

# **IMPACT ON STUDENT LEARNING PROJECT**

**(ABCTE candidates only)**

## **Part 1: General Information**

### **Purpose**

This assignment is to give you the opportunity to tie together many pieces of the teaching and learning process to help you:

- determine the effect of instruction on all students' learning
- guide decisions about future instruction and plans to improve upon every student's performance
- communicate performance results to others
- reflect on your performance as a teacher

### **Method**

- Please note that you should use pseudonyms to maintain confidentiality.
- Secondary students: select a section of students whom you are teaching and a unit of study on which to evaluate your impact on student learning.
- Decide on a method of collecting data to measure your impact upon student learning using assessments that will generate data suitable for analysis.

## **Part 2: Major Components of the Assignment**

### **Design for Instruction and Assessment**

- Describe a variety of community and classroom factors that may impact on your students' learning. These could include geographic location, district demographics, socioeconomic profile, physical features of classroom setting, availability of equipment/technology and other resources, etc.
- Describe the characteristics of your students, such as age, gender, race/ethnicity, exceptionalities (disability and giftedness), developmental levels, culture, language, interests, learning styles or skill levels.
- Identify 2-4 objectives which are aligned with state and/or national standards as well as district indicators, if applicable.
- Describe a variety of assessments that you will conduct before, during, and after instruction. You may assess students in an authentic/alternative manner, a traditional manner, or a combination of both. The assessments should be aligned with the objectives and should take into consideration the diverse learning needs of the students.

- After administering the *pre-assessment*, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. Use a table, graph, or chart. Describe the pattern you found that will guide your instruction or modification of learning goals.
- Briefly describe the activities and assessments for each teaching session. The activities should reflect a variety of instructional strategies/techniques. Include information on how you plan to assess student learning during and/or following the activity. (i.e. *formative assessment*)

### **Analysis of Student Learning**

- Conduct a final test or project (*summative assessment*) which is correlated with the pre-assessment.
- Select a group characteristic (e.g., gender, performance level, socioeconomic status, language proficiency, etc.) to analyze in terms of **one of your objectives**. Tell why you chose this particular characteristic to analyze. Create a table, chart or graph that compares pre and post-assessment results for the subgroups on this objective.
- In a narrative interpret the data for evidence of impact on student learning, both for the whole class and for the subgroups.

### **Reflection and Self-Evaluation**

- Discuss the implications of your analysis for instruction of students at the whole class, subgroup, and individual student levels. Remember to use pseudonyms to preserve student confidentiality.
- Identify further actions you would need to take to improve student learning.
- Evaluate the strengths and weaknesses of your own teaching, and identify some areas for your own professional growth.

## **Part 3: Organization of the Project for Mentor Review and Reflection**

**This should be included in your portfolio in Domain 3 or as a separate section.**

**Decide with your mentor if you would like to submit this information in the form of a report, or in separate subsections as each section is completed. Make sure the following are included in your final submission:**

1. **Design for Instruction.** Include the following sections:
  - Brief description of school and community factors
  - Brief description of student characteristics
  - Learning objectives keyed to standards
  - Description of assessments to be done before, during and after instruction
  - Chart of teaching activities and assessments for each teaching session

2. **Analysis of Student Learning.** Include the following sections:
  - Table, graph or chart of whole class data
  - Table, graph or chart of subgroup data, along with an explanation of why this characteristic for subgroups was chosen
  - Narrative interpretation of the data
3. **Reflection and Self-Evaluation.** Include the following sections:
  - Implications for instruction at whole class, subgroup and individual levels
  - Further teacher actions
  - Strengths, weaknesses, and areas for professional development

**NOTE:** Please refer to the rubric that follows for a detailed description of the criteria developed for evaluating the quality of your work. As you write each section, be sure to consult the rubric as a guide to the important features.

## Impact on Student Learning Project – Assessment Rubric

Mentor initials indicate that through both observation and candidate reflection, the candidate has completed this component.

Criteria	Incomplete	Complete	Complete with Commendation	Completed
<b>Design for instruction and Assessment</b>	<ul style="list-style-type: none"> <li>Does not incorporate community and classroom factors or characteristics of diverse students</li> <li>Fails to align with objectives/state standards</li> <li>Relies on one instructional approach and assessment measure</li> <li>Little or no variety of formal/informal assessments</li> <li>Not adapted to learning needs of diverse students</li> <li>Assessment measures not designed to assess progress in learning</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates community and classroom factors and characteristics of diverse students</li> <li>Aligns with objectives/state standards</li> <li>Uses variety of instructional approaches and assessment measures</li> <li>Some variety of formal/informal assessments conducted before, during, and after instruction</li> <li>Adapted to learning needs of diverse students</li> <li>Assessment measures somewhat designed to assess progress in learning</li> </ul>	<ul style="list-style-type: none"> <li>Incorporates a wide variety of community and classroom factors and characteristics of diverse students</li> <li>Aligns perfectly with objectives and state standards;</li> <li>Uses wide variety of instructional approaches</li> <li>Good variety of formal/informal assessments conducted before, during, and after instruction.</li> <li>Adapted to learning needs of diverse students</li> <li>Assessment measures effectively designed to assess progress in learning</li> </ul>	<p style="text-align: center;">YES/No</p> <hr/> <p style="text-align: center;">Mentor Initials</p>
<b>Analysis of student learning</b>	<ul style="list-style-type: none"> <li>Data are not summarized in graphs or tables</li> <li>Interpretation fails to include evidence of impact on student learning</li> </ul>	<ul style="list-style-type: none"> <li>Data for whole class and subgroups are summarized in chart, table or graph format</li> <li>Data are correctly analyzed and interpreted for evidence of impact on student learning</li> </ul>	<ul style="list-style-type: none"> <li>Data for whole class and subgroups are accurately summarized in chart, table or graph format with descriptive statistics</li> <li>Data are correctly and meaningfully analyzed and interpreted for evidence of impact on student learning</li> </ul>	<p style="text-align: center;">YES/No</p> <hr/> <p style="text-align: center;">Mentor Initials</p>
<b>Reflection on student learning</b>	<ul style="list-style-type: none"> <li>Discusses the implications of results for instruction for class as a whole</li> <li>Identifies few or no changes in teacher actions</li> <li>Does not evaluate strengths and weaknesses of own teaching</li> </ul>	<ul style="list-style-type: none"> <li>Discusses the implications of results for instruction for individual students at different performance levels</li> <li>Identifies what further teacher actions are needed to improve student learning based on assessment results</li> <li>Evaluates strengths and weaknesses of own teaching</li> </ul>	<ul style="list-style-type: none"> <li>Meaningfully discusses the implications of results for instruction for individual students at different performance levels</li> <li>Identifies and explains what further teacher actions are needed to improve student learning based on assessment results</li> <li>Evaluates strengths and weaknesses of own teaching and identifies areas for professional growth</li> </ul>	<p style="text-align: center;">YES/No</p> <hr/> <p style="text-align: center;">Mentor Initials</p>

**Note:** Document to be used as a formative assessment and not part of the teacher's permanent record