Section IV: Evidence for Meeting Assessment 5
Impact on Student Learning
Fall 2010

1. **Description of the Assessment**
    a. This assessment provides evidence of the Teacher Candidate's (TC) teaching effectiveness as viewed through the learning and performance of their students during the student teaching semester. TC plan, administer, and assess a minimum of one unit in each placement during the student teaching semester. TC are required to create a plan to assess their instructional effectiveness by measuring the impact that they have on the learning of their students. TC will administer a pre-test and post-test, statistical data will be collected and analyzed, and an evaluation will be made of their teaching effectiveness. This "Impact on Student Learning" artifact is a major piece of the required TC Work Sample, and is required of all TC as part of their student teaching responsibilities and must be completed during the semester of their student teaching.

    b. Alignment with the NASPE Standards:

        • NASPE 5.1: TC Select or create appropriate assessments that will measure student achievement of goals and objectives. TC accomplish this by developing, implementing and assessing their efforts via the completion of a unit plan in each of two placements (i.e., one each in elementary and secondary placements).

        • NASPE 5.2: TC Use appropriate assessments to evaluate student learning before, during, and after instruction. TC demonstrate this by the successful planning, implementation and assessment of their units in both their elementary and secondary field placements.

        • NASPE 5.3: TC Use the reflective cycle to implement change in teacher performance, student learning and/or Instructional goals and decisions. TC demonstrate this by their reflection analyses completed once they have delivered and assessed their unit plans in both their placements (i.e., elementary and secondary)

c.   Brief Analysis of the Data Findings: A total of 100% (6) of the TC achieved a rubric score of 4 or better (Target – Exceed) for each indicator evaluated; indicative of acceptable achievement or better. Several TC scored well above the score of 4 (i.e., scored 6) on many indicators. As evidenced from the scores collected, all of our teacher candidates met all of the NASPE Standard 5 elements. These scores are indicative that our TC have demonstrated competencies related to the use of appropriate assessments, the ability to reflect in a manner that assists both their instructional practice and the learning and development of their students, as well as to assist them in their efforts to make educated and informed decisions about current and future instructional plans. Five of the six TC (83.3%) achieved a score of "Exceed", with only one TC (16.7%) achieving a "Target" score. The faculty concludes that all of the TC have surpassed the desired competencies for this assessment, supported by mean scores in the range of 5.7 to 4.6 (high 5.7 and low 4.6). The faculty determined that students were strongest in the areas of data interpretation (mean 5.8), evidence of the impact of their instructional efforts (mean 5.7), and insights (i.e., reflective analyses) on effective instruction (mean 5.7). The faculty believes that the data provides evidence that TC have successfully completed (at least to a "Target" level) all aspects of the teaching endeavor. The mean scores for each indicator were 5.2 to 5.8 and the range of the mean scores across all categories (i.e. total mean score) was 5.7 to 4.6   Most TC were well above the required minimal score.

d.   Evidence of Meeting the Standards: The faculty concludes that teacher candidates possess exceptional competencies and skills related to the use of assessments, reflective practice, and to make informed instructional decisions based upon data which describes the learning and performance of their students.   Each TC has developed competencies required to become an effective teacher. Faculty interpreted the data and the TC are meeting Standard elements 5.1, 5.2, 5.3 because the TC have demonstrated the ability to assess student learning, revise/adjust instructional plans based on student learning/performance data, and are able to modify future lessons and instructional decisions based on reflective decision-making emerging from the data collection process.

2. **Assessment Documentation**

   e. Assessment Tool

   Purpose: The purpose of this assessment is to ascertain your effectiveness as it specifically relates to the impact it makes on your students. You are required to plan, design, deliver, and assess a minimum of one unit plan in each of your clinical placements (one in elementary and one in secondary). You are to select one of the unit plans for in-depth analysis as described here. This process should be coordinated with the cooperating teacher in the clinical placement. This analysis should provide evidence that you are able to positively influence change (i.e., learning) in the students you instruct.

   Process: You will, while working with your cooperating teacher, select, plan, design, implement, and assess unit plans (a minimum of one in each placement). You are expected to administer both pre- and post-test assessments as a method of determining their specific effectiveness with a minimum of one class. You are to collect data, analyze it statistically in a number of possible ways, display the results graphically, and visually in a manner that is easy for a reviewer to navigate and understand.

   You are to analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. You must use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section. In short you identify and determine unit goals and objectives, design and implement appropriate assessment tools, administer the unit plan, and then assess the resulting effects / the learning impact on students, and finally statistically analyze the results, and display the results graphically. You will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

   The last part of the process is for you to analyze your results, reflect upon your efforts, project from the results to future teaching assignments in similar situations.

   Whole class: To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).

   Subgroups: Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.

   Individuals: Select two students who demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

   Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

Product: You are expected to present all the data collected and analyzed in a clear, comprehensive, creative, and graphically pleasing manner. Reviewers should be able to easily perceive the results of the impact you had on your students, review the important data points made in your visual organizers and graphic presentations, as well as review your reflections upon the entire experience. It is significant to note that you are required to reflect upon how this experience, in this setting, would/could influence your future teaching assignments and instructional efforts with future students. To successfully complete this assignment, you may achieve no more than two "Developing" scores, with all the remaining elements being scored at the level of "Target" or Exceeds." This standard must be satisfied in order to achieve an "acceptable" score on the Teacher Candidate Work Sample, and thereby meet all the requirements to pass the student teaching experience and graduate.

f. Assessment Tool Scoring Guide:

Scoring Guide for Physical Education
Analysis of Student Learning
NASPE 5.1, 5.2, 5.3

Element	Levels of Performance			
	Exceeds (5-6)	Target (3-4)	Developing (1-2)	Weakness (0)
NASPE 5.1 Assessment achieves Goals and Objectives	Analysis of student learning includes strong, positive, and clear evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal. Graphs and charts are creative, comprehensive, clear, and easy to navigate.	Analysis of student learning includes sufficient evidence of the impact on student learning in terms of the number of students who achieved and made progress toward each learning goal. Graphic displays are adequate and provide adequate support for TC impact.	Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. Graphic displays and charts are not very clear, or are incomplete and/or difficult to navigate, or does not support TC impact on student learning.	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. Graphics/visuals are either incomplete, not clear, or do not provide evidence of TC impact on student learning.

Analysis of Student Learning
NASPE 5.1, 5.2, 5.3

Element	Levels of Performance			
	Exceeds (5-6)	Target (3-4)	Developing (1-2)	Weakness (0)
NASPE 5.2 Assessments before, during, and after instruction.	Analysis of student learning includes clear evidence of the TC assessments made before, during, and after instruction, as well as selection of very appropriate design and implementation of a precise assessment instrument. Graphs and charts are comprehensive, clear, easy to navigate, creative and clearly support the assessment design.	Analysis of student learning includes sufficient evidence of the TC's effort to utilize information from assessments, before, during, and post-instruction. An adequate selection, design, and use of an assessment instrument, which facilitated the determination of the impact on student learning is mostly apparent. Graphic displays are sufficient and provide adequate support for TC use of an appropriate assessment tool.	Analysis of student learning includes some evidence of the TC's effort to use assessment information/data before, during, and after instruction. Selection, design, and use of assessment techniques to support the determination of the TC's impact on student learning are somewhat accurate. Graphic displays and charts are not very clear, or are incomplete and/or difficult to navigate, or does not support TC impact on student learning.	Analysis of student learning fails to include evidence of the TC's use of assessment plans and or/or derived data before, during, and after instruction. Design, planning, and implementation of an appropriate assessment instrument are inaccurate. Graphics/visuals are either incomplete, not clear, or do not provide evidence of TC impact on student learning.

Analysis of Student Learning
NASPE 5.1, 5.2, 5.3

Element	Levels of Performance			
	Exceeds (5-6)	Target (3-4)	Developing (1-2)	Weakness (0)
Reflection NASPE 5.3	Analysis of student learning includes clear evidence of the use of appropriate reflective analysis to impact instructional decision making and thereby enhance student learning. Ample evidence is provided which indicates the TC is able to modify instruction based on reflection. Goals and objectives modified as well based on TC reflective analysis.	Reflective analysis is employed effectively but to a lesser degree. Reflective analysis includes sufficient evidence of utilizing data to some degree to influence future planning and instructional efforts. Some efforts made to modify goals and objectives based on reflective analysis.	Reflective analysis of TC efforts minimally influences student learning, goals and objectives, and superficially impacts TC's future efforts to impact students. TC's reflective analysis touches upon selected, but not all of the pertinent issues related to future instructional planning, assessment, and student learning.	Reflective analysis is superficial (i.e., does not truly analyze pertinent aspects of the TC instructional endeavor) and minimally effects future instructional efforts, planning, and impact on student learning.

g. Data Charts

Assessment 5
Impact on Student Learning Table
NASPE 5.1, 5.2, 5.3

	Alignment w/ Objective	Clarity Accuracy	Interpretation Data	Impact Evidence	Insight on Effective Instruction	Self Evaluation & Implications	Organization Readability	Total Score	
Total Points Available	6	6	6	6	6	6	6	42.0	MEAN
Candidate 1	5	4	5	5	5	4	4	32.0	4.6
Candidate 2	5	5	6	6	6	6	5	39.0	5.6
Candidate 3	5	6	6	5	5	5	6	38.0	5.4
Candidate 4	6	5	6	6	6	5	5	39.0	5.6
Candidate 5	6	5	6	6	6	6	5	40.0	5.7
Candidate 6	5	6	6	6	6	5	6	40.0	5.7
MEAN	5.3	5.2	5.8	5.7	5.7	5.2	5.2	38.0	

- Exceeds = 5-6, Target = 3-4, Developing = 1-2, Weakness = 0

Assessment 5
Impact on Student Learning Table
NASPE 5.1, 5.2, 5.3

	Exceeds 5-6	Target 3-4	Developing 1-2	Weakness 0
Candidate 1		❖		
Candidate 2	❖			
Candidate 3	❖			
Candidate 4	❖			
Candidate 5	❖			
Candidate 6	❖			

❖ Analysis of student learning rubric score