Section IV – Assessment 5

5. ACEI standards that could be addressed in this assessment include but are not limited to 2.1-2.8, and 3.1. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

1. **A brief description of the assessment and its use in the program.**

   Because we are in the midst of reshaping our curriculum, this assessment tool, Student Effect on Learning, is different in many aspects than the one used in the original report. Throughout the program, and especially in the Methods and student teaching experiences, candidates complete many detailed projects which contain elements of this assessment, and which are assessed with rubrics. Their projects, their lesson planning, and their enactment of their lessons in the field are all part of their final grades. Instead of selecting one or two project rubrics, there are components of several projects' rubrics in this assessment. We have attached the complete rubrics from assignments used in this assessment, as well as an attachment clearly specifying which portions of the rubrics are specifically used for this assessment.

2. **A description of how this assessment specifically aligns with the standards it is cited for in Section III.**

   This assessment was designed to align with Standards 2.8, 3.5, 3.5, and 5.2. and some specific content area standards. Candidates complete projects/lesson plans in science, mathematics, and the arts as part of their Methods projects, field placement requirements, and student teaching. Components of these projects involve the candidates utilizing their skills as future educators to assure their work is having an effect on student learning. A section of the science project aligns with Standard 2.2. A section of the math project aligns with Standard 2.3. A section of the art project aligns with Standard 2.5. A section of the math project aligns with Standard 2.3. A section of the art project aligns with Standard 2.8. Sections of the math and art project align with Standard 3.3. A section of the math project aligns with Standard 2.3. A section of the art project aligns with Standard 3.5. A section of the art project aligns with Standard 4. Sections of the math and science project align with Standard 5.2.

Section IV – Assessment 5
Student Effect on Learning Alignment to Standards –

2.2 Science— Candidates know, understand, and use fundamental concepts in the subject matter of science—including physical, life, and	**<u>Methods – Science Project (original report)</u>** **IIBTeach your lesson and collect work samples.** All components of Lesson Plan format addressed. Response to student work samples & rubrics demonstrates ability to

earth and space sciences—as well as concepts in science and technology, science in personal and social perspectives, the history and nature of science, the unifying concepts of science, and the inquiry processes scientists use in discovery of new knowledge to build a base for scientific and technological literacy.	analyze effectiveness of the lesson in terms of students' learning of science concepts and includes discussion of appropriate next steps.**III B. Final Reflection -** Includes analysis of effectiveness of the development and teaching of the lessons in light of student learning. Analysis of candidate's own growth as a science educator examined.
2.3 Mathematics— Candidates know, understand, and use the major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that can represent phenomena, solve problems, and manage data	**Elementary Methods – Math (original report)** **IIB Develop three consecutive lessons and teach at least one.**Most components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Lessons involve multiple ways to explore and present math concepts. Student work samples and final reflection both demonstrate some analysis of the effectiveness of the lesson and the teaching in terms of student learning. **Methods – Science Project (original report)** **IIBTeach your lesson and collect work samples.** All components of Lesson Plan format addressed. Response to student work samples & rubrics demonstrates ability to analyze effectiveness of the lesson in terms of students' learning of science concepts and includes discussion of appropriate next steps.**III B. Final Reflection -** Includes analysis of effectiveness of the development and teaching of the lessons in light of student learning. Analysis of candidate's own growth as a science educator examined.
2.5 The Arts— Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of dance, music, theater, and the several visual arts as primary media for communication, inquiry, and insight among elementary students.	**EDUC 321 - Elementary Methods 1 Arts (Section IV assessment 2 attachments)** **IIB Assess lesson effectiveness** Student work samples and final reflection show some understanding of lesson effectiveness in terms of student learning. Post-it notes with basic assessment of students' work. Students' names not on work samples.
2.8 Connections across the curriculum— Candidates know, understand, and use the connections among concepts, procedures, and applications from content areas to motivate elementary students, build understanding, and encourage the application of knowledge, skills, and ideas to real world issues.	**Elementary Methods – Math (original report)** **IIB Develop three consecutive lessons and teach at least one.**Most components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Lessons involve multiple ways to explore and present math concepts. Student work samples and final reflection both demonstrate some analysis of the effectiveness of the lesson and the teaching in terms of student learning.
3.2 Adaptation to diverse students— Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students.	**Elementary Methods – Math (original report)** **STEP III. INTERVIEW A STUDENT** **Meet with one student to explore his/her understanding of mathematics concepts.** Interview questions adequately determine effectiveness of lessons. Written response to interview demonstrates candidate's basic ability to adjust lessons to enhance student learning in the future.

	EDUC 321 - Elementary Methods 1 Arts (Section IV assessment 2 attachments) **IIB** work samples and final reflection show some understanding of lesson effectiveness in terms of student learning. Post-it notes with basic assessment of students' work. Students' names not on work samples.

3.3 Development of critical thinking, problem solving, performance skills—Candidates understand and use a variety of teaching strategies that encourage elementary students' development of critical thinking, problem solving, and performance skills.	**Methods – Science Project (original report)** **IIB Teach your lesson and collect work samples.** All components of Lesson Plan format addressed. Response to student work samples & rubrics demonstrates ability to analyze effectiveness of the lesson in terms of students' learning of science concepts and includes discussion of appropriate next steps.**III B. Final Reflection -** Includes analysis of effectiveness of the development and teaching of the lessons in light of student learning. Analysis of candidate's own growth as a science educator examined. **Math IIB Develop three consecutive lessons and teach at least one.**Most components of the Methods Lesson Plan format addressed in a basic manner. Some components addressed at a deeper level. Lessons involve multiple ways to explore and present math concepts. Student work samples and final reflection both demonstrate some analysis of the effectiveness of the lesson and the teaching in terms of student learning**.. IIIB Meet with one student to explore his/her understanding of mathematics concepts.** Interview questions adequately determine effectiveness of lessons. Written response to interview demonstrates candidate's basic ability to adjust lessons to enhance student learning in the future
3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.	**Elementary Methods – Math (original report)** **IIIB Meet with one student to explore his/her understanding of mathematics concepts.** Interview questions adequately determine effectiveness of lessons. Written response to interview demonstrates candidate's basic ability to adjust lessons to enhance student learning in the future
4. Assessment for Instruction - Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student	**EDUC 321 - Elementary Methods 1 Arts (Section IV assessment 2 attachments)** **IIB Student** work samples and final reflection show some understanding of lesson effectiveness in terms of student learning. Post-it notes with basic assessment of students' work. Students' names not on work samples.
5.2 Reflection and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, parents, and other professionals in the learning community and actively seek out opportunities to grow professionally.	**Methods – Science Project (original report) IIBTeach your lesson and collect work samples.** All components of Lesson Plan format addressed. Response to student work samples & rubrics demonstrates ability to analyze effectiveness of the lesson in terms of students' learning of science concepts and includes discussion of appropriate next steps.**III B. Final Reflection -** Includes analysis of effectiveness of the development and teaching of the lessons

	in light of student learning. Analysis of candidate's own growth as a science educator examined. **Elementary Methods – Math (original report) III INTERVIEW A STUDENT Meet with one student to explore his/her understanding of mathematics concepts.** Interview questions adequately determine effectiveness of lessons. Written response to interview demonstrates candidate's basic ability to adjust lessons to enhance student learning in the future. **STEP IV. PROFESSIONAL PRESENTATION** **B. Write thoughtful final reflection**Basic analysis of effectiveness of the development and teaching of the lessons in light of student learning. Analysis of candidate's own growth as a mathematics educator demonstrates the value of the Math Project experience.

3. **A brief analysis of the data findings**

   These data indicate that our candidates' work is definitely having a positive effect on student learning. This is evidenced by the candidates' relatively high scores (predominantly 2s and 3s) on the rubric sections of their projects specifically related to effect on student learning. In our restructuring of curriculum, we are also going to introduce more techniques into the projects that allow us to measure the candidate's effect on student learning, such as pre-tests and post-tests.

4. **An interpretation of how the data provides evidence for meeting standards.** Using these rubric segments, and assuring they align with the standards, we can get a good sense that we are meeting the standards. When examining the data, we are pleased to note that the majority of our students are successful in these areas. It is readily apparent that we are meeting the standards related to our candidates' effect on student learning.

5. **Attachment of assessment documentation**

   See **Attachment Section IV Assessment 5 Data – Effect on Student Learning.**