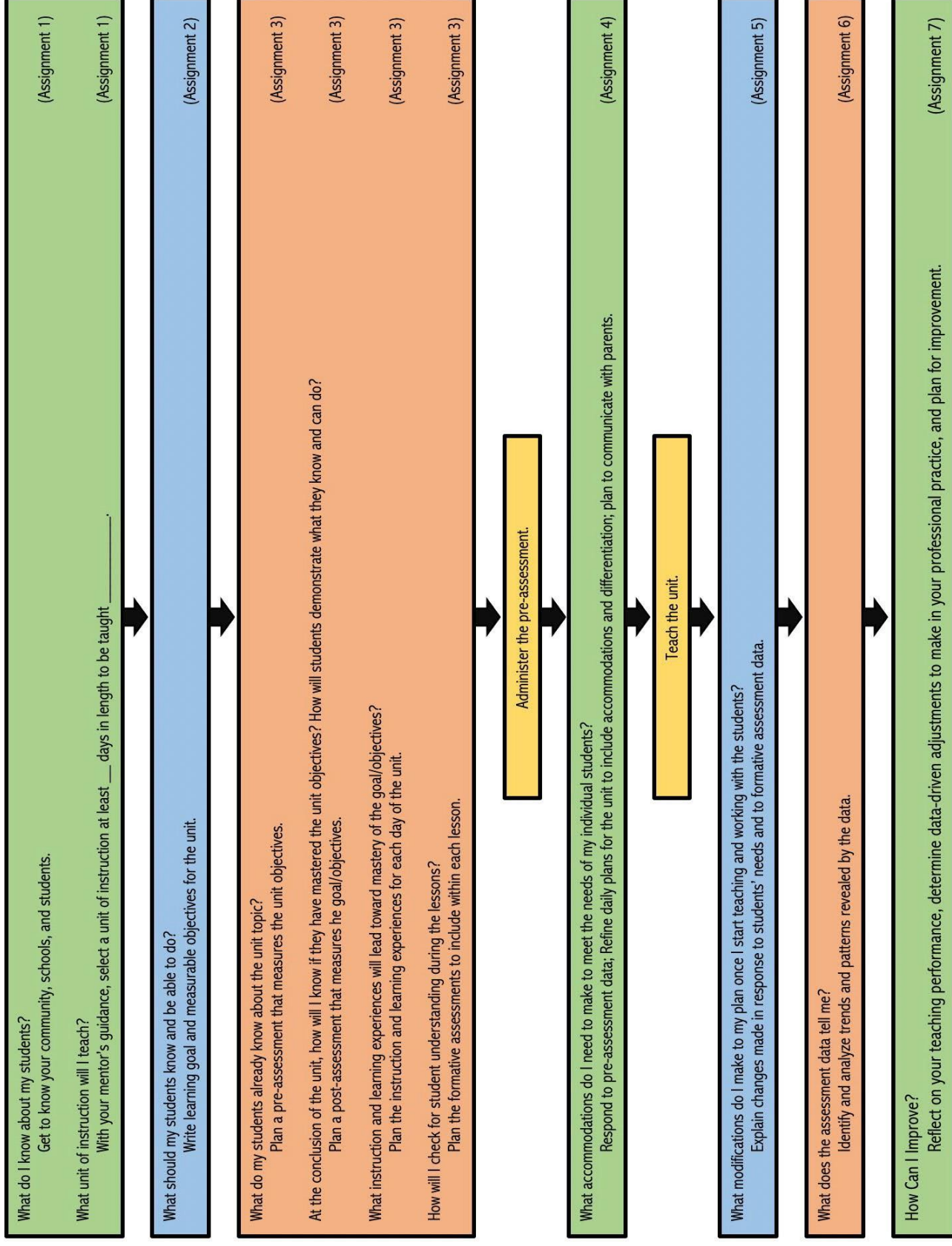


STATEWIDE IMPACT ON STUDENT LEARNING ASSIGNMENT

Purpose: Determine your impact on student learning during a specific unit of instruction.



STATEWIDE IMPACT ON STUDENT LEARNING (IoSL) ASSIGNMENT

Purpose

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

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

Method

Use your student teaching placement to determine the impact of **your** teaching on student learning. Incorporate multiple assessments and approaches aligned with learning objectives within a unit and/or group of lessons. After collecting data from multiple assessments, analyze the data to determine the impact on student learning.

Prior to planning the unit and/or lessons, conduct at least one pre-assessment. After conducting the pre-assessment/s, record the assessment data in a spreadsheet. Analyze the data from the pre-assessment(s) to inform the planning of the unit/or lessons.

Collect contextual factors about your students, the school, and community. Analyze the contextual factors to inform your planning of the unit and/or lessons.

During instruction, administer multiple formative assessments and evaluate the data from these assessments to adapt instruction throughout the unit and/or lessons. Document how data from formative assessments are used to effectively adapt and change instruction when necessary.

After **implementing** the unit and/or lessons, conduct a post-assessment to determine the impact of your instruction on student learning. Record the post-assessment data in a spreadsheet and analyze the data to determine areas taught effectively, areas for improvement, and to determine if all students in the class were provided with equitable learning experiences. Analyze data from pre-assessments, formative assessments, and summative assessments to determine the impact on student learning for the unit and/or lessons.

Assessment Information

- Pre-assessments assess students' understanding and performance on a set of skills and objectives. Results from pre-assessments are used to inform, plan, and guide instruction.
- Formative assessments focus on students' understanding and performance of the skill(s) during instruction. Data from formative assessments influence instruction.
- Summative assessments evaluate students' understanding and performance of a set of skills or objectives at the conclusion of the unit and/or lessons. Summative assessments can include a variety of formats.

IoSL ASSIGNMENT TEMPLATE

** Teacher candidates should complete the pre-planning chart in IoSL Assignment Submission template.

Project Purpose: Determine your impact on student learning during a specific unit of instruction.

Pre-Planning Information: (To be completed prior to beginning the IoSL assignment)

Question(s) to Consider:

- What unit of instruction will I teach?

Teacher Candidate Name	
Cooperating Teacher Name	
Grade Level/Subject Area	
Prospective Implementation Dates	
Duration (5 days minimum)	
Unit/Topic	
MCCRS Standard(s) to be Taught	

Items to Note:

- The goal should be to complete IoSL Assignments 1-4 during the 1st Experience student teaching placement.
- Students will teach the IoSL instructional unit they create during their 1st Experience student teaching placement.
- Students will submit their IoSL instructional unit (5 days of lesson plans) with Assignment 4.
- Students should use the IoSL Assignment Template for all IoSL submissions. Each new section will be completed in the template as the assignment is ongoing.
- Directions in *italics* contain additional information to reach the “Exceeds Standards” section of the rubric.

IOSL Assignment One

Contextual Factors

Purpose for Assignment 1: Consider the learning environment and contextual factors that may have an impact on the teaching-learning process. Discuss characteristics about the school, classroom, and students that should be considered when planning instruction. List adaptations that will be made to instructional planning and implementation based on contextual information described.

Task: Discuss the relevant contextual factors about the community, school, classroom, and individual students and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning. Discuss any implications and adaptations needed for instruction based on contextual factors.

Question to Consider:

- What do I know about my students?

Discussion:

1.1 Community and School Information

Discuss the following required areas for community and school information:

- Geographic location
- Community/school population
- Diversity
- Socio-economic status
- School type/grades
- *Community support for education*
- *Additional factors that impact education*

1.2 Classroom Information

Describe the classroom:

- Physical arrangement
- Available technology and resources
- Parent/Guardian involvement
- Grouping practices
- *Classroom rules/routines*
- *Scheduling*
- *Additional teachers that provide support*
- *Students who leave for other supports*

1.3 Student Characteristics - Related to Students and Learning Environment

Discuss the following required areas for student characteristics:

- Grade/age level
- Gender
- Race/ethnicity/culture
- Special needs
- Achievement/development/skill levels
- Languages
- Interests, Learning Styles/Preferences
- *Background information on unique circumstances*

IOSL Assignment Two

Learning Goals and Measurable Objectives for Unit

Purpose for Assignment 2: Establish developmentally appropriate and challenging goals and create measurable objectives for the unit of study. Consider different levels of Bloom's Taxonomy when planning measurable objectives.

Task: Given a standard (or standards) from the Mississippi College- and Career-Readiness Standards, establish a unit topic and an overall goal for the unit of study. Write measurable objectives for each day that demonstrate progression to meeting the unit goal and that fulfill varying levels of Bloom's Taxonomy.

Question(s) to Consider:

- What should my students know and be able to do?

Discussion:

2.1 MSCCRS Chosen Standard and Unit Topic
• Describe the unit goal and how it relates to the MCCRS. • <i>Includes a chart / table identifying topic, standards, and how goals are supported</i> • <i>Complete chart 2.1 in Appendix</i>
2.2 Appropriateness of Measurable Objectives
• Describe how daily learning goal/objectives align with MCCRS. • Describe how daily learning goal/objectives reflect a connection to the real world. • Describe how daily learning goals/objectives are appropriate in terms of students': ○ development ○ pre-requisite knowledge ○ skills ○ experiences ○ other needs as described in Contextual Factors (Assignment 1) • <i>Justify how measurable objectives vary according to Bloom's Taxonomy.</i>

IOSL Assignment Three

Assessment

Purpose for Assignment 3: Plan assessments that align with the MCCRS or other approved standards chosen, unit or lesson, and daily objectives that will be used to monitor student progress toward the goals and objectives.

Task: Design an assessment plan to monitor student progress toward mastering objectives. Plan a pre-assessment, variety of formative assessments, and post-assessment (summative). Discuss how students' progress will be monitored, your plan for keeping track of student progress and for communicating assessment results to students.

Note: Pre-assessment is administered well before the unit is taught and is not day 1 of the unit. Be sure you administer your pre-assessment before moving on to Assignment 4.

Question(s) to Consider:

- What do my students already know about the unit topic?
- At the conclusion of the unit, how will I know if my students have mastered the unit objectives? How will students demonstrate what they know and can do?
- What instruction and learning experiences will lead toward mastery of the goal/objectives?
- How will I check for student understanding during the lesson?

Discussion:

3.1 Assessment Plan Overview

- Complete the Assessment Plan Overview Table (Appendix 3.1) to illustrate the relationship between each goal/daily measurable objective, and formative assessment.
- In Assessment Chart: Vary assessments by type. Instead of giving a quiz or the same type of assessment every day, use a variety of assessments. Ensure that each formative assessment assesses the measurable objective for that day. Example: If your daily measurable objective asks students to list and describe each stage of the water cycle, then your formative assessment should be something that requires them to do exactly that.
- In Assessment Chart: Reflect on contextual factors in assignment 1 and indicate daily accommodations/modification on the table; If no accommodation/modification is necessary for an assignment, use n/a.
- *Describe how formative assessments align with measurable objectives and vary by type and Bloom's level.*
- *Provide a rationale for each accommodation/modification based on individual needs of students or contextual factors (Assignment 1).*

3.2 Pre-Assessment and Post-Assessment (Summative)

- **Submit as an attachment in Appendix:** Include copies of the pre-assessment and post-assessment and scoring guides (rubric, answer key, etc.). Include any prompts, and/or student directions that may be needed.
- Describe how and when the pre- and post-assessments will be administered.
- Describe criteria that will be used to determine mastery for pre- and post-assessments that indicate high expectations (example: mastery = 75% or higher on the assessment).
- Describe how the assessments are constructed to minimize bias.
- *Describe how the assessments are constructed to ensure valid conclusions are drawn based on student performance on assessments.*

3.3 Formative Assessments

- **Submit as an attachment in Appendix:** 1-2 formative assessments (examples: quizzes, journal prompts, exit tickets, observation checklists, etc.) and scoring guides (answer key, checklist, rubric, etc.); Vary assessments by type (example: Avoid using a journal prompt each day.).
- Describe the use of multiple methods and approaches in formative assessments.
- Explain the reasoning for selecting the formative assessments that will be used during the unit to indicate scaffolding from pre- to post-assessment knowledge.
- Describe how you plan to monitor student progress based on formative assessments (progress monitoring).
- *Describe how specific assessments address individual differences.*

3.4 Assessment Data

- Complete the student assessment data table (3.4 Student Assessment Data Table) for tracking individual student progress on the pre-assessment, 2-3 formative assessments, and the post-assessment. You may edit the table as needed to best represent your assessment plan. In the table, you should:
 - Enter student's first names in the table.
 - Enter measurable objectives for the formative assessments.
 - Establish the mastery level for determining mastery for each assessment in your data table.
 - The rest of the table will be blank at this point.
- *Discuss how students will be given opportunities to review and communicate about their own progress and learning.*

3.5 Communication of Assessment Results

- Discuss a plan for communicating individual assessment expectations to the students.
- Discuss a plan for communicating individual assessment results to the students.
- Describe a plan for providing descriptive feedback to students that is timely and effective.
- Describe a plan for encouraging students to monitor their own progress throughout the unit.
- *Include a variety of strategies for communicating feedback to all students.*

IOSL Assignment Four

Instructional Design

Purpose for Assignment 4: Reflect on the Contextual Factors and characteristics of the classroom and individual students and design appropriate instruction that utilizes research-based strategies and technology to help students master measurable objectives for the unit of study.

Task: Provide a description of the instructional unit or lessons. Describe the pre-assessment results and implications based on the pre-assessment results. Describe instructional strategies that engage students in critical thinking, problem solving, and provide differentiated instruction to meet the needs of diverse students as outlined in Assignment 1 (Contextual Factors). Describe research-based strategies and technology that will be used throughout the lesson. Describe a plan for communicating individual student progress to parent/guardians.

Note: You will submit your IoSL instructional unit plans (5 days of lesson plans) with Assignment 4. You will teach your IoSL instructional unit after the submission of Assignment 4.

Question(s) to Consider:

- What accommodations do I need to make to meet the needs of my individual students?

Discussion:

4.1 Accommodations/Modification to Instruction Based on Pre-assessment Analysis

- **Submit as an attachment in Appendix:** Create an item analysis table to help you analyze the data from the pre-assessment. In your table, you may record students' responses (correct or incorrect) or scores to individual questions on the pre-assessment or to groups of questions based on the measurable objective that they assess. Study the data to recognize patterns revealed by the data.
- Describe any patterns found that will guide instruction. Examples of patterns that may be shown in the data may include:
 - Less than half of the students answered correctly on a certain question or cluster of questions assessing a particular measurable objective.
 - The majority of students correctly answered a question or cluster of questions assessing a particular measurable objective.
 - A particular subgroup of students performed in a certain way (list it) that would require certain adaptations (remediation or enrichment).
- Describe instructional modifications you are making to a previously planned activity in response to the patterns found in the pre-assessment data. Modifications may be for the whole group, subgroups of students, or for individual students.
- *Provide a research-based finding/contextual information for the instructional accommodations/modifications for whole group, for subgroups, and individual students. Include Citations.*

4.2 Differentiation

- Describe at least one example from your lesson plans where you developed a meaningful and authentic learning experience that includes differentiation.
- Describe how you differentiated the instruction to accommodate developmental and individual needs of each learner in the group. Base differentiation experiences on students' skill levels, learning differences, etc. Reference specific characteristics as described in the Contextual Factors section (Assignment 1).
- *Provide citations that the instructional strategies are research-based.*

4.3 Technology - Teacher Candidate Use in Planning and Delivery of Instruction

- Describe how multiple forms of technology and learning management systems are used during the unit to:
 - facilitate
 - create
 - track
 - analyze
 - communicate student learning.
- Describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and not just by playing games online during the unit.
- *Describe how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.*

4.4 Technology - Student Use

- Describe how technology is used by students to:
 - research
 - create
 - communicate
 - present information during the unit.
- Explain how students used technology to:
 - analyze
 - synthesize
 - evaluate information during the unit.
- *Describe how students use multiple forms of current technology to research, learn, create, communicate, and track student learning during the unit.*

4.5 Plan for Parent/Guardian Communication

***If you are unable to communicate with parents, describe what you would do if you were able to have this communication.**

- Describe the plan for disseminating general information about the unit or lessons to parents/guardians.
- Describe the plan for communicating specific information about individual student progress during the unit to parents/guardians. Include what information will be provided to parents and when it will be shared with them.
- ***Submit as an attachment in Appendix (if available):*** Provide copies of any parent communication (such as a newsletter) created for this unit. It might be helpful to include a place for parents to sign indicating that they have seen the information. The intent is to foster a sense of trust with parents/guardians that acknowledges their contributions to their students' education.

IOSL Assignment Five

Instructional Decision-Making

Purpose for Assignment 5: Reflect on professional practices including differentiating instruction, modifying instruction, and communicating with students.

Task: Describe how teaching strategies were modified during instruction based on student behavior, questions, responses, and performance. Describe how learning experiences were differentiated or modified based on formative assessment data analysis. Describe communication with students regarding their progress.

Note: Take notes while teaching the unit as you reflect on the teaching and learning.

Question(s) to Consider:

- What modifications do I make once I start teaching and working with the students?

Discussion:

5.1 Instructional Modifications Based on Needs of Students

- Describe an example of a time when teaching and/or learning strategies were modified from the original plan according to needs of students based on communication with students such as student behavior, questions, and responses. (*Examples:* changing from groups of 4 to pairs, modifying an activity from the original lesson plan, deleting something from the lesson plan or adding something to the lesson plan, etc.).
- Justify your reasoning for making this modification and give specific student behaviors, questions, and/or responses that prompted you to make the modification.
- Describe how the modification led students toward meeting measurable objectives.

5.2 Instructional Differentiation or Modifications Based on Formative Assessments

- Describe how formative assessment data were analyzed.
- Provide at least one example of how formative assessment data analysis led you to differentiate or modify a specific learning experience of a previously planned activity to accommodate differences in developmental and/or educational needs of students.
- *Provide multiple examples of research-based modifications of instruction to accommodate individual needs of students.*

IOSL Assignment Six

Analysis of Student Learning

Purpose for Assignment 6: Use assessment results to analyze student learning.

Task: Use assessment data to analyze student learning. Analyze student learning gains for the whole class, subgroups, and individual students. Provide evidence of impact on student learning and draw conclusions on overall student learning gains.

Note: Review the information in 6.1 Data Analysis (Student Work) for a list of student work samples to collect and submit as part of this assignment.

Question(s) to Consider:

- What does the assessment data tell me?

Discussion:

6.1 Data Analysis (Whole Class)

- Whole Class - Consider the following as you analyze the degree to which mastery was obtained for the entire class.
 - What did your analysis of the students' learning gains tell you about the degree to which mastery of each of the measurable objectives was achieved?
 - What did the analysis of the learning gains tell you about the degree to which your overall purpose was achieved?
 - Discuss specific evidence from pre- and post-assessment data to support your response.

6.1 Data Analysis (Subgroups)

- Subgroups – Consider the following:
 - Select a group characteristic (ex: gender, performance/ability level, language, age range, etc.). Provide a rationale for the selection of this characteristic.
 - Compare pre-assessment results and post-assessment results for the subgroup chosen
 - Summarize what the data shows about student learning gains and include specific evidence used to support your response.

6.1 Data Analysis (Individuals)

- Individuals – Consider the following:
 - Select two students who demonstrated different levels of performance. Explain why it's important to understand and analyze the learning of these particular students.
 - Use pre-assessment, formative, and post-assessment data with examples of the student' work to draw conclusions about the extent of these students' learning gains.

6.1 Data Analysis (Student Work)

- Include samples of student work.
 - **Submit as an attachment in Appendix:** Include copies of:
 - pre-assessments
 - formative assessments
 - post- assessments.
 - *Reflect on how the overall learning experiences were monitored throughout the unit.*

6.2 Evidence and Interpretation of Impact on Student Learning

- Use pre- and post-assessment data to describe your impact on student learning including student learning gains in terms of numbers of student who achieved, made progress, or failed to master measurable objectives.
- Draw conclusions on overall student learning gains using pre- and post-assessment data. Provide evidence that includes details and reasoning for conclusions drawn.
- *Include multiple hypotheses for why students did or did not achieve mastery on the post-assessment.*

IOSL Assignment Seven

Reflection

Purpose for Assignment 7: Reflect on student success levels of mastery and contributing factors to improve future teaching performance.

Task: Reflect on student learning and possible reasons for high or low success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development to improve your performance as a teacher. Professional development can include a variety of activities – conferences, webinars, professional learning communities, membership in professional organizations, etc.

Question(s) to Consider:

- How can I improve?

Discussion:

7.1 Reflection on High Success/Levels of Mastery

- Select the measurable objective (s) for which students were most successful.
- Provide a thorough discussion of two or more possible reasons for student success. Reflect on factors that might have had an impact on student learning (including the purposes, measurable objectives, instruction, and assessments along with student characteristics and other contextual factors) in your discussion. Discuss how planning and implementation of instruction could have led to student success.
- *Include the progression/next steps for instructional design and teaching for the targeted students with high success on this measurable objective.*

7.2 Reflection on Low Success/Levels of Mastery

- Select the measurable objective (s) for which students were least successful.
- Provide a thorough discussion of two or more possible reasons for the lack of student success. Reflect on factors that might have had an impact on student learning (including the purposes, measurable objectives, instruction, and assessments along with student characteristics and other contextual factors) in your discussion. Discuss how planning and implementation of instruction could be improved upon in the future to improve student performance.
- *Using your discipline's preferred format (MLA, APA, Chicago, CBE, etc.), cite and describe research-based methods for planning or instructional strategies that could be utilized in future to positively impact student learning.*

7.3 Implications for Future Instructional Design and Teaching

- Provide ideas for redesigning learning goals, measurable objectives, instruction, and/or assessments in future teaching.
- Provide a rationale explaining why these ideas for modifications would improve student learning.
- *Cite and describe research-based evidence that supports these ideas.*

7.4 Implications for Professional Development

- Describe at least two professional learning goals for you that emerged from your insights learned and experiences had during the teaching unit and with the Impact on Student Learning.
- Identify two specific steps you will take to meet these learning goals for yourself and to engage in professional development to improve your performance in the critical area(s) you identified.
- *Identify research-based professional development to improve practice.*

STATEWIDE IMPACT ON STUDENT LEARNING RUBRIC

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
Contextual Factors				
<u>1.1. Community and school</u> information The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). <i>CAEP R1.1; INTASC 2; TGR 7</i>	The TC does not discuss information for any of the areas about the community and school and/or the provided information is inaccurate.	The TC provides an incomplete or inaccurate description of characteristics of the community and school for any of the following areas: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides an accurate and comprehensive description for each of the following: information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics).	The TC provides an accurate and comprehensive description for each of the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and Type of school (locale, grade levels, and other pertinent characteristics). <i>The TC also discusses the following: Community support for education and other factors in the environment that impact education.</i>

<u>1.2. Classroom Information</u> The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.) CAEP R1.1, R1.3; INTASC 3; TGR 7	The TC describes inaccurate classroom factors related to the following: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides an accurate but incomplete description of the following classroom factors, or the TC provides a narrow scope of descriptions for the following classroom factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.).	The TC provides an accurate and comprehensive description for each of the following factors: physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.). <i>The TC also describes how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the classroom on a regular basis.</i>
<u>1.3. Student Characteristics</u> The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences CAEP R1.1; INTASC 1, 2; TGR 2	The TC describes inaccurate or incomplete classroom and student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests, and learning differences.	The TC provides an accurate but incomplete description of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences.	The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, interests and learning differences.	The TC provides an accurate and comprehensive description for each of the student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/ culture, special needs, achievement levels, language, and interests, and learning differences. <i>The TC also includes background information from parents/guardians and/or teachers that is helpful in better understanding student characteristics.</i>

Learning Goals and Objectives for Unit and/or Group of Lessons

Indicator	0	1	2	3
<u>2.1. MCCRS and Unit or Group of Lessons Topic and Learning Goals</u> The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals. <i>*MCCRS refers to the Mississippi College- and Career-Readiness Standards</i> CAEP R1.3; INTASC 7; TGR 1	The TC does not identify MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and does not describe the lesson plans learning purposes/goals	The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals but does not describe the lesson plans learning purposes/goals.	The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals.	The TC identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes the lesson plans learning purposes/goals <i>The TC also includes a chart/table that clarifies the standards and topics and describes how the overall learning goal supports previous goals and/or will support future learning goals.</i>
<u>2.2. Appropriateness of Objectives</u> Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors. CAEP R1.1, R1.3; INTASC 1; TGR 2	Daily learning goals and objectives are not aligned with MCCRS and do not reflect a connection to the real world or to the TC's research on community, school, or classroom factors. The objectives do not consider students' development, characteristics, experiences, skills, or prior learning.	Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and the TC's research on community, school, and classroom factors but does not take into consideration knowledge of students' development, characteristics, experiences, skills, or prior learning.	Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's contextual information/findings on factors including, but not limited to, knowledge of student' development, characteristics, experiences, skills, and prior learning.	Daily learning goals and objectives, aligned with MCCRS, reflect a connection to the real world and to the TC's contextual information/findings on factors including, but not limited to, knowledge of students' development, characteristics, experiences, skills, and prior learning. <i>The TC also includes objectives that demonstrate differentiation using Bloom's/DOK levels.</i>

Assessment Plan

3.1. Assessment Plan Overview

The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.

CAEP R1.3; INTASC 6; TGR 3

The TC does not include an Assessment Plan Overview Table or assessments do not align with the daily objectives or accommodations/modifications are not included or are not based on individual student needs or contextual factors.

The TC provides an Assessment Plan Overview Table that is incomplete and does not include all daily assessments that match daily objectives AND/OR accommodations/modifications are not included based on individual student needs or contextual factors.

The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors/findings.

The TC provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors/findings.

The TC also discusses the alignment of assessments to objectives and includes a rationale for each modification based on individual needs of students or contextual factors/findings.

3.2. Pre-Assessment and Summative Assessment

The teacher candidate (TC) provides descriptions of the pre- and post- assessments, noting when assessments will be administered, and criteria used to establish mastery.

CAEP R1.3; INTASC 6; TGR 3

The TC does not describe how the pre-assessment and summative assessment are administered, or how the assessments are aligned with daily objectives, or the criteria used to establish mastery, or the TC does not include copies of these assessments and scoring guides (rubrics, answer keys, etc.),

The TC provides incomplete descriptions of how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, or the criteria used to establish mastery. Copies of the pre- and post- assessments and scoring guides (rubrics, answer keys, etc.) are included.

The TC describes how the pre-assessment and summative assessment are administered, how the assessments are aligned with daily objectives, and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered.

The TC describes how the pre-assessment and summative assessment are administered and the criteria used to establish mastery. The TC includes copies of these assessments and scoring guides (rubrics, answer keys, etc.), and descriptions of when assessments will be administered.

The TC also describes how the assessments are constructed to both minimize bias and to ensure valid conclusions are drawn based on student performance on assessments.

<u>3.3. Daily Assessments (Formative Assessments)</u> The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. CAEP R1.3; INTASC 6; TGR 3	The TC does not provide a description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1-2 formative assessments are not included.	The TC provides an incomplete or inaccurate description of the use of multiple methods and approaches for assessing student learning, the rationale for each assessment, or explanation of progress monitoring. Copies of 1- 2 formative assessments (include scoring guides if applicable) are not all included or do not vary in type.	The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are included.	The TC describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring. Copies of 1-2 formative assessments (include scoring guides if applicable) are included. <i>The TC also describes how specific assessments address individual differences. (INTASC 6k)</i>
<u>3.4. Assessment Data</u> The teacher candidate (TC) provides an assessment data table that documents individual performance on a pre-assessment, 1-2 formative assessments, and a summative assessment. Mastery criteria for each assessment is included for all students. CAEP R1.3; INTASC 6; TGR 3	The TC does not provide an assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessment.	The TC provides an incomplete or unorganized assessment data table for keeping track of student performance on a pre-assessment, 1-2 formative assessments, and a summative assessment.	The TC provides an assessment data table that documents individual student's performance on a pre-assessment, 1-2 formative assessments, and a summative assessment. Mastery criteria for each assessment is included for all students.	The TC provides an assessment data table that documents individual student's performance on a pre- assessment, 1-2 formative assessments, and a summative assessment. Mastery criteria for each assessment is included for all students. <i>The TC also discusses how students will be given opportunities to review and communicate about their own progress and learning. (INTASC 6q)</i>
<u>3.5. Communication of Assessment Results</u> The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit. CAEP R1.3; INTASC 6; TGR 3	The TC does not provide a plan for communicating assessment expectations, results, or feedback.	The TC provides a plan for communicating assessment expectations, results, and feedback to all students, but the plan lacks a method for students to monitor their own progression through the unit.	The TC describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit.	The TC describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for students to monitor their own progression through the unit. <i>The TC also includes a variety of strategies for communicating feedback to all students.</i>

Instructional Design

<u>4.1. Accommodations/ modifications to Instruction Based on Pre- Assessment Data Analysis</u> The teacher candidate (TC) analyzes pre-assessment data to determine accommodations /modifications to instruction with descriptions of the accommodations/ modifications for the whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2	The TC does not analyze pre-assessment data or use the results to identify patterns of student performance relative to learning goals and objectives and does not describe instructional modifications for the whole group, subgroups of students, or for individual students	The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives but does not describe instructional modifications for the whole group, subgroups of students, or for individual students.	The TC analyzes pre-assessment data and uses the results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students.	The TC analyzes pre- assessment data and uses results to identify patterns of student performance relative to learning goals and objectives and describes instructional modifications for the whole group, subgroups of students, or for individual students. <i>The TC also provides a research-based findings/contextual information for the instructional accommodations/ modifications for whole group, for subgroups, and individual students.</i>
<u>4.2. Differentiation</u> The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students. CAEP R1.1; INTASC 2; TGR 4	The (TC) does not include evidence of research- based strategies or procedures to differentiate learning for all students.	The (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students based on students’ skill levels, learning differences, multiple intelligences, and does not reference specific individual student characteristics as described in the contextual factors’ sections.	The (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students based on students’ skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors’ sections.	The (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students based on students’ skill levels, learning differences, multiple intelligences, and references specific individual student characteristics as described in the contextual factors’ sections. <i>The TC also provides citations that the instructional strategies are research-based.</i>

<u>4.3. Technology – Teacher Candidate</u> The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating. <i>CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 5, 6, 7</i>	The TC did not use technology in the lesson plans to facilitate, create, track, analyze, and communicate student learning. The TC does not describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning but does not describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.	The TC describes how technology and learning management systems are used to facilitate, create, track, analyze, and communicate student learning. The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating. <i>The TC also describes how multiple forms of current technology are used to research, learn, create, communicate, and track student learning.</i>
<u>4.4 Technology –Student Use</u> The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. <i>CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 6</i>	The TC does not describe how technology is used by students to research, create, communicate, and present and does not explain how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present but does not explain how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.	The TC describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate. <i>The TC also describes how students used multiple forms of current technology to research, learn, create, communicate, and track student learning.</i>
<u>4.5. Plan for Parent/Guardian Communication</u> The teacher candidate (TC) describes the plan for communicating with parents/guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication. <i>CAEP R1.1, R1.4; INTASC 9, 10; TGR 9; ISTE 7</i>	The TC describes an incomplete plan for disseminating unit information and explaining how individual student progress was shared with parents/guardians. The TC does not provide evidence of communication with parents or guardians.	The TC describes an incomplete plan for disseminating unit/lesson information or explaining how individual student progress was shared with parents/guardians but does provide evidence of some communication with parents/ or guardians.	The TC describes the plan for disseminating unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.	The TC describes a plan for disseminating unit/lesson information and communicating student progress to parents and/or guardians. The TC provides multiple pieces of evidence of consistent communication with parents or guardians. <i>The TC also provides examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to their students’ education.</i>

Indicator	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
Instructional Decision-Making				
<u>5.1. Instructional Modifications Based on Needs of Students</u> The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s. CAEP R1.3; INTASC 6; TGR 2	The TC does not describe modifications to instruction that are congruent with learning objectives or does not provide a complete rationale for those modifications based on student performance; or the TC does not provide a description of how the modification led students toward meeting objectives.	The TC describes modifications to instruction that are congruent with learning objectives but does not provide a complete rationale for those modifications based on student performance. The TC provides an incomplete description of how the modification led students toward meeting objectives.	The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, <u>OR</u> responses that justifies the instructional modification/s.	The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, <u>AND</u> responses that justifies the instructional modification/s.
<u>5.2. Instructional Differentiation or Modifications Based on Formative Assessments</u> The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3	The TC does not describe the use of formative assessment data or does not include examples of data-based modifications to instruction.	The TC gives an incomplete description of the use of formative assessment data and includes an example of modifications to instruction to accommodate individual differences in developmental and/or educational needs of students but does not cite student data as the basis for the modification.	The TC describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.	The TC describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. <i>The TC also includes multiple examples of research-based modifications of instruction to accommodate individual needs of students.</i>

Analysis of Student Learning

<u>6.1. Data Analysis</u> The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work. CAEP R1.3; INTASC 6; TGR 3	The TC does not provide analyses for either whole class, subgroups, or individuals. Student work samples from each category are missing.	The TC provides an incomplete analysis. The TC provides analyses for either whole class, subgroups, or individuals. Student work samples from each category are provided.	The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance with samples of student work.	The TC analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and two students who demonstrated different levels of performance with samples of student work. <i>The TC also reflects on how the overall learning experiences were monitored throughout the unit or group of lessons.</i>
<u>6.2. Evidence and Interpretation of Impact on Student Learning</u> The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives. CAEP R1.3; INTASC 6; TGR 3	The TC does not use pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives	The TC uses pre- and post-assessment data to describe impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives but does not draw conclusions about the impact on student learning.	The TC uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives.	The TC uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives. <i>The TC also provides multiple hypotheses for why students did or did not achieve mastery on the post-assessment.</i>

Reflection				
<u>7.1. Reflection on High Success/ Levels of Mastery</u> The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning. CAEP R1.4; INTASC 9; TGR 8	The TC selects objective/s for which students were most successful but does not discuss factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were most successful and provides limited discussion of the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were most successful and provides a thorough discussion on the factors that might have successfully impacted student learning (including purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). <i>The TC also includes the progression/next steps for instructional design and teaching for the targeted students with high student success.</i>
<u>7.2. Reflection on Low Success/ Levels of Mastery</u> The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning. CAEP R1.4; INTASC 9; TGR 8	The TC selects objective/s for which students were the least successful but does not provide a discussion of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were the least successful and provides a limited discussion of factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors).	The TC selects objective/s for which students were the least successful and provides a thorough discussion on the factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors). <i>The TC also cites and describes research-based methods for planning or instructional strategies that could be utilized in future to positively impact student learning.</i>

<u>7.3. Implications for Future Instructional Design and Teaching</u> The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning. CAEP R1.4; INTASC 9; TGR 8	The TC does not discuss ideas for redesigning purposes, objectives, instruction, and assessments in future teaching.	The TC discusses ideas for redesigning purposes, objectives, instruction, and assessments in future teaching BUT they are inappropriate or there is no rationale provided explaining why these modifications would improve student learning.	The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning.	The TC discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning. <i>The TC also cites and describes research-based evidence that supports these ideas.</i>
<u>7.4. Implications for Professional Development</u> The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas. CAEP R1.4; INTASC 9; TGR 8	The TC does not discuss professional learning goals or ideas for professional development to improve teaching.	The TC discusses one professional learning goal to improve teaching that emerged from insights learned from teaching the unit.	The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas.	The TC discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including professional development to improve teaching and planning in these areas. <i>The TC also identifies research based professional development to improve practice.</i>