

The Evergreen State College
Master in Teaching Program

Positive Impact on Student Learning Project

This project description was developed using MiT's *Student Teaching Rubric*, guidelines for the Positive Impact on Student Learning Project, guidelines for the State of Washington Performance-Based Pedagogy Assessment of Teacher Candidates, and *The Renaissance Partnership for Improving Teacher Quality Project* <http://edtech.wku.edu/rubric>

1. Contextual Factors

Standard PPA 2: *The teacher candidate demonstrates knowledge of the characteristics of students and their communities.*

Standard MIT Student Teaching Rubric 1b: *Demonstrating Knowledge of Students* and 1d: *Demonstrating Knowledge of Resources*

Guidelines:

Community, district, and school factors. Address geographic location, community and school population, socio-economic profile and race/ethnicity. Factors such as stability of community, political climate, community support for education, and other environmental factors should be included in this section.

Classroom factors. Address physical features, availability of technology equipment and resources, and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling, and classroom arrangement.

Student characteristics. Address student characteristics for all students in the class that you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, and interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction, and assessment.

Individual Student Profiles. Include profiles for the three case study students to be followed during this unit, and whose work and progress you will be analyzing in this project. For each individual, descriptions should include: culture/ethnicity, SES, gender, personality, academic patterns (strength/weaknesses), personal interests and the grade they have so far in the class. Use pseudonyms. This means blanking out the names on papers and replacing with pseudo names or numbers.

Instructional implications. Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. Include specific instructional implications for both the whole class and your case study students specifically. Explain the steps you've taken to ensure that the learning targets, assessments, and learning activities are culturally and developmentally appropriate for ALL of the students in your classroom.

Family Involvement Plan. Describe your plan for collaboration with families to support students learning. Your plan must address how you will use personal contact (e.g., telephone, home visit, written correspondence) to involve families in the instructional process.

2. Learning Goals

Standard PPA 1: *The teacher candidate sets learning targets that address the Essential Academic Learning Requirements and the state learning goals.*

Standard MIT Student Teaching Rubric 1c: *Selecting instructional goals in the context of key concepts.*

Guidelines:

List the learning goals (not the activities) that will guide the planning, delivery, and assessment of your unit. In the language of the student teaching rubric this means to list your “*instructional goals and key concepts*”. Expressing the same idea using different words, the WA state rubric asks you to list your “learning targets”.

Show how the goals are aligned with state standards. Identify the Washington *Grade Level Expectations, Performance Expectations, or Frameworks* most central to this lesson’s outcomes (match the lesson’s concepts, goals, or objectives to one or more of these standards).

Describe the types and levels of your learning goals. Use Bloom's taxonomy to describe the types of thinking your learning goals requires the students to engage in.

Describe your essential questions for unit. Be sure to address how these relate to the learning goals for the unit.

Describe the appropriateness of your learning goals. Discuss how your learning goals and essential questions are appropriate in terms of student development; necessary pre-requisite knowledge, skills, and other student needs. This should be a continuation of the discussion of your “instructional implications” in the Contextual Factors section, and you are encouraged to refer back what you've covered in that section.

3. Assessment Plan

Standard PPA 4: *The teacher candidate designs assessment strategies that measure student learning.*

Standard MIT Student Teaching Rubric 1f: *Assessing Student Learning*

Guidelines:

Provide an overview of the assessment plan. For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. You will create a visual organizer such as a table, outline or other means to make your plan clear.

Describe the pre and post assessments that are aligned with your learning goals. State the plan for **pre assessing** students' knowledge and abilities in relation to the lesson targets or goals. Describe the **summative** assessment procedures that will be used to gather feedback on student learning at the conclusion of the lesson. Clearly explain how you will evaluate pre and post assessments, including criteria you will use to determine if the students' performance meets the learning goals. For this section, write a short summary about how each pre and post assessment addresses the above factors. You must also include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key) in Appendix I.

Describe the formative assessments used to gather feedback on student learning during the unit. Provide a short summary for each of the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. You must also include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key) in Appendix I.

Describe how you collect evidence of and demonstrate student metacognition using student "voice." What strategies will you use to determine if students understand the learning goals, can self-assess progress, and can suggest ways to continue making progress toward goals? How are you documenting the students' "voice," rather than just your interpretation of what the student is thinking? How will you adapt these strategies to meet individual students' cultural, language, physical, or cognitive differences?

4. Design for Instruction

Standard PPA 5: *The teacher candidate designs instruction based on research and principles of effective practice.*

Standard MIT Student Teaching Rubric 1e: *Designing coherent instruction.*

Guidelines:

Unit overview. Provide an overview of your unit. Use a visual organizer such as a chart or outline to make your unit plan clear, showing how each lesson in the unit corresponds to your learning goals and assessments. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

Learning Activities. Provide a short summary to describe the (developmentally appropriate) student learning activities to be used in each lesson to meet the stated goals, targets, etc. For each lesson plan, write a short summary addressing the following (NOTE: Complete lesson plans with supplementary materials must be provided in Appendix II*)

- how the content relates to your instructional goal(s),
- how the activity stems from your pre-assessment information and contextual factors, including special needs, language diversity, cultural diversity
- the methods of teaching you plan to use and why
- what materials/technology you will need to implement the activity, and
- how you plan to assess student learning during and/or following the activity (i.e., formative assessment, including use of rubrics, rating scales or checklists).

Multicultural Perspectives. Summarize how the learning activities incorporate multicultural perspectives. Discuss the learning activities for the unit as a whole and refer to specific lessons described above.

Problem Solving and Critical Thinking. Summarize how the learning activities incorporate problem solving and critical thinking for students. Discuss the learning activities for the unit as a whole and refer to specific lessons described above.

Inclusive and Supportive Learning Community. Summarize how the learning activities create and inclusive and supportive community for all students. Discuss the learning activities for the unit as a whole and refer to specific lessons described above.

Technology. Summarize how you use technology in your planning and/or instruction during the unit. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Research Base. Describe the research base or principles of effective practice that form the basis of the learning experiences.

*Although the Teacher Candidate is given the opportunity to select and refine his/her own lesson plan format, there are several components that need to be included in all student teaching lesson plans. These “minimum components” are outlined in Section 1 of the Student Teaching Handbook. Including these required components helps ensure that the Teacher Candidate has not missed any of the planning “basics”. The criteria for assessing the adequacy of lesson planning can be found on the MIT Assessment Rubric (see Components 1c, 1e, and 4a).

5. Assessment Data

Standard PPA 10: *The teacher and students engage in activities that assess student learning.*

Standard MIT Student Teaching Rubric 4a: *Reflecting on Teaching.*

Guidelines:

Whole class. Create a table or tables that show pre and post-assessment data on every student for 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.

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.

Case Study Students. Use all pre, formative, and post-assessment data to display the progress of each of these students throughout the unit on each of the learning goals. In addition, include the results of student metacognition that show student voice.

FORMATTING NOTE: Charts and graphs presented in this section should be clearly labeled with a title and some sort of identifying number or letter (e.g., Figure 1) so that they can be easily referred to in Sections 6 and 7.

6. Instructional Decision-Making

Standard *MIT Student Teaching Rubric 4a: Reflecting on Teaching*.

Guidelines:

Formal Assessments. Using your pre and formative assessment results to structure this section, write about what you learned from the results of each of your pre and formative assessments, for the class as a whole, and for the specific students you've chosen to track for this project. As you **summarize** and **analyze** the results, discuss how each assessment affected your instructional decisions for lessons following each assessment. How did they help you decide what to teach next, what and how to differentiate, etc.

Informal Assessments.* Additionally, choose 2-3 examples of times during your unit when informal assessments (such as a students' spoken response to or question about their learning, caused you to modify your original plans for the lesson. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment, a positive impact assessment, or another source (not the pre-assessment). Describe what you did next and explain why you thought this would improve student progress toward the learning goal. **At least one of your examples should include one of the students you've chosen to track for your case-study.**

*You may integrate your description of these informal assessments in chronologically with your formal assessments. However, you must be able to identify on the rubric where in your discussion of formal assessment you have addressed this guideline.

7. Analysis of Positive Impact on Student Learning

Standard PPA 10: *The teacher and students engage in activities that assess student learning.*

Standard MIT Student Teaching Rubric 4a: *Reflecting on Teaching.*

Guidelines:

Positive Impact on Student Progress Toward Learning Goals. Summarize and analyze summative assessment(s) in comparison to pre-assessments for whole class and case study students. Be sure to reference data presented in Section 5. Describe how those results show that your teaching had a positive impact on student learning.

Student Metacognition.* Summarize and Discuss the results of any metacognitive work you had the students do. Be sure to include examples that show student voice (e.g., quotes from interviews or exit slips in which the students demonstrated their thinking about their thinking in response to the following types of questions: What learning outcome are you working toward? Why is this learning important? How is your learning being evaluated? What progress have you made with regards to this learning? How do you know? What steps would you need to take next? What resources might you use?)

*All case-study student work demonstrating metacognition OR transcripts of metacognitive interviews with case-study students must be included in Appendix III with copies of all case study student work from the unit.

8. Reflection and Self-Evaluation

Standard *MIT Student Teaching Rubric 4a: Reflecting on Teaching*.

Guidelines:

Reflection on Student Progress. Select the learning goal where your students were most successful, sharing your perceptions about the lesson's effectiveness. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.

Reflection on a Lack of Student Progress. Select the learning goal where your students were least successful, sharing your suggestions about how the lesson might be improved "the next time". Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.

Reflection on family and community. Describe the ways in which you garnered input from families and communities to inform your instruction. Then analyze the ways in which this interaction had a positive impact on student learning. Given the outcomes you had here, what were the strengths, and what are the areas for goal setting improvement for the future with family and community interactions in the classroom.

Reflection on involving students in using technology. Discuss ways in which students used technology in this unit. Describe how the technology use tied into the learning goals and instruction. Then analyze the ways in which this technology use had a positive impact on student learning. Discuss what you could do differently or better in the future to improve your students' technology use.

Reflection on possibilities for professional development. Describe at least two professional Learning goals that emerged from your insights and experiences with the Positive Impact on Student Learning project. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.