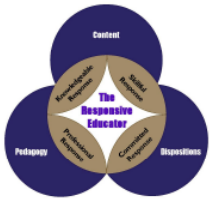
JSU
College of Education &
Human Development

Responsive Educators



Student Learning Module:

- **Performance Prompt**
- **Teaching Process Standards**
- **Scoring Rubrics**

Notice: The materials in this document were developed by representatives of the Renaissance Partnership for Improving Teacher Quality Project in June 2002.

Overview of Student Learning Module (SLM)

The Vision
Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following SLM standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Your Assignment

The SLM contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a SLM Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your SLM. The Prompts (or directions) help you document the extent to which you have met each the standard. The underlined words in the Rubric and Prompts are defined in the Glossary.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Format

- Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) your university, (e) course number and title. *Write J-Number on each page of the entire document.*
- Table of Contents. Provide a Table of Contents that lists the sections and attachments in your SLM document with page numbers.
- Charts, graphs and attachments. Charts, graphs and assessment instruments are required as part of the SLM document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to SLM standards and your students' learning progress.
- Narrative length. A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.
- References and Credits (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits* You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association").
- Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your SLM.

Teaching Processes Assessed by the JSU Student Learning Module

Teaching Processes, SLM Standards, and Indicators
Contextual Factors *The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.* $ Knowledge of community, school, and classroom factors $ Knowledge of characteristics of students $ Knowledge of students' varied approaches to learning $ Knowledge of students' skills and prior learning $ Implications for instructional planning and assessment
Learning Goals *The teacher sets significant, challenging, varied and appropriate learning goals.* $ Significance, Challenge and Variety $ Clarity $ Appropriateness for students $ Alignment with national, state or local standards
Assessment Plan *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.* $ Alignment with learning goals and instruction $ Clarity of criteria for performance $ Multiple modes and approaches $ Technical soundness $ Adaptations based on the individual needs of students
Design for Instruction *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.* $ Alignment with learning goals $ Accurate representation of content $ Lesson and unit structure $ Use of a variety of instruction, activities, assignments and resources $ Use of contextual information and data to select appropriate and relevant activities, assignments and resources. $ Use of technology
Instructional Decision-Making *The teacher uses ongoing analysis of student learning to make instructional decisions.* $ Sound professional practice $ Adjustments based on analysis of student learning $ Congruence between modifications and learning goals
Analysis of Student Learning *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.* $ Clarity and accuracy of presentation $ Alignment with learning goals $ Interpretation of data $ Evidence of impact on student learning
Reflection and Self-Evaluation *The teacher reflects on his or her instruction and student learning in order to improve teaching practice.* $ Interpretation of student learning $ Insights on effective instruction and assessment $ Alignment among goals, instruction and assessment $ Implications for future teaching $ Implications for professional development

Contextual Factors

SLM Standard

The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt

In your discussion, include:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **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 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, 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.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 1-2

Contextual Factors
Rubric

SLM Standard ***The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.***

Rating Indicator	1 Expectations Not Met	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom	Teacher displays some knowledge of the characteristics of the community, school, or classroom that may affect learning	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning without in-depth description.	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities) without in-depth description.	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills or prior learning that may affect learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and/or assessment based on student individual differences and/or community, school, and classroom characteristics.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.

Learning Goals

SLM Standard

The teacher sets significant, challenging, varied and appropriate learning goals.

Task

Provide and justify the learning goals for the unit.

Prompt

- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with local, state, or national standards** . (identify the source of the standards).
- **Describe the types and levels of your learning goals** .
- **Discuss why your learning goals are appropriate in terms of development; pre -requisite knowledge, skills; and other student needs** .

Suggested Page Length: 1-2

Learning Goals
Rubric

SLM Standard: ***The teacher sets significant, challenging, varied and appropriate learning goals.***

Rating Indicator	1 Expectations Not Met	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Significance, Challenge and Variety	Goals reflect no type or level of learning.	Goals reflect 1 or 2 types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.
Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Most of the goals are not clearly stated as learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.
Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs but does not address all components.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Most goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.

Assessment Plan

SLM Standard

The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction

Task

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt

- **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. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use 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** . Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. 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).
- **Discuss your plan for formative assessment that will help you determi ne student progress during the unit**. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

Example of Assessment Plan Table: Kindergarten

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1 *Example: The student will link wild animals with their habitats.*	Pre-Assessment	Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q & A picture journals	Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q & A.
	Post-Assessment	Checklist: game with animal masks & centers representing habitats	

Suggested Page Length: 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table

Assessment Plan
Rubric

SLM Standard*: The teacher uses multiple assessment modes and approaches aligned with learning go als to assess student learning before, during and after instruction*

Rating Indicator	1 Expectations Not Met	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Most of the learning goals are assessed through the assessment plan, but some are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria have been developed, but some are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or require only moderate the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to have some validity. Most scoring procedures are explained; most items or prompts are clearly written; most directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to some assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.

Design for Instruction

SLM Standard

The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Task

Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt

- **Results of pre-assessment.** 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 earning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

  - **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:

    - how the content relates to your instructional goal(s),
    - how the activity stems from your pre-assessment information and contextual factors, - 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).

  - **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Suggested Page Length: 3 + visual organizer

Design for Instruction Rubric

SLM Standard*: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

Rating Indicator	1 Expectations Not Met	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Half of the lessons are explicitly linked to learning goals. Half of the learning activities, assignments and resources are aligned with learning goals. Half of the learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate but teacher shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas and structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.
Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization but only appear to be somewhat useful in moving students toward achieving the learning	The lessons within the unit have some logical organization and appear to be useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Some variety in instruction, activities, assignments, and/or resources that contribute to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and/or pre-assessment data. Some activities and assignments may not appear productive and/or appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre- assessment data. Most activities and assignments appear productive and appropriate for each student.
Use of Technology	Teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology inappropriately to contribute to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.

Instructional Decision-Making

SLM Standard
The teacher uses on-going analysis of student learning to make instructional decisions.

Task
Provide two examples of instructional decision-making based on students' learning or responses.

Prompt

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - 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 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.

- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

  - 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 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.

Suggested Page Length: 3-4

Instructional Decision-Making
Rubric

SLM Standard: ***The teacher uses on-going analysis of student learning to make instructional decisions***

Rating Indicator	1 Expectations Not Met	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Sound Professional Practice	Most instructional decisions are inappropriate and not pedagogically sound.	Some Instructional decisions are inappropriate, but some decisions are not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).
Modifications Based on Analysis of Student Learning	Teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Some modifications of the instructional plan are made to address individual student needs, but these are based on the analysis of student learning, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are mostly congruent with learning goals.	Modifications in instruction are congruent with learning goals.

Analysis of Student Learning

SLM Standard
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task
Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt
In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on 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 (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).
- **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. Summarize what these data show about student learning.
- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

***Note**: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."*

Suggested Page Length: 4 + charts and student work examples

Analysis of Student Learning
Rubric

SLM Standard: ***The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.***

Rating → Indicator ↓	1 Expectations Not Met	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is not clear and accurate or it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis of student learning is mostly aligned with learning goals and provides a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is technically accurate, but conclusions are not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.
Evidence of Impact on Student Learning	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 learning goals.	Analysis of student learning includes very little evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	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 learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.

Reflection and Self-Evaluation

SLM Standard
The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice

Task
Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- Select the learning goal where your students were most successful. 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.

- Select the learning goal where your students were least successful. 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 possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the SLM. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2

Reflection and Self-Evaluation Rubric

SLM Standard*: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice*

Rating Indicator	1 Expectations Not Met	2 Partially Meets Expectations	3 Meets Expectations	4 Exceeds Expectations
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section.	Provides incomplete evidence and very few (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section.	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals.
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities or assessments and explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, and misunderstandings or conceptual gaps are not present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and offers some rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents professional learning goals that are related to the insights and experiences described in this section and/or provides a plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.