Assessment #5

At Rhode Island College, we use two main tools to assess student learning within secondary science education: observations of teacher candidates and the Teacher Candidate Work Sample (TCWS). In addition to the day-to-day interactions that are integral to the student teaching experience, students are formally observed on four occasions by their classroom supervisor, and on three occasions by their college supervisor. Alignment between these tools and the NSTA/NCATE standard is shown below in Table 10: Alignment for student learning along with the corresponding Section of the Rhode Island Professional Teaching Standards (RIPTS).

Following Table 10, there is a presentation of our student learning data and our analysis. At Rhode Island College, we believe that the very clear message of the National Science Education Standards is that the history of science, nature of science, inquiry, and issues ARE content to be taught, and should be assessed as such. Research shows, for example, that treating nature of science as an introductory unit at the beginning of the year is ineffective; our approach is to integrate these with the content of our scientific disciplines throughout the semester. We demonstrate this to our teacher candidates by teaching them about the broader context of science in Physical Science 357: Historical and Contemporary Contexts of Science. We then ask them to integrate their knowledge of content, context, and pedagogy in SED 410, Practicum in Secondary Science Education. We ask them to do the same with their own teaching.

The instruments and rubrics used for observation of teacher candidates are attached at the end of this document. The instruments and rubrics for the relevant process of the TCWS, Process #6: Analysis of Student Learning, are also attached at the end of this document. For reference, the full version of the TCWS can be found attached to Assessment #3.

Table 10

Alignment for Student Learning

NSTA standard	Observation Form	TCWS components
1a) Understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the NSTA.	Planning, Reflection, Overall rating	Alignment with Selected Unit Objectives (RIPTS 9) Clarity and Accuracy of Presentation of Graphs(RIPTS 9) Interpretation of Data (RIPTS 9) Evidence of Impact on Student Learning (RIPTS 9) Insights on Effective Instruction and Assessment(RIPTS 10)
1b) Understand and can successfully convey to students the unifying concepts of science delineated by the NSES.	Planning, Reflection, Overall rating	Alignment with Selected Unit Objectives (RIPTS 9) Clarity and Accuracy of Presentation of Graphs(RIPTS 9) Interpretation of Data (RIPTS 9) Evidence of Impact on Student Learning (RIPTS 9) Insights on Effective Instruction and Assessment(RIPTS 10)
2c) Engage students successfully in studies of the natures of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.	Planning, Action, Content, Reflection, Overall rating	Alignment with Selected Unit Objectives (RIPTS 9) Evidence of Impact on Student Learning (RIPTS 9) Self Evaluation and Implications for Future Teaching (RIPTS 10)
3b) Engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner	Planning, Action, Content, Reflection, Overall rating	Clarity and Accuracy of Presentation of Graphs(RIPTS 9) Evidence of Impact on Student Learning (RIPTS 9) Self Evaluation and Implications for Future Teaching (RIPTS 10)
4b) Engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions, relating these to the knowledge, goals, values of the students.	Planning, Action, Content, Reflection, Overall rating	Alignment with Selected Unit Objectives (RIPTS 9) Clarity and Accuracy of Presentation of Graphs(RIPTS 9) Evidence of Impact on Student Learning (RIPTS 9) Self Evaluation and Implications for Future Teaching (RIPTS 10)

Table 11

Student Learning data from Observations

Section of Observation Form	2007-2008	2008-2009	2009-2010
Planning	n/a	undergrad = 4.62 post-degree = 4.83	undergrad = 4.41 post-degree = 4.40
Action	n/a	undergrad = 4.29 post-degree = 4.67	undergrad = 4.38 post-degree = 4.18
Content	n/a	undergrad = 4.75 post-degree = 5.08	undergrad = 4.71 post-degree = 4.36
Overall Rating	n/a	undergrad = 4.46 post-degree = 5.0	undergrad = 4.9 post-degree = 4.55

Analysis of observation data

Over the last two years, we have seen that our new system for evaluating teacher candidates is working. Our observations forms are built on a 6pt scale, in which 3-4 is the expected value for a teacher candidate, and 5-6 indicates professional quality. While numbers are too small for rigorous statistical testing, our students meet and exceed the expectations given them. Our students are between 4.18 and 5.08 in all categories.

When the semester is complete, our teacher candidates are asked to complete an in-depth analysis of one of their units. Process six of the TCWS offers a second look at student learning; the results are summarized in Table 12 below.

From the data in Table 12, we can see that across all cohorts and types of student, our students are successfully analyzing the learning of their students; earning scores in the 3-4 range. We have hopes that this will improve in the future, due to two factors. The first is the difficulty of any large-scale transition: many instructors and students were not 100% clear on expectations in the first year of the TCWS assessment. As experience is gained with the new system, clarity will improve.

The second factor is that some of our students are relatively new to analysis of assessment data. This need has been noticed across our department, and steps have been taken to improve our program in this regard. This should help address the largest problem in the data above, specifically Evidence of Impact on Student Learning. While student achievement was quite good when measured with pre- and post-tests, the analysis of that data was occasionally vague or incomplete. After our end-of-year department meeting, our faculty decided to

Table 12

TCWS Process Six: Analysis of Student Learning

	2007-2008	2008-2009	2009-2010
Alignment with Selected Unit Objectives (RIPTS 9)	n/a	undergrad =4.0 post-degree =4.0	undergrad =4.0 post-degree =4.6
Clarity and Accuracy of Presentation of Graphs (RIPTS 9)	n/a	undergrad =4.0 post-degree =5.0	undergrad =3.5 post-degree =5.0
Interpretation of Data (RIPTS 9)	n/a	undergrad =4.0 post-degree =4.0	undergrad =4.0 post-degree =4.6
Evidence of Impact on Student Learning (RIPTS 9)	n/a	undergrad =3.0 post-degree =4.5	undergrad =4.0 post-degree =4.6
Insights on Effective Instruction and Assessment (RIPTS 10)	n/a	undergrad =3.5 post-degree =4.25	undergrad =4.0 post-degree =4.0
Self Evaluation and Implications for Future Teaching (RIPTS 10)	n/a	undergrad =4.0 post-degree =5.0	undergrad =3.0 post-degree =4.0
Organization, readability, spelling, and grammar (RIPTS 8)	n/a	undergrad =4.5 post-degree =6.0	undergrad =4.5 post-degree =5.0
Overall score for Process Six	n/a	undergrad = 3.85 post-degree = 4.68	undergrad = 3.86 post-degree = 4.54

Note. The 2007-2008 cohort did not use the TCWS or the new observation form, and therefore has incompatible data.

emphasize assessment throughout our program, starting with the teacher candidates beginning methods class, SED 406: Instructional Methods, Design, and Technology. We take this as evidence that our new assessment system is providing us with useful data, and we feel strongly at Rhode Island College that this kind of continuous reflection helps us to improve our program.

FSEHD Teacher Candidate Observation and Progress Report

Student Teacher

Candidate: _____ Email: _____ Emplid: _____

College Supervisor: _____ Email: _____

Cooperating Teacher: _____ Email: _____

Grade Level/Content Area Assignment: _____

Program: _____

Cooperating School District/School: _____

Observation: #1 Date: _____ #2 Date: _____ #3 Date: _____

#4 Date: _____ (fourth formal observation not required/optional/if needed)

The purpose of this instrument is to provide instructive feedback about the teacher candidate's teaching performance to the teacher candidate, the college supervisor, and the teacher candidate's cooperating teacher during the teacher candidate's student teaching. The instrument is to be completed following each formal observation of classroom instruction. Prior to the lesson, the observer will review the teacher candidate's lesson plan. During the lesson, the observer takes notes and then completes SECTIONS ONE and TWO of this instrument. The observer completes SECTION THREE following a post-observation conference with the teacher candidate. Only the Cooperating Teacher completes SECTION FOUR, which reflects cumulative performance to the date of the observation.

We have conferred in the summary of the candidate's classroom performance. Our signatures below attest to our judgments regarding the proficiency of the teacher candidate. As professional educators we recommend the student observed do the following:

_____ *Continue with preparation for a teaching license.*
_____ *Be required to complete an individualized contract to remedy deficiencies.*
_____ *Discontinue preparation for a teaching license.*

_____
College Supervisor's Signature   Date

_____
Cooperating Teacher's Signature   Date

_____
Student Teacher's Signature   Date

Please initial here to confirm that the College Supervisor and the Cooperating Teacher have each submitted three FSEHD Teacher Candidate Observation and Progress Reports electronically to the Office of Partnerships and Placements.
College Supervisor's Initials: _____ Cooperating Teacher's Initials: _____

SECTION ONE: LESSON INDICATORS

In this section of the protocol, rate indicators associated with effective lesson delivery: Planning, Implementation, Content, Climate, and Classroom Management. For each indicator, identify the level of proficiency demonstrated by the teacher candidate during the observed lesson.

Use the following rating scale to rate the Planning indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Use the Comments section to note factors that were influential in determining the ratings or to record specific examples or quotes to illustrate the noted factors.

PLANNING

Planning Indicators	Rating
1. The design of the lesson demonstrates careful planning and organization, from appropriate set induction to closure.	____
2. Lesson objectives are measurable and observable.	____
3. The lesson plan objectives are aligned with GLEs, GSEs, and/or appropriate standards.	____
4. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to students' experience, preparedness, and/or learning styles.	____
5. The instructional strategies, activities and technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) in this lesson plan demonstrate attention to issues of access, equity, and diversity for students.	____
6. The lesson design demonstrates an accurate understanding of content.	____
7. The lesson is designed to engage students in meaningful instructional tasks related to content.	____
8. The lesson is designed to be student-centered, take advantage of students' curiosity, and be highly engaging.	____
9. Formative and/or summative assessments are aligned with objectives.	____
10. The lesson incorporates flexibility and plans for reteaching and/or extension, if needed.	____

Comments:

Use the following rating scale to the Implementation and Content Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

ACTION

Implementation Indicators · Rating

1. The teacher candidate arranges the physical environment to maximize learning in this particular lesson. ____
2. The teacher candidate attends to individual student needs, including learning and behavioral issues. ____
3. The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity. ____
4. The pace of the lesson is appropriate for the developmental levels/needs of the students and the purposes of the lesson. ____
5. The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology). ____
6. The teacher candidate uses multiple forms of assessment (e.g., observation, rubrics, oral questioning, etc.) to measure student learning. ____
7. The teacher candidate's questioning strategies are likely to enhance the development of student conceptual understanding/problem solving (e.g., emphasized higher order questions, appropriately used "wait time," identified prior conceptions and misconceptions). ____
8. The lesson is modified as needed based on formative assessment within the lesson. ____

Comments:

Content Indicators · Rating

1. The content of the lesson is significant and worthwhile. ____
2. The content of the lesson is appropriate for the developmental levels of the students in this class. ____
3. Students are intellectually engaged with important ideas relevant to the focus of the lesson. ____
4. The teacher candidate provides accurate content information and displays an understanding of important concepts. ____
5. Appropriate connections are made to other areas of the discipline, to other disciplines, and/or to real-world contexts. ____

Comments:

Use the following rating scale to rate the Climate and Classroom Management Indicators.

0	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Climate Indicators   Rating

1.   The teacher candidate demonstrates positive relationships with his/her students through interactions, including talk, body language, comments on papers, etc.   ____

2.   There is a sense of community in the classroom. Students treat each other and the teacher candidate with respect.   ____

3.   Active participation of all is encouraged and valued.   ____

4.   The teacher candidate's language and behavior clearly demonstrate that she/he is approachable, sensitive, and supportive to all students.   ____

5.   The climate of the lesson encourages students to generate ideas, questions, conjectures, and/or propositions.   ____

6.   Intellectual rigor, constructive criticism, and the challenging of ideas are evident.   ____

7.   There was a high proportion of student-to-student communication about the content of the lesson.   ____

Comments:

Classroom Management Indicators   Rating

1.   The teacher candidate has an effective way of getting all students in the class to be attentive.   ____

2.   The teacher candidate does not try to "talk over" the students.   ____

3.   The majority of class time is spent devoted to academic tasks, and time is divided in a meaningful, constructive way.   ____

4.   The teacher candidate circulates the room in order to keep students on task, to listen, and to challenge students with questions, when appropriate.   ____

5.   The teacher candidate provides clear, concise, and specific directions prior to transitions and checks for understanding before moving on to the next task or activity.   ____

6.   The teacher candidate applies a set of fair classroom rules, and behavioral interventions are based on logical consequences.   ____

Comments:

SECTION TWO: CAPSULE RATING OF OBSERVED LESSON

In this final rating of the lesson, consider all available information about the lesson, its context and purpose, and your own judgment of the relative importance of the ratings you have made. Select the capsule description that best characterizes the lesson you observed. Keep in mind that this rating is not intended to be an average of all the previous ratings, but should encapsulate your overall assessment of the quality and likely impact of the lesson you just observed. Please provide a brief rationale for your final capsule description of the lesson in the space provided.

0 Points: Ineffective Instruction
Instruction is highly unlikely to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.   For example, instruction may be pedantic or uninspiring; students may be passive recipients of information from the teacher candidate or textbook; or material may be presented in a way that is inaccessible to many of the students. Alternatively, students may be involved in hands-on activities or other individual or group work, but it may appear to be activity for activity's sake, without a clear sense of purpose and/or a clear link to conceptual development.

Immediate intervention involving the college supervisor, cooperating teacher, and candidate is needed.

1-2 Points: Some Elements of Effective Instruction
Instruction contains some elements of effective practice, but there are problems in the design, implementation, content, and/or appropriateness for many students in the class. For example, the content may lack importance and/or appropriateness; instruction may not successfully address the difficulties that many students are experiencing, etc. Overall, the lesson is very limited in its likelihood to enhance students' understanding of the discipline or to develop their capacity to successfully "do" the discipline.

If this is other than a first observation, student performance at this level may indicate that intervention is needed.

3-4 Points: Effective Instruction
Instruction is well-designed, purposeful and characterized by most elements of effective practice. Students are usually engaged in meaningful work, but there are some weaknesses in the design, implementation, or content of instruction. For example, instruction addresses the needs of most students, but the classroom climate may limit the effectiveness of an otherwise well-designed lesson. Overall, the lesson is likely to enhance students' understanding of the discipline and develop their capacity to successfully "do" the discipline.

5-6 Points: Accomplished Instruction
Instruction is purposeful and engaging. Students actively participate in meaningful work (e.g., investigations, student presentations, collaborative activities, physical demonstrations, reading) throughout the lesson. The lesson is well-designed and implemented. The teacher candidate is responsive to students' diverse needs and interests. Instruction enhances students' understanding of the discipline and develops their capacity to successfully "do" the discipline.

Capsule Rating (Circle only one number):   0   1   2   3   4   5   6

Rationale for Capsule Rating:

SECTION THREE: POST OBSERVATION

This section is to be completed following a post-observation conference with the teacher candidate.

Use the following rating scale to rate the Reflection Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

REFLECTION

Reflection Indicators   Rating
1.   The teacher candidate describes how s/he made decisions for planning and implementation.   ____
2.   The teacher candidate discusses the strengths and weaknesses of the lesson and generates
appropriate ideas for possible improvements.   ____
3.   The teacher candidate accurately analyzes and assesses student engagement, progress toward
meeting the lesson objectives, and classroom management issues.   ____
4.   The teacher candidate is aware of how his/her demeanor, actions, and reactions affect the
classroom climate and individual students.   ____
5.   Based on this lesson, the teacher candidate sets concrete goals (e.g. related to flexibility, pace,
response to behavioral issues, etc.) s/he will focus on for future lessons.   ____
Comments:

Goals
Use the space below to record goals for the teacher candidate. Goals are based on the observation and subsequent conversation with the teacher candidate. *Note to observer*: Review goals prior to next observation.

Professional Behavior and Technology Indicators are based on the cooperating teacher's observations of and interactions with the teacher candidate up to this point in the student teaching experience.

Use the following rating scale to rate the Professional Behavioral Indicators.

0 Unacceptable	1-2 Developing	3-4 Acceptable	5-6 Target
Not present. The candidate does not include the indicator in his/her planning, action, or reflection.	Elements of the indicator are clearly present but are partially or ineffectively carried out. The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners.	Elements of the indicator are of good quality, but there is room for improvement. The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners.	High quality implementation of indicator. The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests.

Professional Behavior Indicators   Rating

1. The teacher candidate treats his/her cooperating teacher, administrators, other teachers, and paraprofessionals with courtesy, respect, and honesty.   ____

2. The teacher candidate is on time and is prepared.   ____

3. The teacher candidate dresses professionally.   ____

4. The teacher candidate attends, is attentive, and when applicable, takes an active role in department, faculty and other meetings relating to students (i.e., IEP meetings, parent conferences, Open House).   ____

5. The teacher candidate is able to accept constructive feedback and make the appropriate adjustments.   ____

6. The teacher candidate balances collaboration (with his/her cooperating teacher, special education teachers, etc .) and independent work in a professional manner.   ____

7. The teacher candidate is a thoughtful listener to his/her students, colleagues, and parents.   ____

8. The teacher candidate maintains a nonjudgmental stance toward students, parents, and colleagues.   ____

9. The teacher candidate is a student advocate.   ____

Comments:

Use the following rating scale to rate the Technology Indicators.

0	1-2	3-4	5-6
Unacceptable	Developing	Acceptable	Target
Not present.

The candidate does not include the indicator in his/her planning, action, or reflection. | Elements of the indicator are clearly present but are partially or ineffectively carried out.

The candidate is developing an awareness and may be beginning to meet the knowledge, skills, and competencies needed to meet the needs of some learners. | Elements of the indicator are of good quality, but there is room for improvement.

The candidate knows and demonstrates the methods, skills, and strategies needed to meet the needs of most learners. | High quality implementation of indicator.

The candidate knows and consistently demonstrates the methods, skills, and strategies needed to meet students' diverse needs and interests. |

Technology Indicators   Rating

1.   The teacher candidate designs or adapts relevant learning experiences that incorporate digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) to promote student learning and creativity.   _____

2.   The teacher candidate develops technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.   _____

3.   The teacher candidate customizes and personalizes learning activities using digital tools and resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology).   _____

4.   The teacher candidate demonstrates fluency with available technology systems.   _____

5.   The teacher candidate communicates relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.   _____

6.   The teacher candidate models and facilitates effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.   _____

Comments:

Identify technical resources (e.g. manipulatives, adaptive or assistive technologies, electronic technology) within the classroom that are available to the teacher candidate. Check all that apply.

_____   Computer for teacher use   _____   Smart Board

_____   Computer(s) for student use   _____   Overhead projector

_____   Calculators   _____   LCD Projector

_____   Document camera   _____   Internet connection

_____   Other (specify) _____   _____   Other (specify) _____

TCWS

Process #6: Analysis of Student Learning

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Task

Analyze your assessment data, including pre-, formative, and post-assessments, to determine students' progress related to TWO unit objectives.   When considering which objectives to analyze, choose one that most students were able to meet and one that presented problems for some students. Use visual representations (such as charts and graphs) and narrative to communicate the performance of the whole class, subgroups, and two individual students.

Reflect upon and evaluate the relationship among unit objectives, your instruction, and student learning in order to improve your teaching practice. In this narrative, make specific references to your analysis of the assessment data and student work samples to draw your conclusions.

Prompt

Part I

 For the TWO unit objectives that you select, analyze assessment data for the whole class, subgroups of students, and two individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre-, formative, and post-assessment data on every student for the two unit objectives you have chosen. Then, create a visual representation (e.g., charts and graphs) that shows the extent to which your students made progress (from pre- to post-) toward the achievement of these unit objectives in your Assessment Plan section. Interpret what the graph tells you about your students' learning for the objectives selected.
- **Subgroups.** Select a group characteristic (e.g., gender, pre-test performance level, socio-economic status, language proficiency) to analyze in terms of your two chosen unit objectives. Provide a rationale for your selection of this characteristic to form subgroups. Create a visual representation (e.g., charts and graphs) that compares pre-, formative, and post-assessment results for the subgroups on these two unit objectives. Interpret what these data show about student learning for these selected objectives.
- **Individuals.** Select two students who demonstrated different levels of performance. In a narrative, Explain why these particular students performed the way they did. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions

about student performance on the two unit objectives. Create a visual representation (e.g., charts and graphs) that compares pre-, formative, and post-assessment results for the subgroups on these two unit objectives. Interpret what these data show about student learning for these selected objectives.

Part II:

- Discuss the unit objective that most students were able to meet. Provide two or more possible reasons for this success. Which instructional tasks best supported student engagement and learning?   Consider the selected unit objectives, instruction, and assessment along with student characteristics and other contextual factors not under your control. Support these conclusions with data from Part I and student work samples.

- Discuss the unit objective that presented problems for some students. Provide two or more possible reasons for this lack of success. Which instructional tasks could have been redesigned or discarded? Consider the selected unit objectives, instruction, and assessment along with student characteristics and other contextual factors not under your control. Support these conclusions with data from Part I and student work samples.

- Given your analysis of the two unit objectives, provide an honest and thoughtful self-evaluation in which you offer specific ideas for enhancing student learning, either by restating unit objectives, revising instruction, and/or developing new assessments. Give a rationale for why these revisions would improve student learning.

Suggested Page Length**:**   2-4 pages plus charts/graphs.

Provide samples of student work in an Appendix.

Analysis of Student Learning Rubric

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Part I				
Alignment with Selected Unit Objectives **(RIPTS 9)**	Analysis of student learning:is not aligned with selected unit objectives; and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals.	Analysis of student learning: is partially aligned with selected unit objectives; provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals.	Analysis of student learning: is fully aligned with selected unit objectives; provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals.	
Clarity and Accuracy of Presentation of Graphs **(RIPTS 9)**	Presentation is not clear; does not accurately reflect the data.	Presentation is clear and logical; reflects the data somewhat accurately.	Presentation is clear and logical; accurately reflects the data.	
Interpretation of Data **(RIPTS 9)**	Interpretation is inaccurate; conclusions are missing or unsupported by data.	Interpretation is somewhat accurate; some conclusions supported by data.	Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data.	
Evidence of Impact on Student Learning **(RIPTS 9)**	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 the selected unit objectives and the amount of improvement they made.	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 the selected unit objectives and the amount of improvement they made.	Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
Insights on Effective Instruction and Assessment **(RIPTS 10)**	Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others.	Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments.	Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments.	
Self Evaluation and Implications for Future Teaching **(RIPTS 10)**	Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale.	Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning.	Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning.	
Organization, readability, spelling, and grammar **(RIPTS 8)**	This section is unorganized, difficulty to read, and/or has many spelling and/or grammar errors. Unprofessional presentation.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation.	This section is well-organized, readable, and uses appropriate spelling and grammar. Highly professional presentation.	

TOTAL_____/42

Comments: