BSETE Impact on Student Learning Project
Guidelines and Directions

A grade of Proficient or better on each component is required for <mark>satisfactory</mark> completion of the internship.

As a classroom teacher, you will probably ask yourself, "Do I really make an impact on my students' learning?" Even if this question never enters your mind, some parents or administrators may ask themselves similar questions about you. Regardless of audience or their reason for asking the question, the Teacher Work Sample (TWS) will give you the direct evidence you need to demonstrate your ability to assess and improve student outcomes.

A Teacher Work Sample is an exhibit of teaching performance, such as an instructional unit, that provides direct evidence of a teacher's ability to:

1. Analyze student data and assessments to determine learning needs
2. Design and develop standards-based instruction that meets student needs
3. Assess student learning prior to and during instruction and at the end of the unit
4. Reflect on the teaching and learning process and identify ways to grow and develop

The TWS includes seven components, which you will use as an outline to plan and teach a unit during your final internship:

1. Contextual Factors
2. Learning Goals
3. Assessment Plan
4. Design for Instruction
5. Instructional Decision Making
6. Analysis of Student Learning
7. Evaluation and Reflection

Use of these components will help you identify your students' characteristics and needs, develop learning goals, decide how you will assess your students' learning, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students' learning outcomes.

Directions: Complete the seven components of the Impact on the Student Learning described below as you plan, teach your instructional unit. Complete each component and give it to your university coordinator by the date that s/he indicates to you. Space has been provided below for you to record the date that each of your components is due to your coordinator. After all seven components have been completed and approved by your coordinator, compile the components into a single document, and upload the TWS and all required attachments into the D2L document template provided in the D2L assignment. Then submit the assignment in D2L for final assessment by your college coordinator

Component 1: Contextual Factors *Recommended by 2nd week*   **DUE:** _____

The teacher uses information about the learning-teaching context and students' individual learning needs to set learning goals and plan instruction and assessment.

1. Identify the grade level and the type of classroom and/or content area in which you are teaching.
2. Describe the characteristics of your students.
3. Include information about the community, the school population and your classroom.
4. Be sure to include whether you have English Language Learners and students with exceptionalities in your classroom.
5. Describe the physical characteristics of the classroom (furniture, arrangement, available technology, etc.).
6. Discuss how these contextual factors inform how you will design and deliver instruction and assess learning.

Component 2: Learning Goals   *Recommended by 4th week*   **DUE:** _____

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

1. List at least two, but not more than five measurable learning goals for your unit, and describe student performances of mastery for each.
2. Identify the related Florida Standards that your learning goals address.
3. Make sure the learning goals you choose reflect the contextual factors you identified above and are appropriate for your learners.

Component 3: Assessment Plan   *Recommended by 5th week*   **DUE:** _____

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

1. Describe how you plan to assess your students' learning and how you will know if your students are learning what you teach them.
2. Decide how you will measure their mastery of the learning goals you've set, and describe what levels of performance indicate mastery.
3. Design a pre and post assessment, and administer the pre-assessment to students.
4. Explain how you plan to differentiate assessment to accommodate the needs of students with exceptionalities, English Language Learners (ELLs), and other unique learning needs.

Component 4: Design for Instruction   *(recommended by 6th week)*   **DUE:** _____

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

1. Provide the results of your pre-assessment and discuss how they have informed your design for instruction.
2. Provide an overview of your unit and a lesson plan for each lesson.
3. Explain how you plan to adapt instruction for the needs of students with exceptionalities and English Language Learners.

Component 5: Instructional Decision Making   *(recommended by 10th week)*   **DUE:**

The teacher uses ongoing analysis of student learning to make necessary instructional modifications.

1. Give at least two examples of times during the teaching of your unit that your assessment of student learning or the response of one or more students caused you to change your approach or to do something different than you planned.
2. Provide the rationale for the instructional modification you selected.
3. Describe the result of your selected modification; i.e. explain how your instructional modification impacted student learning.
4. Administer your post-assessment at the end of the unit.

Component 6: Analysis of Student Learning   *(recommended by 11th week)*   **DUE:** _____

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

1. Include a copy of the pre and post assessment measures that you have developed.
2. Display your pre and post assessment results using the graph "Pre-Post Assessment Scores for All Students" to show each individual student's progress on the learning goals you set for them.
3. Using the graph " Pre-Post Assessment Averages For All Students " display the average performance on the pre and post assessment measures for all students taught.(The graphs for both #2 and #3 are contained in the Graphmaker)
4. Indicate how many students showed mastery of your learning goals after instruction and describe how you would a ddress the educational needs of the students who did not attain mastery.

Component 7: Evaluation and Reflection   *(recommended by 12th week)*   **DUE:** _____

The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

1. Reflect on your unit as a whole, how it has deepened your understanding of assessment, teaching and learning, and how it will inform your own teaching in the future.
2. Highlight the learning goal on which your students were the most successful, as well as the learning goal on which students were the least successful.
3. Discuss how you intend to develop as a teacher to further capitalize on your strengths and improve any areas of weakness.

The Impact on Student Learning must be uploaded to your D2L portfolio after providing your college coordinator either an electronic or hard copy of each component for prior approval. (Your coordinator will let you know which format he/she prefers)

	Exemplary (3 pts)	**Proficient** (2 pts)	**Developing** (1 pt.)	**Unacceptable** (0 pts)
Contextual Factors #1	ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Contextual Factors component demonstrates understanding beyond that which is typical of pre-professional educators. E2) The TWS describes the existing policies, procedures, and conventions of the class(es) with which the candidate works. E3) The Contextual Factors component describes the classroom culture and climate of the class(es) with which the candidate works.	ALL of the following indicators are met: P1) The TWS does not contain names of PK-12 students, faculty, staff, schools, districts, or communities. P2) The Contextual Factors component includes a description of the community that the school serves. P3) The Contextual Factors component provides details of the school's student population, including size and demographics. P4) The Contextual Factors component describes the students with whom the candidate works, including class size(s) and demographics. P5) The Contextual Factors component identifies the unique educational needs of the individual learners with whom the candidate works, including those served through ESE and ESOL programs. P6) The Contextual Factors component describes the physical characteristics and resources of the classroom(s) in which the candidate works, including available technology. P7) The candidate identifies and reflects upon at least two ways in which the described contextual factors influence the design for instruction.	Indicator P1 is met PLUS from three to five additional indicators at the Proficient level are met.	Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met.

NOTE: *The term "**indicator**" refers to observable characteristics that indicate performance at the Exemplary or Proficient levels.*

	Exemplary (3 pts)	**Proficient** (2 pts)	**Developing** (1 pt)	**Unacceptable** (0 pts)
Learning Goals #2	ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Learning Goals component demonstrates skills and understanding beyond that which is typical of pre-professional educators. E2) The Learning Goals are linked to related standards supported by the district, state, national, and/or professional organizations in the content area, grade level, and/or profession.[*] E3) The Learning Goals connect knowledge and skills in the unit to related knowledge and skills in the content area being taught. E4) The Learning Goals connect knowledge and skills in the unit to related knowledge and skills in other content areas.	ALL of the following indicators are met: P1) No less than two but no more than five Learning Goals are stated in measurable terms. P2) The Learning Goals component describes performances of student mastery for each Learning Goal in measurable terms. P3) The Learning Goals are linked to the related Florida State Standard(s). [*] P4) The Learning Goals are appropriate for the grade level, content area(s), AND the developmental level of the students in the class(es). P5) The Learning Goals represent a variety of rigorous, challenging learning outcomes that include higher-order thinking skills. *[*] Learning Goals must be linked to the related Florida State Standards in order to be evaluated at the Proficient level (Indicator P3). In order to be evaluated at the Exemplary level under Indicator E2, the Learning Goals must **also** be linked to other related standards (e.g., Common Core State Standards; the Partnership for 21st Century Skills' Framework for Student Outcomes; curriculum standards developed by content area professional organizations like NCSS, NCTM, NCTE, or NSTA; etc.).*	Three or four indicators at the Proficient level are met.	Three or more indicators at the Proficient level are NOT met.

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	Exemplary (3 pts)	**Proficient** (2 pts)	**Developing** (1 pt)	**Unacceptable** (0 pts)
Assessment Plan #3	ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Assessment Plan component demonstrates skills and understanding beyond that which is typical of pre-professional educators. E2) The pre/post assessment measures are designed in such a way that any change in students' scores seen on the post-assessment can be reasonably attributed to student learning and not to memory of the pre-assessment. E3) The Assessment Plan component includes a pre/post assessment blueprint that indicates the planned mode of assessment, cognitive complexity, related learning goal, and score weight associated with each assessment item. E4) The pre/post assessment measures make use of assessment items such as extended responses, essays, and performance tasks. E5) The Assessment Plan contains rubrics designed by the candidate that describe indicators of student performance at different levels of mastery.	ALL of the following indicators are met: P1) The candidate developed his or her own pre/post assessment measures. P2) Both the pre-assessment and post-assessment measure the same learning outcomes at the same level of difficulty using similar assessment items and/or methods, and produce scores that can be compared to one another to show growth. P3) The Assessment Plan indicates that ongoing assessment of student learning was planned before instruction began using a variety of formal and informal methods. P4) The Assessment Plan indicates that assessments of student learning have been adapted to accommodate for the unique educational needs of individual learners in the class(es). P5) The Assessment Plan links assessment of student learning to the Learning Goals. P6) The pre-assessment and post-assessment use higher-order thinking skills to measure depth of student learning in a way that matches the cognitive complexity of the stated learning goals.	Indicator P1 is met PLUS from two to four additional indicators at the Proficient level are met.	Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met.

NOTE: *The term "**indicator**" refers to observable characteristics that indicate performance at the Exemplary or Proficient levels.*

	Exemplary (3 pts)	Proficient (2 pts)	Developing (1 pt)	Unacceptable (0 pts)
Design for Instruction #4	ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Design for Instruction component demonstrates skills and understanding beyond that which is typical of pre-professional educators. E2) Learning activities incorporate available technology in a way that supports student understanding. E3) Learning activities are designed to enhance the cultural relevance of the learning experience and incorporate the unique backgrounds and contributions of diverse learners in the classroom.	ALL of the following indicators are met: P1) All lesson plans for the unit are attached to the TWS. P2) The Design for Instruction component reports aggregate student performance on the pre-assessment and indicates that analysis of these results has been used to inform the design for instruction. P3) Learning activities are explicitly linked to the Learning Goals. P4) Learning activities and resources are appropriate for the grade level, developmental level, AND prior knowledge of the students. P5) Learning activities are designed to promote active learning and encourage higher-order thinking. P6) The Design for Instruction includes a variety of learning activities and modes of instruction. P7) Learning activities have been adapted to accommodate for the unique educational needs of individual learners in the class(es). P8) Learning activities in the unit are arranged in a logical sequence that builds toward student mastery of the Learning Goals. P9) Learning activities represent the content accurately and are consistent with current understandings in the field.	Indicator P1 is met PLUS from four to seven additional indicators at the Proficient level are met.	Indicator P1 is NOT met OR five or more indicators at the Proficient level are NOT met.

NOTE: *The term "**indicator**" refers to observable characteristics that indicate performance at the Exemplary or Proficient levels.*

	Exemplary (3 pts)	**Proficient** (2 pts)	**Developing** (1 pt)	**Unacceptable** (0 pts)
Instructional Decision Making #5	ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Instructional Decision Making component demonstrates skills and understanding beyond that which is typical of pre-professional educators. E2) The Instructional Decision Making component indicates that the candidate understands when instruction requires modification, as well as factors that lead to the need for modification. E3) The Instructional Decision Making component describes how the candidate could alter his or her approach to instruction to prevent a similar need for modification of designed instruction in the future. E4) Instructional decisions indicate a capacity to differentiate instruction to appropriately address the unique educational needs of individual learners.	ALL of the following indicators are met: P1) Two examples of instructional decision making are described in which student response(s) and/or assessment of student learning led to the modification of previously designed instruction. P2) Instructional decisions indicate that student learning is regularly and frequently monitored using a variety of methods, and that this information is used to drive instruction. P3) Instructional decisions are consistent with and support the stated learning goals. P4) The Instructional Decision Making component describes the rationale for the selected modification to planned instruction. P5) The Instructional Decision Making component describes the result of the selected modification to planned instruction.	Three or four indicators at the Proficient level are met.	Three or more of the indicators at the Proficient level are NOT met.

NOTE: *The term "**indicator**" refers to observable characteristics that indicate performance at the Exemplary or Proficient levels.*

	Exemplary (3 pts)	**Proficient** (2 pts)	**Developing** (1 pt)	**Unacceptable** (0 pts)
Analysis Student Learning #6	ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Analysis of Student Learning component demonstrates skills and understanding beyond that which is typical of pre-professional educators. E2) Pre and post assessment data for diverse individuals and subgroups are graphed and analyzed to identify the types of students with whom the candidate had the greatest impact on learning and the types of students with whom the candidate had the least impact on learning. E3) Pre and post assessment data are graphed and analyzed to identify the learning goal on which students showed the most growth and the learning goal on which students showed the least growth. E4) The Analysis of Student Learning component reports and reflects on the pre and post assessment results for two individual students; one that reflects relatively high learning gains and one that reflects relatively low learning gains.	ALL of the following indicators are met: P1) The pre/post assessment measures used with the unit are attached to the TWS. P2) The Analysis of Student Learning component includes at least the following two graphs: Pre-Post Assessment Scores For All Students" and "Pre-Post Assessment Averages For All Students" P3) The Analysis of Student Learning component reports aggregate pre and post assessment results for all students taught. P4) The Analysis of Student Learning component includes a written summary and explanation for all pre and post assessment data that is presented in each graph. P5) Analysis of student learning is explicitly related to the Learning Goals. P6) The Analysis of Student Learning component indicates the percent of students taught demonstrated mastery of the stated learning goals both before and after instruction. P7) The Analysis of Student Learning component describes how the educational needs of students who did not demonstrate mastery of the learning goals on the post-assessment can be met through future remediation and instructional accommodations. P8) Analysis of student learning is meaningful with reasonable conclusions drawn. P9) The Analysis of Student Learning component provides evidence of the candidate's impact on PK-12 student learning. P10) The Analysis of Student Learning component discusses any student who failed the post-assessment, identifies factors that may have contributed to failure, and describes specific efforts or accommodations made by the candidate	Indicator P1 is met PLUS from four to eight additional indicators at the Proficient level are met.	Indicator P1 is NOT met OR six or more indicators at the Proficient level are NOT met.

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	Exemplary (3 pts)	Proficient (2 pts)	Developing (1 pt)	Unacceptable (0 pts)
Evaluation and Reflection #7	ALL of the indicators at the Proficient level are met PLUS two or more of the following additional indicators are met: E1) The Evaluation and Reflection component demonstrates understanding beyond that which is typical of pre-professional educators. E2) The Evaluation and Reflection component identifies and reflects upon how technology could be used in a similar unit in the future to enhance the authentic learning of students. E3) The Evaluation and Reflection component identifies and reflects upon how collaboration with other classes, teachers, or with community organizations and resources could be used in a similar unit in the future to enhance the authentic learning of students. E4) The candidate identifies and reflects upon aspects of instruction that enhanced/inhibited the authenticity of student learning and the cultural relevance of the learning experience. E5) The candidate identifies a specific professional learning goal that emerges from the insights and experiences described in the TWS, and details logical steps to meet that goal.	ALL of the following indicators are met: P1) The Evaluation and Reflection component identifies the learning goal on which students were the most successful, as well as the learning goal on which students were the least successful. P2) The candidate identifies and reflects upon the factors that contributed to student growth with the most successful learning goal. P3) The candidate identifies and reflects upon the factors that may have hindered student growth with the least successful learning goal, and/or identifies instructional modifications that could have been made to increase student growth with this goal. P4) The candidate identifies and reflects upon her/his strengths as a teacher. P5) The candidate identifies and reflects upon areas in which s/he can improve as a teacher. P6) The candidate identifies and reflects upon how his/her understanding of teaching, learning, and assessment deepened through teaching the unit. P7) Conclusions in this component are connected to and supported by the learning goals, instruction, and assessment results discussed in the TWS.	From four to six indicators at the Proficient level are met.	Four or more indicators at the Proficient level are NOT met.

NOTE: *The term "**indicator**" refers to observable characteristics that indicate performance at the Exemplary or Proficient levels.*