

Electronic Evidence 5: Positive Impact on Student Learning

Evidence that demonstrates impact on student learning.

NCPTS Descriptors

1.a Teachers lead in their classrooms.

1. Evaluates the progress of students toward high school graduation using a variety of assessment data measuring goals of the *North Carolina Standard Course of Study*.

4.b Teachers plan instruction appropriate for their students.

1. Collaborates with colleagues to monitor student performance and make instruction responsive to cultural differences and individual learning needs.

4.h Teachers use a variety of methods to assess what each student has learned.

1. Uses multiple indicators, both formative and summative, to monitor and evaluate students' progress and to inform instruction.
2. Provides evidence that students attain 21st century knowledge, skills and dispositions.

5.a Teachers analyze student learning.

1. Uses data to provide ideas about what can be done to improve students' learning.

How the evidence specifically addresses the descriptors: Teacher Work Sample: Implementation and Evaluation (TWSIE) requires candidates to use a variety of assessment tools, both formative and summative, and resulting data to evaluate the progress of their learners in a unit of instruction that is aligned with the SCOS and is appropriate for the individual learning needs of all of the learners. The resulting data should provide evidence that learners attain 21st century knowledge, skills and dispositions. In addition, the TWSIE is designed to for the teacher candidate to reflect on ideas about what can be done to improve both teaching and learning.

Name of Evidence: Teacher Work Sample – Implementation and Evaluation

Requirements. Every teacher education candidate will complete a Teacher Work Sample in two major parts. Part I of the Teacher Work Sample is referred to as Teacher Work Sample: Planning (TWSP). Part II is referred to as **Teacher Work Sample: Implementation and Evaluation (TWSIE)**. The Teacher Work Sample is intended to be the candidate's best work and should 1) address significant goals, 2) be relevant to 21st century learners, and 3) incorporate collaboration and available technology to the extent feasible. For example, content and goals should go beyond facts and discrete bits of knowledge or isolated skills and should address application of the content in a 21st century world. It should include content, 21st century technologies, and 21st century skills and dispositions. The directions for TWSIE are described below.

Directions. The Teacher Work Sample Portfolio is documentation of planning, teaching, and evaluating the impact of a unit to a group of students. The unit must be a sequenced set of at least five (5) daily lessons addressing one or more goals from the North Carolina Standard Course of Study appropriate for the grade level and subject where the teacher candidate is assigned. The teacher candidate should prepare a unit of learning, teach the unit including pre- and post assessment, and analyze and reflect on the experience with emphasis on the effectiveness of the unit for the students. The TWS Portfolio should be completed during the student teaching semester (or the second semester of the internship). The TWSP and TWSIE must be submitted

electronically. The TWS Implementation and Evaluation required components are: (1) assessment results, (2) assessment analysis, (3) diverse learner reflections, and (4) TWS overall reflections. Each component is described below.

1. Assessment Results: A chart and a narrative of no more than 500 words are required. The chart must list all the students and their individual results or scores on the pre-unit assessment, mid-unit assessment(s), and post-unit assessment. If each student has more than a single score for any of the assessments, adjust the table so that they are included. The chart is only a guide suggesting how the data may be displayed. Additional tables or graphs for data are optional. The narrative must describe the results presented in the chart. Class averages for results should be presented. It should address pre-unit, mid-unit, and post-unit results, and gains or losses. It should address differential results for learners taught with explanations for their performance. A representative sample of at least two selected students work is required. If possible, these should be contrasting examples.

Required evidence includes:

- Selected student’s work from the pre and post assessments.
- Selected student’s work from at least one other lesson

The NC State Board of Education requires that acceptable evidence for #5 Positive Impact on Student Learning must demonstrate that the unit positively impacts student learning. The evidence must show success in meeting the unit’s goals and objectives.

Sample Chart

Student	Pretest Result (quantitative data preferred)	Mid-Unit Results	Posttest Results
John	60		95
Juanita	55		92
Jenna	35		94
Casey	70		100
Olga	60		75
Class Average	56		91

2. Assessment Analysis: A detailed analysis of the results should explain the outcomes in terms of goals and objectives and attempt to answer the question, What do results mean? This section should interpret class results and notable individual results. Circumstances affecting results should be described; however, candidates should avoid excessive attributions of poor performance to student misbehavior and lack of motivation. The following questions may be used as a guide.

- Do the results indicate that students met goals and objectives?
- Which goals and objectives were met?
- Which goals and objectives were not met?
- How do the data support conclusions?

3. **Diverse Learner Activity:** In the context of the unit developed for the Teacher Work Sample, this activity is designed to focus on the needs of an individual learner with unique learner needs such as differing physical, social, emotional, cultural, and/or intellectual characteristics which may affect learning. *The Special Education program requires assessment of one individual unique learner while all other programs require two individual unique learner assessments.* The candidate is expected to demonstrate the ability to:

- Assess unique learner needs;
- Adjust instruction to meet these needs;
- Create partnerships to support the unique learner;
- Foster a community that respects the unique learner needs.

Required evidence includes:

- Selected unique student's work for the Teacher Work Sample unit
- Selected unique student's pre- and posttest data
- Reflection (minimum of 300 words)

A directed reflection guide is provided to assist with this activity.

Directed Reflection Guide Sheet for Diverse Learner Activity

Answer each question as completely as possible. Remember that some of the questions refer to the TWSP lesson plans.

Select:

1. Which student did you select?
2. Why did you select this student?

Describe: Describe the circumstances, situations, and issues related to the evidence or artifacts.

1. What are the characteristics of the diverse learner you have selected?
2. Describe the steps you took to assess the needs of the student.
3. What partnerships did you establish with the parents/guardians of your student to support your work with the student?
4. How did you obtain information about the experiences, learning behaviors, needs, and progress of the student?

Analyze: Analyze how the evidence and artifacts included demonstrate the relationship of your teaching practice to the standards in this activity.

1. How did assessment of the characteristics and needs of the student you selected for study change your planning, instruction, and interaction with the student?
2. As you implemented your lesson plans, what adjustments did you make to accommodate the learning differences or needs of the selected student? Refer to student work sample.
3. How did you select and incorporate special resources or services for your selected student?

Appraise: Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in this activity.

1. What interventions/interactions with your student were most and least productive in improving student learning?
2. What sources of information were most helpful to you in meeting the unique needs of the student?
3. Was the student successful this year? How do you know?
4. What benefits have come from the partnerships you established with parents/guardians and others in the school community?

Transform: Explain how the insights gained from reflection guided the transformation of your teaching practice.

1. What did you learn about the diverse nature and needs of students?
2. Based on your experiences, what strategies will you use in your future teaching to meet the needs of diverse learners.

4. Reflective Essay: The teacher candidate should reflect on the teaching of the unit and describe what was learned by the students and the teacher. The essay should reflect on the experience. Sample questions that might be addressed include the following:

- Was the goal developmentally appropriate for the students? Why or why not?
- Could the students' knowledge or skills have been assessed more authentically or with more variety? How?
- Was the time spent teaching the lessons adequate given the level of the tasks and the students' beginning performance level?
- Should the methods used to teach have been different, more varied, or more consistent?
- Did the students have choices in any part of the unit?
- Did the unit help them to develop academically and in other ways (e.g., socially, creatively, morally)?
- What should be changed if the unit were to be taught again?
- What did the teacher learn from teaching this unit?

A directed reflection guide is included to assist with the Reflective Essay.

Directed Reflection Guide Sheet for Reflective Essay

Describe: Describe the circumstances, situations, or issues related to the evidence or artifacts.

1. Did the school have appropriate resources/materials for this unit? What materials/resources/services did you incorporate? Include any media tools you incorporated.
2. What kinds of multiple teaching strategies did you choose to incorporate in your lessons?
3. What strategies did you use to assess student learning?

Analyze: Analyze how the evidence and artifacts included demonstrate relationship of your teaching practice to the standards in this activity.

1. How were the age/developmental levels of your students reflected in your lessons? Select the student work samples from one lesson and address this question.
2. How did you link your students' prior knowledge with the events and experiences of the lessons?
3. How have you taken into account gender and culture in your communication with students?

Appraise: Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in this activity.

1. What did you learn about your instructional practices from the unit you taught?
2. How did the use of selected multiple teaching strategies increase your students' opportunities to engage in critical thinking and problem-solving activities?
3. What was the most effective lesson and why? Least effective, why not?
4. Which media communication tools have been the most and least effective in your classroom?

Transform: Explain how the insights gained from reflection guided the transformation of your teaching practice.

1. If you teach this unit again, what instructional and assessment techniques will you change and why?

Evaluation. The TWSIE will be evaluated electronically using a common rubric to determine the level of teacher candidate proficiency in the above mentioned descriptors. This will show impact on student learning.