

**Rhode Island College**  
**Elementary Education Undergraduate Program Review**

**Section IV Evidence for Meeting Standards**

Assessment 5: Assessment of Candidate Effect on Student learning

Program Requirements

1. **ELED 424: Teaching Developmental Reading II – Learning Analysis**
  2. ELED 437: Teaching Elementary School Science – Assessment of Student Learning
  3. ELED 438: Teaching Elementary School Mathematics – Assessment Analysis
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Program Requirement 1 – ELED 424: Teaching Developmental Reading II – Learning Analysis

**Brief Description of the Assessment**

ELED 424 Teaching Developmental Reading II is one of the 6 content-based methods courses teacher candidates are required to take in their program. In this second elementary reading methods course, students investigate alternative teaching methods and materials for diverse populations and have additional responsibilities for managing and organizing a classroom for reading instruction. This field-based experience is concerned with reading instruction from a developmental perspective. Candidates teach lessons in a developmentally appropriate unit using children's literature under the direction of the elementary cooperating teacher and the college professor.

The Learning Analysis chronicles teacher candidates' growth and development throughout their teaching experience. Candidates must also include knowledge gained from coursework and research as they analyze their effectiveness on student learning. It is one measure teacher candidates use to demonstrate competence in the teaching of Reading. Teacher candidates must earn an Acceptable or Exemplary rating on the artifact, and are allowed one opportunity for revision should there be issues with their unit. It is then presented as evidence in their Preparing To Teach Portfolio prior to student teaching as documentation of readiness in this area.

**Alignment with ACEI Standards**

Candidates are expected to demonstrate a high level of competence in the Reading/Language Arts as they use concepts from reading, language and child development to plan and instruct (ACEI 1.0, 2.1). They use information gained from pre-assessments of their students to plan (4.0). Lesson plans must integrate content via children's literature, provide activities that prompt student engagement through collaboration and discussion (ACEI 3.1, 3.2, 3.3, 3.4, and 3.5). The Learning Analysis is a reflection of and response to their teaching experiences.

**Analysis of the Data Findings**

The data collected for the Learning Analysis is the result of tallying multiple scores. Each component is scored, tallied then totaled for a final rating of Exemplary, Acceptable or Unacceptable.

The Spring 2010 data shows that 45% of the teacher candidates earned an Exemplary rating; Fall 2009 data shows that 53% of the candidates earned an Exemplary rating; and the Spring 2009 data shows that 37% of the candidates earned an Exemplary rating. In each semester there were some teacher candidates with Unacceptable ratings but each was given an opportunity to revise and in each case was revised to an Acceptable rating.

**Interpretation of How the Data Provides Evidence for Meeting Standards**

The Learning Analysis has seven components of assessment: reflection/response, use and integration of children's literature and activities, use of multiple forms of assessment, crossing content areas, clarity of future lesson ideas, use of professional resources and the presentation of the Learning Analysis artifact to peers (ACEI 1.0, 2.1, 3.1, 3.2, 3.3, 3.4, 3.5 and 4.0). The Exemplary and Acceptable ratings on the Learning Analysis provide evidence that teacher candidates have been successful teaching reading in the elementary school.

### Assessment Documentation

Building on your teaching throughout the semester, reflect on lessons taught, and how they influence future reading instruction, discuss your pre-assessments, review how you designed your reading lessons, choose the specific foci for instruction, as well as the children's literature included in the lessons; and now based on your outcomes and performance based continuous formative assessments from your lessons what the child needs to learn next and why? Include in your reflection what specifically the child needs to learn next, and children's literature you would use in future instruction. Be aware of instruction that crosses content areas (e.g. math, social studies, science) and be clear of future lesson plan ideas. Use your knowledge of reading instruction, professional articles such as (The Reading Teacher, Reading Research Quarterly, Language Arts), textbooks and professional websites. Incorporate the required professional resources. Have a bibliography page of materials used.

Use instruction that crosses content (e.g. math, social studies, science) areas. Check schedule for peer review date and presentation due date. The presentation is a summary of Learning Analysis presented to the class. Use of backboards, children's literature, handouts, or a power point presentation is encouraged. Learning Analysis Artifact due on the date of presentation. **Assessment tool follows this section.**

This artifact is one of the Department of Elementary Education's Preparing to Teach Portfolio requirements and as such must have a rating of Acceptable or Exemplary. Teacher candidates are allowed one opportunity for revision should there be any issues with this work. The Acceptable and Exemplary artifact scores represent the candidates' levels of readiness in this area.

The data is listed in the columns: Exemplary, Acceptable, Revised and NA (Not Applicable). In the instance of a teacher candidate who transfers to Rhode Island College with prior experience and coursework the Department of Elementary Education Chair makes a decision about course substitutions. NA denotes that a decision was made based on the Chair's decision to substitute one course for another. The Revision column lists the number of teacher candidates who earned an unacceptable rating upon first submission, revised the artifact and upon that revision earned an Acceptable rating. The Acceptable column includes the scores from teacher candidates who earned an Acceptable rating and also includes the scores of those who revised their artifacts and earned Acceptable.

#### Program Requirement 1 – ELED 424: Teaching Developmental Reading II – Learning Analysis

	Learning Analysis			
	Number scored at each rating level.			
	Exemplary	Acceptable	Revised	NA
Spring 2010 n = 57	26	31	2	-
Fall 2009 n = 81	43	38	5	-
Spring 2009 n = 49	35	13	1	1

Rhode Island College  
 Feinstein School of Education and Human Development  
 Department of Elementary Education  
 Scoring Rubric for Learning Analysis Artifact ELED 424-0

Name \_\_\_\_\_

Date \_\_\_\_\_

<b>Learning Analysis</b>	<b>Exemplary</b>	<b>Acceptable</b>	<b>Unacceptable</b>
Reflects on pre-assessment, lessons taught, and how this reflection influences next instructional plan (formative assessment) for general and specific students.	(6,5)	(4,3)	(2-0)
Use of Children’s Literature, games, tasks, activities.	(3)	(2)	(1,0)
Use of multiple forms of assessment aligned with objectives and tasks.	(3)	(2)	(1,0)
Instruction that crosses content area (math, social studies, science)	(2)	(1)	(0)
Clarity of future lesson plan ideas (summative assessment and implications for future lessons)	(3)	(2)	(1-0)
Incorporates required 3 professional resources (including one professional Website)	(3)	(2)	(1-0)

An Acceptable or Exemplary rating provides evidence that teacher candidates met ACEI Standards 1.0, 2.1, 3.1,3.2, 3.3, 3.4 3.5,4.0

**Learning Analysis Artifact**

Exemplary (20-17) \_\_\_\_\_

Acceptable (16-13) \_\_\_\_\_

Unacceptable (12-0) \_\_\_\_\_

Revision (1) \_\_\_\_\_

\_\_\_\_\_  
 Professor

\_\_\_\_\_  
 Date