

ASSESSMENT V

Candidate Effect on Student Learning

The Master of Arts in Teaching program has long been concerned with candidate impact on student learning. As part of our efforts the department developed its own instrument that was included in the Exit Portfolio, a new instrument is now in use as part of the Teacher Candidate Work Sample that was implemented this year and is reflected in the data presented for cohort III.

The Candidate Effect on Student Learning as found in the Exit Portfolio makes use of eight indicators: 1. Pre-Assessment is utilized for instruction and evaluation, 2. Formative Assessment is utilized for instruction and evaluation, 3. Post-Assessment is utilized for evaluation and in planning for subsequent instruction, 4. Variety of Assessments, 5. Alignment among selected objectives, 6. Assessment Criteria, 7. Justification of Assessments, Justification of Adaptations. This portion of the portfolio was critical for the candidates final reflection of the their Implemented Units as they explained what worked, what didn't, and what they would do differently the next time they had the chance to roll out the Unit. Cohorts I and II demonstrated a range between Competence (3) and Strength (4) with an average 3.2 and 3.5 in Cohort I and 3.3 and 3.6 in cohort II. The Teacher Candidate Work Sample that was produced by Cohort III helps us to refine what both we and the candidate understand about the impact of their pedagogy on student learning. The revised Candidate Effect on student Learning makes use of eighteen indicators: Learning Goals and Objectives; 1. Appropriateness for students 2. Rationale/Purpose; Assessment Plan: 3. Alignment of Unit Objectives and Assessments 4. Justification for Assessment Methods; Justification: 5. Adaptation Based on the Individual Needs of Students 6. Rationale; Instructional Decision Making: 7. Rethinking Your Plans for a Group of Students 8. Revisions for a Group of Students Based on Analysis of Student Learning 9. Explanation of the Modifications Made for a Group of Students 10. Rethinking Your Plans for Individual Students 11. Revision for an Individual Student Based on an Analysis of Student Learning 12. Explanation of the Revisions Made for an Individual Student; Analysis of Student Learning: 13. Alignment with Selected Unit Objectives 14. Clarity and Accuracy of Presentation of Graphs 15. Interpretation of Data 16. Evidence of Impact on Student Learning 17. Insights on Effective Instruction and Assessment 18. Self Evaluation and Implications for Future Teaching. Candidates ranged between Acceptable (3-4) and Target (5-6) with the average falling within the Target range (5.2-5.7).

Careful planning that is emphasized in the Practicum and reinforced during the Student Teaching Seminar forces candidates to continuously critically assess the connection between the Objectives and Critical Questions they wish to pose during the course of a lesson or unit. It is the connection between the critical questions and objectives that provides them with a way to assess both the students under their charge and the effectiveness of their lesson both in time and in reflection afterwards. We feel that Candidate's ability to critically reflect on the impact of their pedagogy on the students they are working with is one of the most important elements in assessing the candidates' readiness for initial licensure.