

# STATEWIDE IMPACT ON STUDENT LEARNING ASSIGNMENT

## **Purpose**

The Impact on Student Learning assignment gives the teacher candidate the opportunity to:

- Determine the impact of instruction on all students' learning,
- Use assessments to make research-based informed decisions about instruction,
- Analyze and communicate students' performance results, and
- Reflect on teaching performance.

## **Overview of the Method – Impact on Student Learning**

The teacher candidate will use the assigned internship placement class and/or a group of students to determine the impact of his/her teaching on student learning. The teacher candidate will use multiple assessments and teaching strategies aligned with learning objectives in a unit and/or group of lessons. After collecting data from multiple assessments, the teacher candidate will analyze the data to determine the impact on student learning.

## **Assessment Information**

- Pre-assessments measure students' understanding and performance on a set of skills and objectives. Results from pre-assessments are used to inform, plan, and guide instruction.
- Formative assessments focus on students' understanding and performance of the skill(s) during instruction. Data from formative assessments influence instruction.
- Post-assessments (summative) evaluate students' understanding and performance of a set of skills or objectives at the conclusion of the unit and/or lessons. Post-assessments can include a variety of formats.

## **Unit/Lesson Plans**

Prior to planning the unit and/or lessons, the teacher candidate will conduct at least one pre-assessment. After conducting the pre-assessment/s, the teacher candidate will record the pre-assessment/s data in a spreadsheet and analyze this data to inform the planning of the unit/or lessons.

## **Contextual Factors**

The teacher candidate will collect contextual factors about students, the school, and the learning community. The teacher candidate will analyze the contextual factors to inform the unit and/or lesson planning.

## **Adjusting Instruction to Meet Student Needs**

During instruction, administer multiple formative assessments and evaluate the data from these assessments to adapt instruction throughout the unit and/or lessons. Document how data from formative assessments were used to effectively plan, implement, and change instruction when necessary.

After implementing the unit and/or lessons, the teacher candidate will administer a post-assessment (summative) to determine the impact of instruction on student learning. The teacher candidate will record the post-assessment (summative) data in a spreadsheet and analyze the data to determine areas taught effectively, areas for improvement, and to determine if all students in the class were provided with equitable learning experiences.

The teacher candidate will analyze data from pre-assessments, formative assessments, and post- assessments (summative) to determine the impact on student learning for the unit and/or lessons.

## Assignment Components

### 1. Contextual Factors

#### Purpose for Step 1:

Consider the learning environment and contextual factors that may have an impact on the teaching-learning process. Discuss characteristics about the school, classroom, and individual student needs that should be considered as instructional plans are developed. List accommodations/modifications that will be made to instructional planning and implementation based on contextual information of the assigned classroom.

#### Task:

Discuss the relevant contextual factors including community and school information, classroom information, student characteristics, and accommodations/modifications for planning, instruction, and assessment/s. Include any supports and challenges that impact instruction and student learning. Discuss any implications and accommodation/modifications needed for instruction based on contextual factors.

#### Prompt:

In the discussion on contextual factors, include the following:

- **1.1. Community and school information**
  - Discuss the community and school information:
    - geographic location
    - community/school population (diversity, race, ethnicity, culture, gender, etc.)
    - socio-economic status (SES; ex: free/reduced lunch, Title I school, etc.)
    - type of school (locale, grade levels, and any other pertinent characteristics)
  - Consider additional areas for discussion, which could include but are not limited to stability of the community, political climate, community support for education, and other environmental factors.
- **1.2. Classroom information**
  - Discuss the classroom information:
    - physical features and arrangement of the classroom
    - availability of technology, equipment, and resources
    - extent of parental/guardian involvement
    - grouping practices (whole group, small group, pairs, etc.)
  - Consider additional areas for discussion, which could include but are not limited to how groups were determined, classroom rules and routines, scheduling, and additional teachers/students that enter or leave the room on a regular basis.
- **1.3. Student characteristics – Related to the Students and Learning Environment**
  - Discuss the following required areas for student characteristics:
    - grade/age level
    - gender
    - race/ethnicity/culture
    - special needs
    - achievement/developmental/skill levels
    - language (English, ESL, ELL)
    - interests/learning styles/preferences, and any other pertinent information
  - Consider additional areas for discussion, which could include but are not limited to background information and/or characteristics of specific students that should be considered when planning and implementing instruction.

- **1.4. Accommodations/Modifications for planning, instruction, and assessment/s**
  - Choose 3 or more of the contextual factors described above from 1.3 *Student Characteristics* and discuss how these factors influenced planning instruction, implementation of instruction, and assessment/s.
  - Describe, based on those contextual factors, what accommodations/modifications for planning, instruction, and/or assessment were made.
  - Provide a chart/table to illustrate the relationship between contextual factors (3 or more) and accommodations/modifications for planning, instruction, and assessment/s. Include a thorough description of each accommodation/modification in the chart. An example is provided below.
  - Consider additional areas of discussion, which could include but are not limited to how the accommodations/modifications improved learning for individual students.

Contextual Factor Individual Student Characteristics	Accommodations/Modifications Made to Instruction and/or Assessment

## 2. Learning Goals and Objectives for Unit and/or Group of Lessons

### Purpose for Step 2:

Plan appropriate and challenging learning purposes/goals and develop measurable and observable objectives for the unit of study or group of lessons. Consider different levels of Bloom's Taxonomy and Depth of Knowledge (DOK) when planning measurable objectives.

### Task:

Using the Mississippi College- and Career-Readiness Standards (MCCRS), establish a topic for the unit or group of lessons and an overall learning purpose/goal. Once the unit or group of lessons learning purpose/goal is established, determine daily learning purposes/goals for each day in the unit or group of lessons.

Note: Develop measurable and observable objectives for each day. Ensure that all objectives are measurable, student-oriented, developmentally appropriate, and written in clear and understandable terms. Daily objectives should be written at different levels of Bloom's Taxonomy/DOK. Example: A unit or lessons should not have daily objectives all written on the Knowledge level of Bloom's Taxonomy or DOK 1. Vary the levels of Bloom's Taxonomy/DOK used in the unit or lessons to challenge students on different levels.

### Prompt:

In your discussion, include the following:

- **2.1. MCCRS chosen standard(s) and unit or group of lessons topic**
  - List the chosen standard(s) from the MCCRS content area of study.
  - List the topic for the unit or group of lessons. If the unit or group of lessons addresses only part of the MCCRS standard(s), explain what part of the standard(s) is to be addressed and the rationale for addressing only part of the standard(s) in the unit topic.
  - Consider using a chart/table for Step 2. *An example is provided after section 2.4.*
- **2.2. Learning purposes/goals**
  - Describe the unit or group of lesson plans purposes/goals and how it relates to the MCCRS standard/s.
  - Justify your reasoning for choosing the overall unit or group of lesson plans purpose/goal.
  - Consider additional areas of discussion, which could include but are not limited to how the overall learning goal supports previous goals and/or will support future learning goals.
- **2.3. Appropriateness of objectives**
  - Describe how objectives are aligned with MCCRS and connect to and help students make sense of the real world.
  - Discuss why the objectives are appropriate in terms of the students' development, pre-requisite knowledge, skills, experiences, and other needs of students as indicated in the Contextual Factors.
  - Consider additional areas of discussion, which could include but are not limited to the use of instructional strategies to promote learning through the students' cognitive, linguistic, social, emotional, and physical developments.

For Step 2 of the Assignment for Impact on Student Learning, provide a chart/table to illustrate the relationship between each daily objective and Bloom’s Taxonomy Level/DOK. You may choose to use a table such as the one below for this step of the assignment.

Unit or Lesson Plans Overview

Grade and Subject Area			
MSCCRS Standard			
Unit or Lesson Topic			
Unit or Group of Lessons Purpose/Goal			
Day	Objective/s	Bloom’s/DOK Level	Assessment (Will be completed in Step 3)
1			
2			
3			

### 3. Assessment

Purpose for Step 3:

Plan assessments that align with the chosen MCCRS standard, unit or group of lessons, and daily objectives that will be used to monitor student progress toward the purposes/goals and objectives.

Task:

Design an assessment plan to monitor student progress toward mastering objectives. Plan a pre-assessment, a variety of formative assessments, and a post-assessment (summative). Discuss how students’ progress was monitored and how assessment results were communicated to students.

Prompt:

In your discussion, include the following:

- **3.1. Assessment plan overview**
  - Provide an overview of the assessment plan. The purpose of this overview is to depict the alignment between purposes/goals, objectives, and assessments to meet the individual needs of students based on contextual factors as identified in Step 1.
  - Provide a chart/table to illustrate the relationship between each purpose/goal, daily objective, and daily assessment. You may continue the table that you used for Step 2 of assignment (example below).

Assessment Plan Overview

	Objective	Bloom’s /DOK Level	Assessment	Accommodations/Modifications (if needed)
Pre-assessment				
Formative Assessments	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Post-assessment (Summative)				

- Vary assessments by type. Instead of giving a quiz or the same type of assessment every day, use a variety of assessments.
- Make sure each daily assessment assesses the objective for that day. Example: If your daily objective asks students to list and describe each stage of the water cycle, then your assessment should be something that requires them to do exactly that.

- Describe the need for the accommodations/modifications based on individual needs of students based on contextual factors, for each accommodation/modification to an assessment listed. If no accommodation/modification is necessary for an assignment, state that.
- Include accommodations/modifications that may be made to the pre- and post-assessments (summative) to meet the needs of individual students based on the contextual factors.
- Consider additional areas of discussion, which could include but are not limited to alignment to objectives and includes a rationale for each accommodation/modification based on individual needs of students or contextual factors.

Example: The following daily assessment **DOES** assess the daily objective.

Daily Purpose	Daily Objective	Daily Assessment
Physical characteristics of cats	The student will (TSW) compare and contrast physical characteristics of 2 different species of cats.	Create a Venn diagram of 2 different species of cats from around the world comparing and contrasting physical attributes. (Graded for accuracy)

Example: The following daily assessment **DOES NOT** assess the daily objective.

Daily Purpose	Daily Objective	Daily Assessment
Physical characteristics of cats	TSW compare and contrast physical characteristics of 2 different species of cats.	Draw a picture of one species of cat and include in your picture physical features for that species of cat.

- **3.2. Pre-assessment and post-assessment (summative assessment)**

- Include copies of the pre-assessment and post-assessment (summative) and scoring guides (example: scoring rubric, answer key, etc.). Include any prompts, and/or student directions that may be needed.
- Provide descriptions of the pre- and post-assessments (summative), how they are aligned with daily objectives, and when they will be administered.
- Establish criteria that will be used to determine mastery for pre- and post-assessments (summative) that indicate high expectations (example: mastery = 75% or higher on the assessment).
- Consider additional areas of discussion, which could include but are not limited to describing how the assessments provided information to the TC about student performance.

- **3.3. Daily assessments (formative assessments)**

- Include evidence of the daily assessments (formative assessments) that will be used each day (examples: quizzes, journal prompts, exit tickets, observation checklists, etc.) and scoring guides (answer key, checklist, rubric, etc.).
- Use multiple methods of assessments by type (example: Avoid using a journal prompt each day.).
- Describe how student progress using daily assessments will be tracked during the unit.
- Explain the reasoning for selecting the daily assessments that will be used during the unit or lessons.

- Consider additional areas of discussion, which could include but are not limited to describing how specific assessments address individual differences.
- **3.4. Assessment data**
  - Create a student assessment data table for tracking individual student progress on the pre-assessment, all formative (daily) assessments, and the post-assessment (summative) in an organized and easy to read format.
  - Establish criteria for determining mastery or non-mastery on the assessment for each assessment in your data table. (Example: mastery = 75% or higher on the assessment). Describe this after your table.
  - Ensure that each daily assessment reflects mastery or non-mastery of the daily objective and is recorded on the table. An example of a table is provided below, but your data might be presented in a different format.
  - Consider additional areas of discussion, which could include but are not limited to how students will be given opportunities to review and communicate about their own progress and learning.

The type of data you collect will determine the best format for presenting it.



Example of a Student Assessment Data Table

Student Names	Pre-Assessment		Informal Assessment #1 (Day 1 Objective)		Informal Assessment #2 (Day 2 Objective)		Informal Assessment #3 (Day 3 Objective)		Informal Assessment #4 (Day 4 Objective)		Informal Assessment #5 (Day 5 Objective)		Post-Assessment		Learning Gains from Pre- to Post-Assessment
	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	%	Mastery or Non-Mastery	
Student 1															
Student 2															
Class Percentages															

- **3.5 Communication of assessment results**

- Discuss a plan for communicating individual assessment expectations to the students.
- Discuss a plan for communicating individual assessment results and feedback to students. Include how students will know they are progressing throughout the unit and upon completion of the unit.
- Describe a plan for encouraging students to monitor their own progression throughout the unit or lesson and take responsibility for their own learning.
- Consider additional areas of discussion, which could include but are not limited to a variety of strategies for communicating feedback to all students.

## **4. Instructional Design**

### Purpose for Step 4:

Consider the contextual factors, characteristics of the classroom, individual students, and design appropriate instruction that utilizes research-based strategies and technology to help students master objectives for the unit of study.

### Task:

Provide the instructional unit or group of lessons or an overview of the unit or group of lessons. Describe the pre-assessment results and implications based on the pre-assessment results. Describe instructional strategies that engage students in critical thinking, problem solving, and provide differentiated instruction to meet the needs of diverse students as outlined in Step 1 (contextual factors). Describe research-based strategies and technology that will be used throughout the lesson. Describe a plan for communicating individual student progress to parent/guardians.

### Prompt:

In your discussion, include the following:

- **4.1. Accommodations/modifications to instruction based on pre-assessment data analysis**

- Analyze student performance relative to the learning goals and objectives, after administering and evaluating the pre-assessment.
- Create a table to help analyze the data. In the table, record students' responses (correct or incorrect) or scores to individual questions on the pre-assessment or to groups of questions based on the objective assessed.
- Determine patterns in the data that will show implications for making accommodations/modifications to instruction once student responses are recorded.
- Describe any pattern found that will guide instruction. Examples of patterns that may be shown in the data may include:
  - Fewer than half of the students correctly answered a certain question or cluster of questions assessing a specific objective.
  - Most students correctly answered a question or cluster of questions assessing a specific objective.
  - A particular subgroup of students performed in a certain way (list it) that would require certain accommodations/modifications (remediation or enrichment).
- Consider including a research-based rationale for the accommodations /modifications.

- **4.2. Differentiation**
  - Describe at least one example from your unit or group of lessons plans where you developed a meaningful and authentic learning experience that includes differentiation. Describe how you differentiated the instruction to accommodate developmental and individual needs of each learner in the group.
  - Ensure that the activity is learner-centered and provides differentiation to meet the specific needs of individual students as described in the contextual factors (e.g. ELL, inclusivism, cultural relevance, special needs. . .).
  - Consider providing evidence of research-based strategies/procedures (citation for a source of a peer-reviewed journal article, textbook, etc.) that describes the instructional strategy used in the unit or group of lessons.
- **4.3. Technology – teacher candidate**
  - Describe how technology is used to facilitate and analyze student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, mentoring, and collaboration including the use of social networks in instruction).
  - Describe how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating and not just by playing games online.
  - Consider additional areas of discussion, which could include but are not limited to how multiple forms of current technology are used by the TC to research, learn, create, communicate, and track data.
- **4.4. Technology – student use**
  - Describe how students use technology for learning and understanding. Students should use technology to research, create, communicate, and present. Students should use technology to facilitate higher level skills such as analyzing, synthesizing, and evaluating and not just by playing games online.
  - Consider additional areas of discussion, which could include but are not limited to how multiple forms of current technology are used by the students to research, learn, create, and communicate.
- **4.5. Plan for parent/guardian communication**
  - Describe the plan for disseminating general information about the unit or group of lessons and how specific information about individual student progress was provided to parents/guardians.(Include what information was provided to parents/guardians and how it was shared with them (i.e. technology, phone-app, paper copy).
  - Provide copies of any parent/guardian communication (such as a newsletter) created for the unit or group of lessons.
  - Consider providing examples of communication with parents and/or guardians that fosters a sense of trust that acknowledges their contributions to the students’ education.

## **5. Instructional Decision-Making**

### Purpose for Step 5:

Reflect on professional practices including differentiating instruction, modifying instruction, and communicating with students.

### Task:

Describe how teaching strategies were modified during instruction based on student behavior, questions, responses, and/or performance. Describe how learning experiences were differentiated or modified based on formative assessment data analysis. Describe communication with students regarding their progress.

### Prompt:

In your discussion, include the following:

- **5.1. Instructional modifications based on needs of students**
  - Describe and provide an example of how teaching and/or learning strategies were modified from the original plan to meet the needs of students based on student performance during instruction. (Examples: changing from groups of 4 to pairs, modifying an activity from the original lesson plan, deleting something from the lesson plan or adding something to the lesson plan, etc.)
  - Justify your reasoning for making this accommodation/modification and give specific student behaviors, questions, and/or responses that prompted you to make the accommodation/modification.
  - Describe how the accommodation/modification led students toward meeting objectives.
  - Consider providing a research-based citation for accommodations/modifications.
- **5.2. Instructional differentiation or modifications based on formative assessments**
  - Describe how formative assessment data were analyzed.
  - Provide at least one example of how assessment data analysis led to differentiate or modify a specific learning experience of a previously planned activity to accommodate differences in developmental and/or educational needs of students.
  - Consider additional areas of discussion, which could include but are not limited to multiple examples of research-based modifications of instruction to accommodate individual needs of students.

## 6. Analysis of Student Learning

### Purpose for Step 6:

Use assessment results to analyze student learning.

### Task:

Use assessment data to analyze student learning. Analyze student learning gains for the whole class, subgroups, and individual students. Provide evidence of impact on student learning and draw conclusions on overall student learning gains.

### Prompt:

In your discussion, include the following:

- **6.1. Data Analysis -Student Assessment Data**

Record student scores/progress on all assessments using your student assessment data table created in Step 3. Calculate the percentage (out of 100) for each assessment (where applicable) AND calculate the percentage of mastery for the entire class. Describe the data results based on the following categories: whole class, subgroups (ex: gender, performance/ability level, language, age range, etc.), and individuals.

  - **Whole Class** - Consider the following:
    - Analyze the degree to which mastery was attained by the entire class.
    - What did your analysis of the students' learning gains tell you about the degree of mastery of each objective?
    - What did the analysis of the learning gains tell you about the degree to which your overall purpose was achieved?
    - Discuss specific evidence from pre- and post-assessment (summative) data to support your response.
  - **Subgroups** – Consider the following:
    - Select a group characteristic (ex: performance/ ability level, language, age-range, etc.).

- Provide a rationale for the selection of this characteristic.
  - Compare pre- and post-assessment (summative) results for the subgroup chosen. Summarize what the data show about student learning gains and include specific evidence used to support your response.
- **Individual Students** – Consider the following:
  - Select two students who demonstrated different levels of performance and explain why it is important to understand and analyze the learning of these students.
  - Use pre-assessment, formative, and post-assessment (summative) data with examples of the student’ work to draw conclusions about the extent of these students’ learning gains.
- **Include samples of student work.** Copies of pre-assessments, formative assessments, and post-assessments (summative) should be included.
- Consider additional areas of discussion, which could include but are not limited to reflections on how the overall learning experiences were monitored throughout the unit or group of lessons.
- **6.2. Evidence and interpretation of impact on student learning**
  - Describe evidence of impact on student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives using pre- and post-assessment (summative) data.
  - Include evidence of specific instruction/activities during the unit that may have led to that impact on student learning gains noted in pre- and post-assessment data.
  - Draw conclusions on overall student learning gains using all assessment data.
  - Provide evidence that includes details and reasoning for conclusions drawn.
  - Consider additional areas of discussion, which could include but are not limited to multiple hypotheses for why students did or did not achieve mastery on the post-assessment.

## 7. Reflection

### Purpose for Step 7:

Reflect on student success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development.

### Task:

Reflect on student learning and possible reasons for high or low success/levels of mastery. Discuss implications for future instructional design, teaching, and professional development you engaged in or plan to seek to engage in to improve your performance as a teacher.

### Prompt:

In your discussion, include the following:

- **7.1. Reflection on high success/levels of mastery**
  - Select the objective(s) for which students were most successful. Provide two or more possible reasons for student success.
  - Reflect on factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors) in your discussion.
  - Discuss how planning and implementation of instruction could have led to student success.
  - Consider next steps for progression/next steps for instructional design and teaching for the targeted students with high student success.
- **7.2. Reflection on low success/levels of mastery**
  - Select the objective(s) for which students were least successful. Provide two or more possible reasons for the lack of student success.

- Reflect on factors that might have had an impact on student learning (including the purposes, objectives, instruction, and assessments along with student characteristics and other contextual factors) in your discussion.
- Consider additional areas of discussion, which could include but are not limited to research-based methods for planning and instructional strategies to continue to enhance student learning in the future to positively impact student learning.
- **7.3. Implications for future instructional design and teaching**
  - Provide ideas for redesigning purposes/goals, objectives, instruction, and/or assessments in future teaching, and provide a rationale explaining why these ideas for modifications would improve student learning.
  - Include implications for redesigning the current unit or group of lessons and explain any implications that can be generalized to planning and teaching overall.
  - Consider providing research-based evidence to support your claims.
- **7.4. Implications for professional development**
  - Describe at least two professional learning goals that emerged from your implementation and review of the unit or group of lessons.
  - Identify two specific steps to meet these learning goals, including professional development, to improve your teaching, planning, and assessing in the area(s) identified.
  - Consider identifying research based professional development to improve practice.