

Section IV: Evidence for Meeting Standards

Assessment 5: Candidate Effect on Student Learning

Candidate Effect On Student Learning

Exit Portfolio: Case Study

TCWS: Analysis of Student Learning

1. Description and Use of Assessment:

Technology Education candidates are required to plan, teach, and evaluate student learning in a unit of instruction during their student teaching experience. Two instruments for assessing candidate effect on student learning were used during the review period; 2007 – 2008 through 2009 – 2010. The case study was an important part of the Exit Portfolio, and was used for assessing whether our candidates were having any impact on student learning during the student teaching experience. More recently, in the 2009 – 2010 spring semester, the Technology Education program adopted the use of the Teacher Candidate Work Sample, and specifically for the purpose of measuring impact on student learning, we administered an assessment called Analysis of Student Learning.

The Exit Portfolio's Case Study was a valuable tool used to discern candidates' effectiveness. The focus of the Case Study was on two students who were in classes taught by the candidate. An analysis of the school, community, and culture within the school was also documented. The candidate would identify appropriate instructional goals and objectives for each student. If accommodations were required to enhance instruction, they were duly noted. The case study generally appeared as a portfolio within the larger Exit Portfolio. Candidates showed and discussed the assessments they used and why those were chosen. All the while they documented student work, observations about how their students learned, what they knew, and what they had yet to learn. The Case study concluded with a Commentary. The prompt and rubric follow this document.

The TCWS was deemed to be a more valuable instrument to measure student learning. It uses a larger source of data and practice driven observations than the Exit portfolio's Case Study. The TCWS documents six teaching processes: Contextual factors, Learning Goals and Unit Objectives, Assessment Plan, Design for Instruction, Assessment of Learning, and Instructional Decision-making. The TCWS contains six teaching processes identified by research and best practice as fundamental to improving student learning. These six teaching processes fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism. As a reflective practitioner, the teacher candidate overtly explains the actions of planning, acting, and reflecting to inform practice. Ideally, the Assessment of Learning was designed for use by our candidates in conjunction with the other processes that relate to planning instruction during their student teaching. The six processes in the TCWS are designed to document an organized picture of the student teaching experience. They can stand alone to give a snap shot of a specific skill or performance by the candidates and their students.

2. Description of How the Assessment Aligns with ITEEA/CTTE Standards

RIPTS	ITEEA/CTTE
The case study demonstrates that the candidate created instructional opportunities that reflect an understanding of how children learn and develop. <i>(RIBTS 3) (ITEEA/CTTE 9)</i>	9. Students. Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
The case study demonstrates that the candidate created instructional opportunities that reflect a respect for the diversity of learners and learning styles. <i>(RIBTS 4) (ITEEA/CTTE 9)</i>	9. Students. Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.
The case study provides evidence of the candidates' ability to encourage students' development of critical thinking, problem solving, and performance skills. <i>(RIBTS 5) (ITEEA/CTTE 8)</i>	7. Instructional Strategies. Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.
The case study demonstrates that the candidate created an appropriate learning environment for students where positive social interaction, active engagement in learning, and self-motivation were evident. <i>(RIBTS 6) (ITEEA/CTTE 8)</i>	7. Instructional Strategies. Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.
The case study demonstrates collaboration with colleagues and/or families to support student learning. <i>(RIBTS 7) (ITEEA/CTTE 10)</i>	10. Professional Growth. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.
Formal and informal assessment strategies were integrated in the case study to evaluate student learning and growth. <i>(RIBTS 9) (ITEEA/CTTE 7)</i>	7. Instructional Strategies. Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology.
The case study provides evidence of the candidate's self-evaluation and responsibility for continued professional growth. <i>(RIBTS 10) (ITEEA/CTTE 10)</i>	10. Professional Growth. Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

3. Analysis of Data Case Study

Data Table for Case Study (Exit Portfolio)

	2007-2008		2008-2009	
Number of Students	N = 2		N = 2	
RIPTS/ITEEA/CTTE Alignment	Aggregated data		Aggregated data	
The case study demonstrates that the candidate created instructional opportunities that reflect an understanding of how children learn and develop. (RIBTS 3) (ITEEA/CTTE 9)	4	4	3	3
	Avg. = 4		Avg. = 3	
The case study demonstrates that the candidate created instructional opportunities that reflect a respect for the diversity of learners and learning styles. (RIBTS 4) (ITEEA/CTTE 9)	4	4	3	3
	Avg. = 4		Avg. = 3	
The case study provides evidence of the candidates' ability to encourage students' development of critical thinking, problem solving, and performance skills. (RIBTS 5) (ITEEA/CTTE 8)	4	3	3	3
	Avg. = 3.5		Avg. = 3	
The case study demonstrates that the candidate created an appropriate learning environment for students where positive social interaction, active engagement in learning, and self-motivation were evident. (RIBTS 6) (ITEEA/CTTE 8)	4	3	3	3
	Avg. = 3.5		Avg. = 3	
The case study demonstrates collaboration with colleagues and/or families to support student learning. (RIBTS 7) (ITEEA/CTTE 10)	4	3	3	3
	Avg. = 3.5		Avg. = 3	
Formal and informal assessment strategies were integrated in the case study to evaluate student learning and growth. (RIBTS 9) (ITEEA/CTTE 7)	4	3	3	3
	Avg. = 3.5		Avg. = 3	
The case study provides evidence of the candidate's self-evaluation and responsibility for continued professional growth. (RIBTS 10) (ITEEA/CTTE 10)	4	4	3	3
	Avg. = 4		Avg. = 3	

1=Weakness; 2=Developing; 3=Competence; 4=Strength

TCWS Analysis of Student Learning:

2009 - 2010	Student 1	Student 2
Alignment with Selected Unit Objectives (RIPTS 9) (<i>ITEEA/CTTE 7</i>)	5	5
Clarity and Accuracy of Presentation of Graphs (RIPTS 9) (<i>ITEEA/CTTE 7</i>)	5	5
Interpretation of Data (RIPTS 9) (<i>ITEEA/CTTE 7</i>)	5	5
Evidence of Impact on Student Learning (RIPTS 9) (<i>ITEEA/CTTE 7</i>)	5	5
Insights on Effective Instruction and Assessment (RIPTS 10) (<i>ITEEA/CTTE 10</i>)	5	5
Self Evaluation and Implications for Future Teaching (RIPTS 10) (<i>ITEEA/CTTE 10</i>)	5	5
Grammar, organization	5	5
AVG. Score	5	5
	35/42	35/42
1-2 Unacceptable; 3-4 Acceptable; 5-6 Target		

The data for both instruments reveal that Technology Education candidates are effectively impacting student learning. Candidates' skills were rated between Competent and Strength on the Case Study. They were rated as on Target for the TCWS Assessment of Learning.

4. Interpretation of Data as Evidence of Standards Met

The small sample sizes for each assessment make it difficult to state whether these scores would hold up for a larger group of completers. The candidates who have gone through the program have benefited from its small size. They have received close attention from their instructors and the cooperating teachers. We know that they collaborate with one another, which is borne out in the seminar classes.

Assessment has been a large part of or professional sequence, so it is reasonable that candidates would do well developing strategies to measure student achievement and come to informed conclusions about their own impact on student learning. That they have achieved scores that demonstrate competence and met the target score shows that they have met this standard.

Section II (Technology Education Exit Portfolio)

Case Study:

- Identify and describe TWO students and document what is known about these students as learners.
- Identify the instructional goals developed for these students for a three-week period.
- Describe the activities planned to meet these goals with an emphasis on how to assess the students' learning, including a portfolio of students' work.
- Analyze the evidence from the assessments, notes and other observations and write a reflection that describes what the students' have learned, what they still need to learn, and what was learned by the teacher candidate as a result of this teaching experience. What additional learning is needed to improve the match and appropriateness of the assessment techniques with the students' learning styles?

PURPOSE

Student learning should be at the center of all teaching. The portfolio should include evidence of your ability to learn about your students, to develop instruction that meets their individual needs and that demonstrates your ability to determine what the students have learned as a result of your teaching. For this task you will learn more about two of your students. You will describe how you accommodate their uniqueness as learners. By collecting samples of student work over a 3 - 4 week period you'll have an opportunity to assess their learning in-depth and to analyze what they know and are able to do. You will organize the student work and create a table of contents for the work samples. You will write a commentary about the samples of work you have collected, how you collected the information, how you interpreted the information from the work, what you learned about the students and their understandings, and how that impacted your instruction.

PROCESS

- Identify 2 students who present specific challenges to you as a teacher. Select two students from one of your classes or from another teacher's class who you will work with over a three to four week period. When selecting students, consider the range of students within the class. You should select students who are different from one another. Choosing only high ability students may not be the best approach to this task. Your opportunity to respond to questions as you build a case study of the students may be enhanced by selecting diverse learners. The students should present special challenges to you as a teacher.
- Learn as much as you can about these students, what they know, how they learn, what interests them, etc. Learn as much as you can about these students and who they are as learners (e.g., experiences, interests, learning styles, prior knowledge) from their parents/guardians, your colleagues, and the students themselves.
- Create a portfolio of their work from the 3 - 4 weeks of your work with the students.

PRODUCTS

Prepare a description of the students, portfolios of their work, and a commentary in which you

analyze what they have learned through your teaching. Specifically, your portfolio entry should include:

- A description of the students you have chosen Write a description of the student as an individual. Include the student's grade level, interests, background, learning styles, and other factors you consider when planning instruction. What does this student already know and in what ways is he or she still struggling with the content in this class? How does this student learn best? Give one or two examples of ways you can adjust your instruction to this individual's needs in order to make him or her more successful.
- An overview of your instructional goals for the 3-4 week period, with any particular modifications for these students Identify your instructional goals for these (and all students) for a three week period. Describe the activities you have planned to meet these goals with an emphasis on how you will assess the students' learning. Identify any ways in which you intend to make special provisions in instruction or assessment for these students during that time period.
- A table of contents from student work samples
- Student work samples that include all of the informal and formal evaluations that you have done of their work Over a three to four week period collect evidence of your students' abilities by assembling portfolios of their work. You will want to include a variety of types of student work, including activities, projects, journals, videotapes or audiotapes of participation in discussions or investigations. The student work can taken from work you assigned for various purposes, including but not limited to independent and group work, class work, homework, quizzes, or tests. These portfolios will serve as the collection of student work from which you will write about what the students learned over the period of time. Student work that is partially completed, that has teacher comments, or that has been changed by the student may be included. Originals of student work are preferred, however you may use photocopies of the work if they are clear. Assemble portfolios of the work of these students. At the end of the three to four weeks you will select one student and focus your analysis on his/her work.

(We recommend that you or your students keep a table of contents for the portfolio as it develops. This will serve as a reference point for your review of the student portfolios. You may also document observations you make about the learners and include these as part of their portfolio.)

- A commentary in which you describe what the student has learned, what he/she still needs to learn, and what you have learned about your teaching as a result of the review of this work.

THE ASSESSMENT

Describe the ways you assessed student learning. Why did you use those methods? What did they tell you?

Analyze the evidence from their portfolio, your notes, and other observations and write the commentary. Select 6 - 8 pieces of work from the portfolio upon which to base your analysis. Identify contrasting evidence across pieces of work that you can use to illustrate your points. Using this evidence, write a description of what the student has learned and was able to do as a result of the three weeks. What is he/she still struggling with? Use specific examples from the student work to illustrate your points.

Describe any ways in which you involved the student in evaluation of his or her own work and used this information to establish individual goals for learning.

During the three to four weeks what adjustments did you make for the student based on your

assessment of his or her understandings? Why were these adjustments responsive to the specific needs and interests of the student? Were they effective?

Where would you focus your instruction for this student if you had an additional two to four weeks? Why do you think that is appropriate?

What does the student work tell you about your teaching? How did you modify your teaching during the three weeks as a result of what you learned?

Standards: Your case studies will provide evidence of ways in which you address the following standards.

Standard 3

Teachers create instructional opportunities that reflect an understanding of how children learn and develop.

- understand how students learn -- how students construct knowledge, acquire skills, develop habits of mind, and acquire positive dispositions toward learning.(3.1)
- create lessons and activities that meet the variety of developmental levels of students within a class.(3.3)

ITEEA/CTTE **9. Students.** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.

Standard 4

Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

- design instruction that accommodates individual differences (e.g., stage of development, learning style, English language acquisition, learning disability) in approaches to learning. (4.1)
- use their understanding of students (e.g., individual interests, prior learning, cultural experiences) to create connections between the subject matter and student experiences. (4.2)
- make appropriate provisions (e.g., in terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs. (4.4)

ITEEA/CTTE **9. Students.** Technology teacher education program candidates understand students as learners, and how commonality and diversity affect learning.

Standard 6

Teachers create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.

- use principles of effective classroom management to establish classrooms in which clear rules and standards of behavior are maintained. 6.1
- establish a safe, secure and nurturing learning environment that supports the active engagement of all students. 6.2
- provide and structure the time necessary to explore important concepts and ideas. 6.3
- help students establish a classroom environment characterized by mutual respect and intellectual risk-taking. 6.4
- create learning groups in which all students learn to work collaboratively and independently. 6.5
- communicate clear expectations for achievement that allow all students to take responsibility and advocate for their own learning. 6.6

ITEEA/CTTE **8. Learning Environments.** Technology teacher education program candidates design, create, and manage learning environments that promote technological literacy.

Standard 7

Teachers work collaboratively with all school personnel, families and the broader community to create a professional learning community and environment that supports the improvement of teaching, learning and student achievement.

- work collaboratively with colleagues to examine teacher practice, student work and student assessment results with the goal of improving instruction and achievement. 7.1
- develop relationships with students and their families to support learning. 7.2
- understand the role of community agencies in supporting schools and work collaboratively with them as appropriate. 7.3

ITEEA/CTTE **10. Professional Growth.** Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology.

Standard 9

Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

- use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology. (9.2)
- encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning. (9.3)
- maintain records of student learning and communicate student progress to students, parents/guardians, and other colleagues. (9.4)
- use information from their assessment of students to reflect on their own teaching and to modify their instruction. (9.5)

ITEEA/CTTE **7. Instructional Strategies.** Technology teacher education program candidates use a variety of effective teaching practices that enhance and extend learning of technology

Standard 10

Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking and participating in opportunities to learn and grow as professionals.

- solicit feedback from students, families, and colleagues to reflect on and improve their own teaching. 10.1
- explore and evaluate the application of current research, instructional approaches and strategies, including technologies to improve student learning. 10.2
- take responsibility for their own professional development and improvement of their students' learning by participating in workshops, courses, or other individual and collaborative professional development activities that support their plans for continued development as teachers. 10.3
- take responsibility for learning about and implementing federal, state, district and school initiatives to improve teaching and learning. 10.4

ITEEA/CTTE **10. Professional Growth.** Technology teacher education program candidates understand and value the importance of engaging in comprehensive and sustained professional growth to improve the teaching of technology



Feinstein School of Education and Human Development

Student Case Study

Name:

ID#:

Teacher Preparation Program: Secondary Education

Major:

Assess the extent that the candidate has achieved the following Rhode Island Beginning Teacher Standards in the student case study and assessment. Rate the candidate's performance 1 (an area of weakness) to 4 (an area of strength) for each Standard.

		Weakness (1)	Developing (2)	Competence (3)	Strength (4)
1.	The case study demonstrates that the candidate created instructional opportunities that reflect an understanding of how children learn and develop. <i>(RIBTS 3)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	The case study demonstrates that the candidate created instructional opportunities that reflect a respect for the diversity of learners and learning styles. <i>(RIBTS 4)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The case study provides evidence of the candidates' ability to encourage students' development of critical thinking, problem solving, and performance skills. <i>(RIBTS 5)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	The case study demonstrates that the candidate created an appropriate learning environment for students where positive social interaction, active engagement in learning, and self-motivation were evident. <i>(RIBTS 6)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The case study demonstrates collaboration with colleagues and/or families to support student learning. <i>(RIBTS 7)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Formal and informal assessment strategies were integrated in the case study to evaluate student learning and growth. <i>(RIBTS 9)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	The case study provides evidence of the candidate's self-evaluation and responsibility for continued professional growth. <i>(RIBTS 10)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments:

Evaluator:

ID#:

Date:

Performance Indicators

Weakness	Developing	Competence	Strength
RIBTS 3: Teachers create instructional opportunities that reflect an understanding of how children learn and develop.			
Displays minimal knowledge of developmental characteristics of learners or fails to activate students' prior knowledge.	Designs lessons that demonstrate some awareness of students' prior knowledge and developmental needs; is overly reliant on didactic approaches to learning.	Designs activities that demonstrate an awareness of prerequisite knowledge, learning style and divergent thinking of students.	Learners are stimulated to think and test ideas that include deliberate opportunities to discover the connections between ideas.
RIBTS 4: Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.			
Conveys modest expectations for achievement, fails to seek supplementary materials, or is unaware of individual learning abilities and the impact of cultural background on learning.	Demonstrates occasional success in planning and implementation of lessons that accommodate for a diversity of learning styles and cultural influences; has problems expressing how to accommodate diverse learners.	Conveys consistent expectations for students, adaptations are part of planning, and attempts to meet individual needs; is aware of cultural influences on approaches to learning and attempts to address these in planning and lesson implementation.	Articulates clearly individual goals for success, actively seeks out resources to the benefit of varied learners, and provides opportunities for students to challenge themselves. Adaptations address cultural and linguistic differences.
RIBTS 5: Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.			
Relies on direct instruction to passive learners utilizing few resources outside of the textbook.	Utilizes a limited repertoire of teaching strategies to engage the learner or resists exploring ways to develop critical thinking.	Uses variety of strategies and multiple resources for delivering materials to engaged learners in solving problems.	Actively involve students in decision making, collaboration, problem solving, and finding resources.
RIBTS 6: Teachers create a learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation.			
Student behavior is not monitored, no standards of conduct have been established, or responses to misbehavior are overly repressive or insensitive to individuals.	Standards of appropriate behavior have been communicated but not enforced in a consistent and appropriate manner.	Consistent standards of appropriate behavior are encouraged and misbehavior is addressed in a consistent, prompt, and fair manner.	Standards of conduct create a positive classroom climate, using effective reinforcement and responses are appropriate, respectful and successful.
RIBTS 7: Teachers foster collaborative relationships with colleagues and families to support students' learning.			
Makes minimal or no attempt to communicate with parents or colleagues to support students' learning.	Consults with colleagues, but resists incorporating their suggestions.	Consults when necessary with colleagues on matters related to instruction and parents when related to student.	Evidence is presented showing collaboration with colleagues and families to coordinate learning activities or to address other concerns related to teaching.
RIBTS 9: Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.			
Uses minimal variety of assessment strategies and/or strategies that are inconsistent with instructional goals and do not provide constructive feedback.	Aware of a variety of assessments, but the information collected is superficially analyzed to adapt instruction and improve student learning.	Designs multiple methods of assessment that are used to collect information to adjust teaching plans and to support student learning.	Learners are involved in self-assessment where feedback is personalized and descriptive to foster continued learning. Multiple methods of teacher assessments enhance student learning.
RIBTS 10: Teachers reflect on their practice and assume responsibility for their own professional development by actively seeking opportunities to learn and grow as professionals.			
Misjudges the success of classroom practice and does not accept constructive criticism well.	Occasionally evaluates classroom practice and makes general suggestions how lessons may be improved.	Generally accurate in determining the success of classroom practice and is open to ideas and suggestions for improvement. Welcomes opportunities for professional growth.	Critically analyzes the strengths and weaknesses of classroom practice and actively seeks constructive criticism. Seeks growth through professional networks and professional reading.

TCWS: 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	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	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	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	made progress toward the selected unit objectives and the amount of improvement they made.	selected unit objectives and the amount of improvement they made.	unit objectives and the amount of improvement they made.	
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, difficult to read, and/or has many spelling and/or grammar errors.	This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.	This section is well-organized, readable, and uses appropriate spelling and grammar.	

Rating → Indicator ↓	1-2 Unacceptable	3-4 Acceptable	5-6 Target	SCORE
	Unprofessional presentation.	Adequate presentation.	Highly professional presentation.	

TOTAL _____/42

Comments:

