**Indiana University South Bend**

**School of Education**

**Semester/Year:**

**Impact on Student Learning Project**

**Your Name:**

**Name of Placement School:**

**Address of Placement School:**

**Part One: Overview**

**Purpose**

The Impact on Student Learning Project assignment gives you, the teacher candidate, an opportunity to: (a) determine the impact of instruction on all students’ learning; (b) use assessments to make research-based informed decisions about instruction; (c) analyze and communicate students’ performance results; and (d) reflect on your teaching performance.

**Interstate Teacher Assessment and Support Consortium (InTASC)**

<https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf>

Model Core Teaching Standards outline what teachers should know and be able to do to ensure every PK-12 student reaches the goal of being ready to enter college or the workforce in today’s world. This “common core” outlines the principles and foundations of teaching practice that cut across all subject areas and grade levels and that all teachers share.

**Specialized Content Standards**

Each education major has specific content by which they should know and be able to teach. Elementary majors cover a wide range of content, while secondary majors have specialized content. Professional Associations, as well as the Indiana Department of Education, provide content standards while guide the instructional aspect of each classroom. The specialized content standards will work in tandem with the InTASC Model Core Teaching Standards to inform your ISOL Project, while also providing the scaffold with which your project will be graded.

**Method**

Throughout the ISL Project, you are to use pseudonyms to maintain confidentiality of each student. In your selection process, it will be helpful to choose a class or section of students whom you are currently teaching and a unit of study on which to evaluate your impact on student learning. Also, determine a method of collecting data that will measure your impact upon student learning using assessments that will generate data suitable for analysis.

Please refer to the associated rubrics for a detailed description of the criteria developed for evaluation of the quality of your work. As you write each section, be sure to consult the rubrics as a guide to the important features.

**Part Two: ISL Project Information with Instructions**

**Teaching Philosophy Statement**

**Instructions**: For this section, you are to double space the text while using a 12-point Calibri font and maintaining 1” margins on all sides of your work. The Teaching Philosophy Statement must be two pages in length – no more, no less.

**Section One: Contextual Factors**

**Instructions**: For this section, you are to include the basic demographics of your students, the school, and the classroom learning community. For some of you, the contextual factors may change depending on the day or period (i.e., Secondary teachers or specialist teachers). For others, it will remain the same all day, every day (i.e., Elementary teachers). Maintain your settings throughout this section (i.e., Calibri 12-point font, double spacing, and 1” margins on all sides of your page. Use the sub-headings below to organize your work.

**Community & School Information**: This sub-section includes the geographic location, population (i.e., diversity, race, ethnicity, culture, gender, etc.), socio-economic status (i.e., SES, Title 1, etc.), and type of school (i.e., locale, grade levels, etc.). It is written in a narrative style.

**Classroom Information**: This sub-section includes the physical features and arrangement, availability of technology and resources, extent of parental/guardian involvement, grouping practices (i.e., whole groups, small groups, pairs, etc.), classroom rules and routines, schedules, and additional teachers/students who enter or leave the classroom on a regular basis. It is written in a narrative style.

**Student Characteristics**: This sub-section includes student information related to the learning environment (i.e., grade/age level, gender, race/ethnicity/culture, special needs, achievement/developmental/skill levels, language, and interests/learning differences).

**Accommodations/Modifications for Planning, Instruction, and Assessments**: This sub-section includes specific contextual factors identified in the “Student Characteristics” sub-section and the narrative of how these selected factors influence your planning and instruction. Contained within the narrative are the accommodations/modifications used and how these improve the learning of the specific students.

**Section Two: Planning and Instruction**

**Instructions**: For this section, you will use the IUSB-approved lesson plan template to create your series of lessons that comprise a unit of study. All sections of the lesson plan template must be completed accurately and thoroughly, and in collaboration with your mentor teacher and university supervisor. All lesson plans that comprise the unit of study must be included here.

**Section Three: Pre/Post-Test Assessments**

**Instructions**: For this section, you will include all pre/posttest assessments (i.e., summative and formative) used within the unit of study. For each sub-section, you will follow the guidelines provided. Maintain your settings throughout this section (i.e., Calibri 12-point font, double spacing, and 1” margins on all sides of your page. Use the sub-headings below to organize your work.

**Assessment Overview**: This sub-section details the alignment between the unit purpose and goals, lesson objectives, and all assessments. There should be information that describes how these align to meet the individual needs of the students and based on the selected contextual factors identified in Section One.

**Pre/Posttest Summative Assessments**: This sub-section includes all copies of pre/posttest summative assessments and scoring guides (i.e., rubrics, answer keys, etc.), as well as prompts and student directions given at the time of the assessment. Detail the criteria used to determine mastery for all included summative assessments that indicate expectations (i.e., 75% or higher will pass the assessment).

**Daily Formative Assessments**: This sub-section includes evidence of daily formative assessments used (i.e., quizzes, journal prompts, exit tickets, observation checklists, etc.), and all scoring guides associated with them. Describe the tracking method detailing how the students progressed using daily formative assessments. Explain how you selected the daily formative assessments and how they addressed individual learning differences.

**Section Four: Analysis of Pre/Posttest Assessment Data**

**Instructions**: For this section, you will focus on the analysis of your pre/posttest assessment data. The process you will follow includes pre-selected six students for analysis and will require you asking permission ahead of time and explaining why you are seeking permission. Two students will be in the high-performing category, two students in the average category, and two students will require accommodations/modifications. You are to follow their work analysis as described below.

**Step One**: Identify your six students and seek their permission.

**Step Two**: Collect all copies of their work on all assignments throughout the entire unit. Samples will include your comments and feedback. Examples may include samples of homework, tests, projects, or written papers.

**Step Three**: Remove all names and other descriptors that might identify your six students.

**Step Four**: Create a student assessment data table for tracking the six students’ progress. Indicate your criteria for determining mastery or non-mastery on each document shown in the data table. Share how these students have been given opportunities to review their work and communicate how they were involved in their own progression of learning.

**Step Five**: In essay format, explain the process used to collect the data; how you provided feedback and met their learning needs; and the projected ‘next steps’ in their learning progression. Maintain your settings throughout this section (i.e., Calibri 12-point font, double spacing, and 1” margins on all sides of your page.

**Step Six**: Compare your six students’ results to the results of the entire class. Explain the differences noted in your analysis.

**Section Five: Professional Learning and Reflection**

**Instructions**: For this section, you will reflect on all the information shared within the ISL Project, as well as the experiences you have had throughout your student teaching placement. Use the questions found below to guide your narrative. Maintain your settings throughout this section (i.e., Calibri 12-point font, double spacing, and 1” margins on all sides of your page. Use the questions below to organize your work.

**Q1**: Describe your impact on student learning based on the analysis results of Section Four.

**Q2**: How does this project directly relate to what you have learned during your time in the education program, specifically the teaching and learning theories, strategies, and best practices gained over time?

**Q3**: Describe your process used during this semester on how you plan, implement, and assess student learning.

**Q4**: Describe how you will take what you have learned this semester, and specifically through this project, and allow it to influence your future teaching.

**M420 ISL Presentation Rubric**

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| --- | --- | --- | --- | --- |
| **Areas of Professional Strength** – Areas of professional strength are discussed by the candidate throughout the project.  | Identification of professional strengths is well supported by examples and illustrates depth of personal reflection.  | Examples of professional strengths are substantiated by candidate’s verbal reflection.  | Examples selected demonstrate areas of professional strength.  | Examples and/or explanations of professional strength are missing, disjointed, and/or unsupported.  |
| **Areas of Significant Growth** – Areas where significant professional growth has occurred are discussed by the candidate throughout the project.  | Identification of areas of significant growth is well supported by examples and illustrates depth of personal reflection. | Examples of areas of significant growth are substantiated by candidate’s verbal reflection. | Examples selected demonstrate areas of significant growth. | Examples and/or explanations of significant growth are missing, disjointed, and/or unsupported. |
| **Areas for Continued Professional Development** – Areas where continued professional development is warranted are discussed by the candidate throughout the project.  | Identification of continued professional development is well supported by examples and illustrates depth of personal reflection. | Examples of continued professional growth are substantiated by candidate’s verbal reflection. | Examples selected demonstrate areas of continued professional growth. | Examples and/or explanations of continued professional growth are missing, disjointed, and/or unsupported. |
| **Quality of Presentation** – Indicators maintain a professionalism of both the candidate and the presentation.  | Presentation was engaging, professionally delivered, aesthetically pleasing, and indicative of thoughtful preparation.  | Presentation was engaging and professionally delivered.  | Presentation fell within the allotted time frame, was organized and indicative of acceptable communication skills. | Presentation did not reflect consideration of the audience, was poorly organized, and/or did not meet the time frame.  |