

## **Essential Academic Learning Requirements Project (EALR Project)**

### ***Definition and Description of the EALRs Project***

Through the EALR Project the Teacher Candidate systematically documents the learning of a representative sample of students during a unit of instruction and the teacher candidate's positive impact on student learning. The EALR project is typically done during the solo student teaching experience. The Teacher Candidate selects 3-5 students of various ability levels and closely monitors the students' development towards mastery of some of the unit's Essential Academic Learning Requirements (EALRs), Grade Level Expectations (GLEs), or Frameworks. The planning of the curricular unit, its assessment, the teacher candidate's positive impact on student learning, and the teacher candidate's reflections are documented through this project. **The purpose of this project is to demonstrate positive impact on K-12 student growth in the chosen EALRs as a result of the Teacher Candidate's teaching.**

### ***Assessment Documentation***

This is primarily a student assessment project. It determines students' growth toward target EALRs, GLEs, and Frameworks as well as the candidates' positive impact on student learning. The core assessment documentation includes:

- Pre-assessment instruments and results, showing each selected student's knowledge and skills in relation to the unit's EALRs, GLEs, or Frameworks;
- Formative assessment instruments and assessment results showing student learning at multiple points during the delivery of the curricular unit;
- Summative assessment instruments and assessment results documenting student learning at the conclusion of the unit;
- A written narrative, supported by the assessment data, which describes the unit's impact on student learning. This narrative should include information gathered in the interviews described below as well as the candidate's reflections about how this information might inform his/her teaching.
- Written notes from interviews with each of the 3 – 5 targeted students (two interviews per student at different times during the project) describing their responses to the following 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?

### ***Background Information and Planning Documentation***

The EALRs project is integrated with the written sources of evidence required for the State of Washington's Pedagogy-Based Assessment. The information you provide about your classroom, students, planning rationale, lesson/unit plans will meet the needs of both the EALR project and the state pedagogy assessment. **We strongly urge you to design your EALR project to**

**include the lessons to be observed as part of the Pedagogy Assessment.** (See pages 50-56 in Section 2 of the MIT Student Teaching Handbook). Specifically, the EALRs project documentation must also include:

- Classroom characteristics: describe the classroom in which you are teaching the unit. You should also describe the classroom rules and routines, physical arrangements, and grouping patterns that affect learning and teaching;
- Student characteristics: describe the students in the classroom, including the number of students and their ages and gender, range of abilities, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, and special needs. You should specifically note students who are on Individualized Education Plans (IEPs) and any objectives cited in the IEPs that pertain to the unit you are teaching.
- Instructional Plans for each of the lessons related to the EALR project that follow the guidelines of the State Pedagogy Assessment Instrument.
- One Instructional Plan Rationale for the lessons related to the EALR project that follows the Pedagogy Assessment guidelines.
- Some samples of your students' work during the unit that provide visual evidence of their learning and/or degree of mastery of the intended learning outcomes.

You can find additional instructions in Section 2 of the *Student Teaching Handbook*: Classroom and Student Characteristics on page 52, the Instructional Plan on pages 53-54 and the Instructional Plan Rationale on page 55.

The completed EALR project documentation should be placed in the Student Teaching Portfolio. Teacher Candidates are required to also submit an electronic version of the EALR project – this version need not contain the documentation (student work) that is included in the written version. Teacher Candidates are also encouraged to make a copy for their own professional records of the entire document that they eventually submit to their faculty.

## CLASSROOM AND STUDENT CHARACTERISTICS

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ School/District: \_\_\_\_\_

Grade: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

1. Classroom rules and routines that affect the lesson: \_\_\_\_\_

\_\_\_\_\_

2. Physical arrangement and grouping patterns that affect the lesson: \_\_\_\_\_

\_\_\_\_\_

3. Total number of students: \_\_\_\_\_ 4. Females: \_\_\_\_\_ Males: \_\_\_\_\_ 5. Age range: \_\_\_\_\_

6. Describe the range of abilities in the classroom: \_\_\_\_\_

\_\_\_\_\_

7. Describe the range of socio-economic backgrounds of the students: \_\_\_\_\_

\_\_\_\_\_

8. Describe the racial/ethnic composition of the classroom, and what is done to make the teaching and learning culturally responsive: \_\_\_\_\_

\_\_\_\_\_

9. How many students are limited English proficient? \_\_\_\_\_

10. Describe the range of native languages and what, if any, modifications are made for LEP students: \_\_\_\_\_

\_\_\_\_\_

11. How many special education and gifted/talented students are in the class and what accommodations, if any, are made for them?

Special Education Category	Number of Students	Accommodations/Pertinent IEP Objectives
_____	_____	_____
_____	_____	_____

12. How many 504 students are there? \_\_\_\_\_ What accommodations are made for these students? \_\_\_\_\_

\_\_\_\_\_

13. Are there additional considerations about the classroom/students for which you need to adapt your teaching (e.g., religious beliefs, family situations, sexual orientation)?

## Instructional Plan

For each PPA lesson, please prepare a written Instructional Plan. Include descriptions or documentation related to your assessment strategies (e.g., copy of assignments, rubric) and any other materials or resources you will use. A sample Instructional Plan format is provided that includes the minimum requirements described below. Each college/university may have additional requirements you need to include in the Instructional Plan.

### Learning Targets

In this section of the Instructional Plan, you must list the learning targets for your lesson. Your learning targets should clearly state what you expect students to know and be able to do as a result of the lesson. You should select learning targets appropriate to the EALRs and state learning goals, district goals, or school and classroom goals. Your learning targets must be meaningful, developmentally and instructionally appropriate, focus on outcomes that can be assessed, and incorporate a multicultural perspective.

### Assessment Strategies

In this section of your Instructional Plan, you must describe the assessment strategies you will use to determine that your teaching positively impacted student learning. Provide your supervisor with descriptions or documentation related to the assessment strategies. Your assessment strategies must measure the outcomes reflected in the learning targets. You must use multiple approaches to assessing learning and use assessment information for both formative and summative purposes. Your assessment strategies should indicate how you will provide feedback to the students about their performance, and include opportunities for students to self assess and reflect on their learning.

### Grouping of Students for Instruction

Create opportunities for students to work individually and in different group arrangements that build academic competence for low status/historically marginalized students.

### Learning Experiences

This section of your Instructional Plan must describe the specific learning experiences you will use to support student learning of the outcomes delineated in the learning targets. Your learning experiences should address multiple approaches to learning, including those that are responsive to students' cultural backgrounds, ethnicity, first language development, English acquisition, socio-economic status, and gender. You must include accommodations for the specific learning needs of students. Your learning experiences must also:

- Account for students' prior knowledge, skills, experiences, and developmental levels;
- Reflect the research and principles of effective practice;
- Engage low status/historically marginalized students;
- Incorporate a transformative multicultural perspective;
- Stimulate student problem solving and critical thinking skills;

Your learning experiences must include strategies for creating an inclusive, supportive learning community, and provide opportunities for students to become intrinsically motivated and engaged in their own learning.

Instructional Materials, Resources, and Technology

In this section, describe or provide to your evaluator the resources you plan to use for the lesson. You should describe the community resources you will use for the lesson, as well as the technology that you will use to support and enhance instruction and student learning. Materials and other resources should incorporate a transformative multicultural perspective.

INSTRUCTIONAL PLAN

TEACHER CANDIDATE: \_\_\_\_\_ DATE: \_\_\_\_\_

COOPERATING TEACHER: \_\_\_\_\_ GRADE: \_\_\_\_\_

SCHOOL DISTRICT: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

UNIVERSITY SUPERVISOR: \_\_\_\_\_

UNIT/SUBJECT: \_\_\_\_\_

LESSON TITLE/FOCUS: \_\_\_\_\_

LEARNING TARGETS:

ASSESSMENT STRATEGIES (attach descriptions or documentation related to your assessment strategies)

GROUPING OF STUDENTS FOR INSTRUCTION

LEARNING EXPERIENCES (for example, you might specify the following: Introduction, Questions, Learning Activities, Closure, Independent Practice)

INSTRUCTIONAL MATERIALS, RESOURCES, AND TECHNOLOGY (attach a copy of any materials students will use during the lesson; e.g., handouts, questions to answer, worksheets)

## Instructional Plan Rationale

For each lesson, please respond to the questions, below, and provide a plan for interacting with families. If a question is not relevant to your class, please indicate that the question doesn't apply. For example, if English is the first language of all students in your classroom, then questions that relate to modifications for students for whom English is not their first language do not apply to you. Additionally, if you plan to address a question in a subsequent lesson, but not in this lesson, please indicate this next to the question. For example, if you are unable to address, in the first lesson, the question about learning targets that incorporate a multicultural perspective, then indicate that you will address this in your next lesson.

### Learning Target(s)

- a. How do the learning targets relate to EALRs, state learning goals, district goals, school goals, or classroom goals?
- b. How do the learning targets relate to previous and future lessons (explain or provide a unit plan)?
- c. How do the learning targets incorporate a multicultural perspective?
- d. Why are the learning targets appropriate for all students in the class (highlight any modifications for individual students)?

### Assessment Strategies

- a. How does the strategy accommodate students at different developmental or achievement levels?
- b. How does the strategy respond to differences in students' cultural and linguistic backgrounds?

### Learning Experiences

- a. How have you demonstrated your understanding of students' cultural backgrounds, ethnicity, first language development, English acquisition, socioeconomic status (SES), and gender?
- b. How do the experiences accommodate the learning needs of students with disabilities or 504 students?
- c. How do the experiences incorporate multicultural perspectives?
- d. How do the experiences stimulate student problem solving and critical thinking?
- e. How do the experiences create an inclusive and supportive learning community?
- f. Describe the research base or principles of effective practice that form the basis of the learning experiences.

### Family Interactions

Describe your plan for collaboration with families to support student learning. Your plan must address how you will use personal contact (e.g., telephone, home visit, written correspondence) to communicate with families. Your plan for collaboration with families may extend beyond the specific lesson you are teaching for the observation and may incorporate plans that are part of the larger unit of instruction. Prior to the observation of your teaching, provide your evaluator with copies of any materials you plan to use in your planned interactions with families.