

# The Learning Project

## Overview

During the full internship experience, teacher candidates will have the opportunity to demonstrate their content knowledge, teaching skills, and professional dispositions by developing a teaching unit that builds on the strengths, needs, and prior experiences of their students. Through this performance assessment, full interns will document their performance as teaching scholars who build on their content and pedagogical knowledge to “create an environment conducive to learning in the classroom.” This document will reflect their ability to serve as educational leaders who demonstrate the process of subject matter inquiry in their classrooms and advocate learning for all students. Finally, the learning project should document the full intern’s ability to inspire students and foster growth and academic achievement as a developer of human potential through the specific evaluation of learning goals and objectives.

## Learning Project Assignment

The learning project contains several sections identified by research and best practice as fundamental to improving student learning. Each section includes a task, a prompt (directions) and a rubric that defines various levels of performance on the section. The sections and rubrics will be used to evaluate your project. The prompts guide you in documenting the sections and your performance as you construct and implement a teaching unit during your full internship experience.

As part of the experience, you are required to design and teach a comprehensive unit. (NOTE: Interns in split placements – early childhood, PE, art, music, special education, foreign language -- must complete the learning project assignment based on their first placement.)

Planning Phase: Before you teach the unit, you will describe the contextual factors, identify learning goals based on state and/or district standards, create an assessment plan to measure student performance before, during, and after instruction, and plan for the instruction. **This section should be reviewed and approved by your clinical faculty member prior to delivery of the unit.**

Delivery and Reflection Phase: Throughout the delivery of the unit, review and reflect on each day’s events and make notes. Record personal insights, student interactions, teaching adjustments, and challenging moments. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning using these notes as a source of information.

## Format Information

- A) Narrative Length: A suggested page length for the narrative is given in the directions for each section. You have some flexibility of length across the sections, but the total length of your narrative (excluding attachments and references) should not exceed 20-25 word-processed pages, double-spaced in 12-point font, with 1-inch margins.
- B) References and Credits (not included in total page length). If you referred to another person’s ideas or materials in any part of the narrative, you should cite these in a separate section at the end of that section under *References and Credits*. You should use American Psychological Association (APA) style.
- C) Appendices (not included in total page length): Include clearly labeled attachments as directed in section prompts.
- D) Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any part of the unit narratives.
- E) You will upload the sections of the learning project into e-Portfolio according to the dates indicated in your packet. The link for the learning project is on the main table of contents.

## The Learning Project and Your E-Portfolio

Several sections of the learning project will fulfill other artifact requirements for your e-portfolio. This is the only time that you can use an artifact to fulfill more than one requirement in your NSU teaching portfolio. While you always have a choice of artifacts to use to demonstrate your competency, you are encouraged to consider the following:

### Component 1

Competency 8

Competency 15

Component 3

Assessment Plan & Analysis of Student Learning

Design for Instruction – Lesson Plan

Instructional Decision-Making

## The Learning Project Timelines

All sections of the learning project will be uploaded into the appropriate section of the electronic portfolio according to the timeline below. Your coordinator MAY also ask you to provide a hand-written copy for him/her.

01/23/09	Seminar #1	Contextual Factors
02/10/09	Seminar #2	Learning Goals Assessment Plan Design for Instruction
03/03/09	Seminar #3	Instructional Decision-Making Analysis of Student Learning
03/24/09	Seminar #4	Reflection / Self-Evaluation

## Contextual Factors

**Task:** Discuss relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.

### Prompt

In your narrative discussion, address the following factors:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address students' skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

**Suggested length:** 1-2 pages

### Contextual Factors Rubric

**Task:** Discuss relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.

Indicator	Unacceptable	Acceptable	Target
<b>Knowledge of Community, School, and Classroom Factors</b>	Prompt elements requested are omitted Response indicates minimal, irrelevant, or biased information. Narrative merely describes factors without explaining how each impacts students and instruction. Response is superficial, lacking depth of thought in analysis.	Response includes discussion of <u>all</u> of the following elements: geographic location, population, SES, and ethnic profiles and the impact of these factors on classroom instruction.	Response includes discussion of <u>all</u> of the following elements: geographic location, population, SES, and ethnic profiles and the impact of these factors on classroom instruction. Response <u>also includes two of the following</u> : family involvement, classroom physical features and technology, student population stability (mobility), political climate, community support.
<b>Knowledge of Student Characteristics</b>	Response fails to address at least three (3) of the characteristics and indicates a stereotypical view, irrelevant or minimal knowledge of student differences. Narrative merely describes factors without addressing impact on lesson development.	Response addresses <u>at least three (3) of the following</u> : age, gender, race/ ethnicity, developmental levels (including special needs), language, and culture. Response mentions ELL learners if appropriate for the students involved. Response indicates a general knowledge about how student characteristics impact lesson development.	Response addresses <u>all of the following</u> : age, gender, race/ ethnicity, developmental levels (including special needs), language, and culture. Response mentions ELL learners if appropriate for the students involved. Response indicates comprehensive knowledge about how student characteristics impact lesson development.
<b>Knowledge of Students' Varied Approaches to Learning</b>	Response fails to identify students' special needs, learning styles/ modalities, interests, or skill levels. Response indicates minimal, stereotypical, or irrelevant knowledge about the different ways students learn.	Response addresses <u>three (3)</u> of the following and indicates general understanding of special needs, learning styles / modalities, interests, and skill levels that may affect learning. Response explains elements for this context.	Response addresses <u>all</u> of the following and indicates in-depth understanding of special needs (both identified and not identified), learning styles/modalities, interests, and skill levels that may affect learning for the group and individuals. Response provides not only explanation of students' learning approaches, but <u>also includes ways to maximize student learning</u> .
<b>Knowledge of Students' Skills And Prior Learning</b>	Response indicates little or irrelevant knowledge of students' prior skills & learning.	Prior learning discussion includes only the intern's perceptions with <u>no supporting evidence</u> (i.e. teacher interview, curriculum guide review, prior assessment, etc.). Response includes no overt connection to potential learning goals.	Prior learning discussion <u>includes supporting evidence</u> (i.e. teacher interview, curriculum guide review, prior assessment, etc.). Prior learning is thoroughly addressed and clearly relates to discussion of potential learning goals.
<b>Implications for Instructional Planning and Assessment</b>	Response fails to discuss implications for instruction and assessment or is simplistic in its analysis. It provides inappropriate adaptations or interpretations of students' needs.	Response indicates <u>general</u> implications for instruction and assessment based on conceptual factors. Decisions exhibit a <u>monocular perspective</u> (i.e. teaching one way to all).	Response indicates <u>specific</u> implications for instruction and assessment based on conceptual factors. Response addresses <u>compensatory / adaptive activities</u> for learners with special needs, specific learning styles, language issues, cultural sensitivities, and other characteristics.

## Learning Goals

**Task:** Identify and provide a rationale for the learning goals / objectives for the unit.

### Prompt

In your narrative, address the following factors:

- **Clarity of learning goals.** List the learning goals /outcomes (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. List specific objectives under each goal. Number or code each learning goal and objective so you can reference them later.
- **Significance, Challenge and Variety.** Describe the types and levels of your learning goals. Your discussion should include correlation to Bloom's taxonomy and can include other conceptual arrangements such as cognitive, affective, psychomotor OR visual, aural, kinesthetic OR another set of categories applicable to your field.
- **Appropriateness for students.** Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.
- **Alignment.** Show how the goals are aligned with state PASS skills, and/or national standards. (Identify the source of the standards – chart optional).

**Suggested length:** 1-2 pages

**Learning Goals**  
**Example of Learning Goals/Objectives Chart**  
**Eighth Grade English**

Code	Goal/Objective	Bloom's Taxonomy	Alignment / Source
1	Demonstrate knowledge of and an appreciation for various forms of literature, such as narrative and lyric poetry	Knowledge Comprehension	District Goal: Eng 8  PASS Grade 8 – Language Arts – Standard 4
1.1	Define a narrative poem, lyric poem, sonnet and ballad	Knowledge Comprehension	See above
1.2	Define the following basic elements of poetry: refrain, stanza, rhythm, rhyme, rhyme scheme & repetition	Knowledge Comprehension	See above
1.3	Identify and distinguish between a narrative poem, lyric poem, sonnet and ballad	Knowledge Comprehension	See above
2	Comprehend and use figurative language and sound devices in speaking and writing	Comprehension Application	District Goal 9  PASS Grade 8 – Language Arts – Standard 4.3
2.1	Define several forms of figurative language including: alliteration, assonance, connotation, metaphor, simile, symbol	Knowledge Comprehension	See above
2.2	Identify and distinguish between various forms of figurative language in poetry	Knowledge Comprehension	See above
2.3	Create original figurative language and use it own poetry	Synthesis	See above

**Example of Learning Goals/Objectives Outline**  
**Third Grade Science**

Goal 1: The students will gain a basic understanding of electrical elements including circuits, conductors, and insulators and why they are important for electricity. **Knowledge/Comprehension/Analysis**

*OK PASS – Grade 3 – Process Standard 3*

Objective 1.1 Students will be able to observe, measure, & identify properties. **Application**

Objective 1.2 Students will be able to draw conclusions about circuits from the results of experiments.

**Analysis**

Goal 2: The students will locate and describe the parts of a simple circuit and describe the function of each part.

Objective 2.1 Students will explore alternative ways to create a circuit. **Application**

Objective 2.2 Students will be able to identify conductors and insulators. **Knowledge/Comprehension**

## Learning Goals Rubric

Task: Identify and provide a rationale for the learning goals for the unit.

Indicator	Unacceptable	Acceptable	Target
<b>Clarity of Learning Goals / Objectives</b>	Fewer than <u>half</u> of goals / objectives are stated clearly or are stated as activities rather than learning outcomes.	A <u>majority of goals</u> are clearly stated as learning outcomes, specifically identifying student knowledge and performances. Objectives align with goals but may not address incremental steps in the learning process.	<u>All</u> goals are clearly stated as learning outcomes, specifically identifying student knowledge and performances. Objectives align with and <u>clearly build toward</u> learning goals so that student learning is appropriately scaffolded. <u>Goals reflect big ideas or structure of the discipline.</u>
<b>Significance, Challenge and Variety</b>	Goals reflect <u>one</u> (1) type of learning. Learning levels are at the knowledge / comprehension levels of Bloom's taxonomy only. Objectives are simple and lack variety.	Goals reflect <u>two to three (2-3)</u> types of learning. Levels of learning move beyond knowledge and comprehension of Bloom's taxonomy. <u>At least half</u> of objectives are above knowledge & comprehension levels.	Goals reflect <u>more than three (3+)</u> types of learning and are significant and challenging. Goals are <u>balanced</u> to include <u>all levels</u> of Bloom's taxonomy. Objectives for <u>each</u> goal include upper level reasoning & skills. Goals also <u>align with other conceptual arrangement.</u>
<b>Appropriateness for Students</b>	Goals/objectives are <u>not appropriate</u> for the development, pre-requisite knowledge, skills experiences or other student needs.	A <u>majority</u> of goals/objectives are appropriate for the development, pre-requisite knowledge, skills and student needs.	<u>All</u> goals/objectives are appropriate for the development, prerequisite knowledge, skills, and student needs.
<b>Alignment with National, State or Local Standards</b>	Goals are <u>not aligned</u> with national, state, or local standards OR are <u>inaccurately</u> aligned.	A <u>majority</u> of goals are aligned with national student standards, state PASS skills, and local standards if available. Chart or outline illustrates goal alignment but may lack clarity. References to standards sources are identified.	<u>All</u> goals are aligned with national student standards, state PASS skills, and local standards if available. Chart or outline <u>clearly illustrates</u> goal alignment. References to standards sources are identified.

## Assessment Plan

**Task:** Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning throughout instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or other means such as observations, personal interactions, etc. Describe why your assessments are appropriate for measuring learning.

### Prompt

In your narrative, address the following factors:

- **Alignment overview / Adaptation Plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and/or contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
- **Clarity of criteria / Modes of assessment / Technical soundness.** Clearly explain how you will evaluate or score assessments, including criteria you will use to determine if the students' performance meets the learning goals. In an appendix, attach copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
- **Plan for formative assessment.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

**Suggested Page Length:** 2 + pages depending on detail. Include assessment plan table or outline, assessment instruments, and scoring rubrics/keys.

## Example of Assessment Plan Table: Kindergarten

Learning Goal	Assessment	Format of Assessment	Adaptations
1. The student will link wild animals with their habitats	Pre-Assessment	Checklist: Game w/animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of mask and model how to move to habitat centers. Keep activities high-interest and brief. Follow IEPs for specific student modifications.
	Formative Assessment	Animal puppets & habitat (e.g. bird & nest) Anecdotal records of Q & A Picture journals	Provide concrete models and assistance w/fine motor tasks as needed. Provide multiple explanations and model performances. Provide verbal cues and allow plenty of wait time for Q & A. Follow IEPs for specific student modifications
	Post-Assessment	Checklist: Game w/animal masks & centers representing habitats	Limit choices / distracters as needed.
2. The student will explain the difference between a farm animal and wild animal.	Pre-Assessment	Flannel board activity – sorting animals	Demonstrate and provide an example of the sort. Use parent helper to keep record of number correct.

## Example of Assessment Plan Table: High School History

Learning Goal	Assessment	Format of Assessment	Adaptations
1. The student will identify the three roles of Congress	Pre-Assessment	Multiple choice pre-test	Assist special needs students with directions, etc as indicated through IEPs. Allow ELL students to use dictionaries, etc.
	Formative Assessment	Newspaper search to identify impact of Congress on everyday life.	Provide sample articles for special needs students or other modifications based on IEPs. Allow ELL student to use native language newspaper if available. Provide multiple explanations as needed.
	Formative Assessment	Visit Senate and House of Representative websites for electronic scavenger hunt.	Assist students with low technology skills if needed. Allow students to work with partners.
	Post-Assessment	Multiple choice and short essay post-test.	Adjust questions / choices as needed according to IEP modification page.
2. Distinguish between and identify examples of implied and expressed powers	Pre-Assessment	Multiple choice pre-test	Assist special needs students with directions, etc. Allow ELL students to use dictionaries, etc.

Name: \_\_\_\_\_

### Assessment Plan Rubric

**Task:** Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning throughout instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or other means such as observations, personal interactions, etc. Describe why your assessments are appropriate for measuring learning.

Indicator	Unacceptable	Acceptable	Target
<b>Alignment with Learning Goals and Instruction</b>	Content and methods of assessment <u>lack congruence</u> with learning goals or lack cognitive complexity. <u>Not all</u> learning goals assessed.	A <u>majority</u> of the learning goals are assessed through the assessment plan; assessments are <u>nearly congruent</u> with learning goals in content but <u>may lack cognitive complexity</u> .	<u>Each</u> of the learning goals is assessed through the assessment plan that clearly <u>details the content and cognitive complexity</u> . Assessment matches the conditions in the goal/objectives.
<b>Clarity of Criteria and Standards for Performance</b>	Assessment criteria are <u>not fully developed</u> for each goal. Assessment is overly easy or inappropriately difficult.	Assessment criteria are <u>fully developed</u> , clear and explicitly linked to learning goals. Assessment is <u>appropriately challenging</u> . Student performance levels <u>may be unclear</u> or undefined.	Assessment criteria are <u>fully developed</u> , clear, and explicitly linked to learning goals. Criteria illustrate <u>strong knowledge of assessment principles</u> and <u>clearly delineate</u> student performance levels.
<b>Multiple Modes and Approaches</b>	Assessment plan includes <u>only one assessment mode</u> and does not assess students before, during and after instruction.	Assessment plan includes <u>two to three</u> assessment modes requiring integration of knowledge, skills & reasoning. Assessment <u>may be irregular</u> throughout the instructional sequence.	Assessment plan includes <u>multiple, appropriate, and creative</u> assessments that measure student performance. Plan emphasizes <u>periodic</u> assessment as a learning tool throughout the instructional sequence.
<b>Technical Soundness</b>	Assessments appear to lack validity. Items or prompts are <u>poorly written</u> . Scoring procedures are unclear; directions and procedures <u>are confusing</u> to students.	The <u>majority</u> of assessments appear to be valid; scoring procedures are explained; a <u>majority</u> of items or prompts are clearly written; directions and procedures are <u>clear</u> to students.	<u>All</u> assessments appear to be <u>valid and unbiased</u> ; scoring procedures are explained. Items and prompts are well written and <u>creative as appropriate</u> ; directions and procedures are <u>clear</u> to students.
<b>Adaptations Based on the Individual Needs of Students</b>	<u>No adaptations</u> for assessments are planned OR planned adaptations are <u>inappropriate</u> to meet individual student needs.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of a <u>majority</u> of students.	Teacher makes adaptations to assessments that meet the needs of <u>all</u> students for <u>including those whose learning situations are identified with IEPs and those who are not</u> .

## Design for Instruction

**Task:** Describe how you will design your instruction related to unit goals, students' characteristics and needs, and learning contexts.

### Prompt

- **Results of pre-assessment.** After conducting the pre-assessment activity, analyze student performance *relative to the learning goals*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart (see examples). Describe the pattern you find that will guide your instruction or modification of the learning goals.
- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
- **Lesson Plans.** Using the NSU lesson plan template, detail at least **three lesson plans** that reflect a variety of instructional strategies/techniques using the required lesson plan formatting. In each lesson plan, include the following:
  - Alignment of PASS objectives, your lesson objectives and your overall instructional goal(s)
  - Your pre-assessment task/activity/process and how the activity stems from that pre-assessment information and contextual factors of this classroom and the students
  - The resources and what materials including technology you will need to implement the activity, and
  - Your plan to assess student learning during and/or following the activity (i.e., formative assessment).
- **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

**Suggested Length:** 3 pages + minimum 3 detailed lesson plans + visual organizer or narrative.

NOTE: You will write lesson plans for each lesson / day of your unit. However, you will only select and provide three to submit with this section of the learning project.

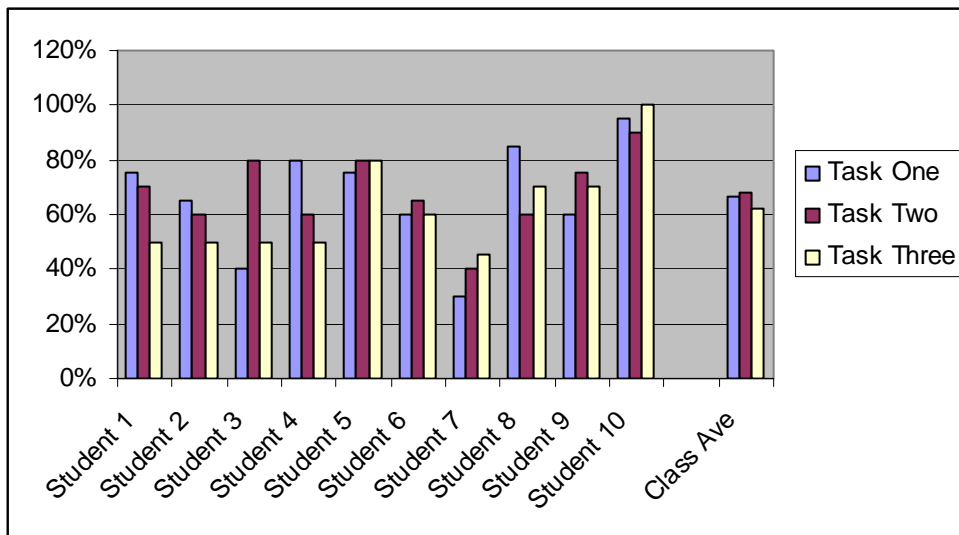
Example of Pre-Assessment Table/Chart

Multiple Choice Pre-Test

	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Student 1	C	C	C	C	C	C			C	
Student 2	C	C	C	C	C	C				
Student 3	C	C		C	C	C	C	C		C
Student 4	C			C	C					
Student 5	C	C	C	C	C	C		C		
Student 6	C	C	C							
Student 7	C			C	C	C				
Student 8	C	C	C	C						
Student 9			C	C			C			
Student 10	C	C								
Student 11					C	C	C			C
Student 12	C	C								
Student 13	Absent									
Student 14	C	C	C							
Student 15	C		C	C	C	C		C	C	
Student 16	C	C	C	C	C	C	C		C	
Student 17	C	C	C	C	C	C	C	C	C	C
Student 18					C					
Student 19	C	C	C							
Student 20						C	C	C		

C=item correct

Example of Pre-Assessment Table Chart  
Learning Center Task



Name: \_\_\_\_\_

### Design for Instruction Rubric

Task: Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and learning contexts.

Indicator	Unacceptable	Acceptable	Target
Alignment w/learning goals	<u>Less than half of</u> the learning goals are covered in the design. Lessons, activities and assignments <u>not aligned</u> with goals. Activities and assignments do not relate to goals.	A <u>majority</u> of the learning goals covered in design. A <u>majority</u> of the lessons explicitly linked goals. A <u>majority</u> of the activities, assignments, and resources are aligned with goals.	<u>All</u> learning goals covered in design. <u>All</u> lessons explicitly linked to goals. <u>All</u> learning activities, assignments and resources aligned with goals.
Accurate Representation of Content	Use of content appears <u>inaccurate</u> and could cause <u>student confusion</u> . Content viewed <u>as isolated skills and facts</u> rather than part of larger structure.	Use of content appears to be <u>accurate</u> . Focus of content is <u>congruent with big ideas or structure of the discipline</u> .	Use of content appears to be accurate. <u>Accurate, involves research</u> and consideration of <u>individual &amp; class needs</u> . Design draws on <u>interdisciplinary concepts</u> as appropriate.
Lesson and Unit Structure	Evidence of organizational structure <u>missing</u> . Lessons <u>not logically sequenced</u> .	With <u>one or two exceptions</u> , lessons have <u>logical sequence</u> and move students toward learning goals.	<u>All</u> lessons logically sequenced and facilitate students in achieving learning goals.
Use of a Variety of Instructional Strategies, Activities, Assignments, and Resources	<u>Little variety</u> of instruction, activities, assignments, and resources is evident. <u>Heavy reliance</u> on textbook or <u>single resource</u> (i.e. work sheets) to the exclusion more effective means.	<u>Appropriate variety</u> across instruction, activities, assignments, and/or resources is evident. This variety makes a clear contribution to learning content and skills defined in the unit's goals and objectives.	Variety across instruction, activities, assignments, and/or resources clearly articulated. This variety has been targeted to <u>meet particular needs</u> of the learners in the classroom.
Use of Contextual Information & Data to Select Appropriate & Relevant Activities, Assignments & Resources	Instruction design <u>lacks references</u> to contextual factors and pre-assessment data. Consideration of individual learners not evident.	<u>Most</u> of the instruction has been <u>designed with reference</u> to contextual factors and pre-assessment data. A <u>majority</u> of the activities and assignments appear productive & appropriate for each student.	<u>All</u> instruction has been <u>designed with reference</u> to contextual factors. Activities and assignments are <u>targeted</u> to meet particular needs of each student.
Use of Technology	Technology is <u>inappropriately used</u> and does not contribute to learning OR teacher does not use technology and <u>no rationale</u> is provided.	Technology somewhat integrated but <u>contribution to learning is unclear</u> OR <u>adequate rationale</u> for not using technology provided.	Technology integrated appropriately and <u>contributes significantly</u> to learning OR <u>strong rationale</u> for not using technology is provided.

## Instructional Decision-Making

Task: Provide two examples of instructional decision-making based on students' learning or responses.

### Prompt:

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
  
- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

**Suggested Length:** 3 - 4 pages

Name: \_\_\_\_\_

## Instructional Decision-Making Rubric

**Task:** Provide two examples of instructional decision-making based on students' learning or responses.

Indicator	Unacceptable	Acceptable	Target
<p style="text-align: center;"><b>Sound Professional Practice</b></p>	<p>Many instructional decisions are <u>inappropriate</u> and not pedagogically sound. <u>No evidence</u> is used to support response.</p>	<p>A <u>majority</u> of instructional decisions are <u>pedagogically sound</u> and lead to student learning. <u>Evidence cited</u> supports response.</p>	<p>Instructional decisions reflect skills in decision-making <u>characteristic of experienced</u> teachers. <u>Evidence cited clearly illustrates</u> and strongly supports response.</p>
<p style="text-align: center;"><b>Modifications Based on Analysis of Student Learning</b></p>	<p>Teacher treats class as "one plan fits all" <u>with no modifications</u> OR limited modifications of the instruction plan are made, but <u>not based on data or analysis</u>.</p>	<p><u>One or two</u> modifications of the instructional plan are made to <u>address individual student needs</u>, but these are <u>not based on the analysis</u> of student learning, best practice or contextual factors. Modification decisions based on teacher feelings or other factors</p>	<p><u>Appropriate and frequent</u> modifications of the instructional plan are made to address individual student needs. These modifications are <u>informed by the analysis</u> of student learning/performance, best practices or contextual factors.</p>
<p style="text-align: center;"><b>Congruence Between Modifications and Learning Goals</b></p>	<p><u>No modifications</u> in instruction were made.</p>	<p>Modifications in instruction <u>are somewhat congruent</u> with learning goals but the result of teacher perceptions without consideration to the learning goal.</p>	<p>Modifications in instruction <u>are congruent</u> with learning goals and <u>reflect sensitivity to individual students' needs</u>. Modifications influence future planning and instruction.</p>

## Analysis of Student Learning

**Task:** Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, a subgroup, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflections and Self-Evaluation" section.

**Prompt:**

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Whole class. (See example – next page)**
  - To analyze the progress of your whole class, first create a table that shows pre- and post-assessment data on every student on every learning goal.
  - Then, create a graphic summary (bar graph, line graph, etc.) that shows the extent to which your students made progress from pre- to post- assessment toward each learning goal.
  - Finally, summarize what the graph tells you about your students' learning in this unit (i.e., the number / percentages of students met that met each goal, etc.).
- **Subgroup. (See example – next page)**
  - First, select a group characteristic (e.g., performance level, learners with IEPs, socio-economic status, language proficiency, gender) to analyze in terms of **one learning goal**. Provide a rationale or explain why it is important for you as a teacher to look at the learning of this subgroup.
  - Then, create a graphic summary that compares pre- and post-assessment results for the subgroup on this learning goal.
  - Finally, summarize what these data show about student learning for this subgroup.
- **Individuals.**
  - First, using the table you created for the whole class, select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students.
  - Then, use pre-assessment, formative assessment, and post-assessment data with examples of the students' work to draw conclusions about the student's learning. To what extent did these individuals attain the learning goals.
  - Graphic summaries are not necessary for this subsection.

***Note:** You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."*

**Suggested Length:** 4 pages + charts and student work examples.

**Example Class Summary  
Pre-Assessment – Post-Assessment**

	Q1	Q1	Q2	Q2	Q3	Q3
Student 1	C	C	C	C	C	C
Student 2	C	C	C	C	C	C
Student 3	C	C	C	C		C
Student 4	C	C		C		
Student 5	C	C	C	C	C	C
Student 6	C	C	C	C	C	C
Student 7	C	C				
Student 8	C		C		C	
Student 9				C	C	C
Student 10	C	C	C			C
Student 11		C		C		
Student 12	C	C	C	C		C
Student 13	Absent					
Student 14	C	C	C	C	C	
Student 15	C	C		C	C	
Student 16	C	C	C	C	C	C
Student 17	C	C	C	C	C	C
Student 18		C		C		C
Student 19	C	C	C	C	C	
Student 20						

C=item correct

**Example Student Learning Gains Chart  
Subgroup: ELL students  
Goal 3**

	Pre-Assessment Score	Post-Assessment Score	Learning Gains
Student 4	30%	55%	25%
Student 6	30%	75%	45%
Student 7	40%	80%	40%
Student 15	70%	100%	30%

### Analysis of Student Learning Rubric

**Task:** Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflections and Self-Evaluation" section.

Indicator	Unacceptable	Acceptable	Target
<b>Clarity and Accuracy of Presentation</b>	Presentation <u>lacks required elements</u> (table, graphic summary, narrative). <u>Data are inaccurately reflected.</u> Narrative is <u>superficial.</u>	Presentation <u>includes all</u> required elements. Presentation is understandable and contains few errors. Table and graphic summary are <u>readable, but weak.</u> Narrative is sufficient, but <u>may not address all student learning components that data reveal.</u>	Presentation <u>includes all</u> required elements. Presentation is easy to understand and contains no errors of representation. Table and graphic summary are <u>clear.</u> Narrative is <u>insightful and shows depth of thought.</u>
<b>Alignment with Learning Goals</b>	Analysis of student learning <u>is not aligned</u> with learning goals / objectives, but <u>discussed generally</u> with <u>only whole group</u> achievement data. Response fails to include data on achievement of individual goals/objectives.	Analysis is <u>partially aligned</u> with learning goals and/or fails to provide a comprehensive profile of student learning for the <u>whole class, subgroups, and two individuals.</u> Narrative discusses obvious details regarding strengths and concerns.	Analysis is <u>fully aligned</u> with learning goals and provides a <u>comprehensive profile</u> of student learning for the <u>whole class, subgroups, and two individuals.</u> Narrative is insightful and shows <u>depth of analysis characteristic of an experienced teacher.</u>
<b>Interpretation of Data</b>	Interpretation is <u>inconsistently accurate</u> and conclusions are <u>missing or unsupported</u> by data.	Interpretation is <u>technically accurate</u> , but <u>conclusions are not fully supported</u> by data.	Interpretation is <u>meaningful</u> and includes appropriate conclusions drawn from the data. It <u>highlights significant findings</u> drawn from the data.
<b>Evidence of Impact on Student Learning</b>	Analysis <u>fails to include evidence of impact</u> in terms of numbers of students who achieved and made progress toward learning goals.	Analysis <u>includes evidence of impact</u> in terms of the numbers of students who achieved and made progress toward learning goals.	Analysis <u>includes evidence of impact</u> and <u>clearly articulates explanations of progress and achievement</u> to draw complete picture of student performance.

## Reflection and Self-Evaluation

**Task:** Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

**Prompt:**

- **Select the learning goal where your students were most successful.** Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- **Select the learning goal where your students were least successful.** Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the learning project. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

**Suggested Length:** 2 pages

Name: \_\_\_\_\_

## Reflection and Self-Evaluation

**Task:** Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Indicator	Unacceptable	Acceptable	Target
<b>Interpretation of Student Learning</b>	Provides <u>limited evidence</u> with some simplistic <u>or superficial support</u> of conclusions drawn in "Analysis of Student Learning" section. <u>No hypothesis regarding student achievement levels.</u>	<u>Uses evidence</u> to support conclusions drawn in "Analysis of Student Learning" section. Offers <u>single hypothesis</u> for why some students did not meet learning goals.	<u>Uses evidence</u> to support conclusions drawn in "Analysis of Student Learning" section. Explores <u>multiple hypotheses</u> for why some students did not meet learning goals.
<b>Insights on Effective Instruction and Assessment</b>	<u>Merely describes</u> activities or fails to address effectiveness component. Provides <u>no rationale</u> for why some activities or assessments were more successful than others.	<u>Identifies</u> successful and unsuccessful activities and assessments and provides <u>plausible reasons</u> (based on theory or research) for their success or lack thereof.	<u>Identifies</u> successful and unsuccessful activities and assessments and <u>synthesizes theory and research</u> to highlight reasons for their success or lack thereof.
<b>Alignment Among Goals, Instruction, and Assessment</b>	<u>Does not connect</u> learning goals, instruction, and assessment results in the discussion.	<u>Logically connects</u> learning goals, instruction, and assessment results.	<u>Discussion of connections</u> among goals, instruction and assessment results is insightful and <u>reflects teaching maturity and experience.</u>
<b>Implications for Future Teaching</b>	Provides <u>no ideas or illogical ideas</u> for redesigning learning goals, instruction, and assessment.	<u>Provides ideas</u> for redesigning learning goals, instruction, and assessment and <u>offers a limited rationale</u> for why these modifications would improve learning.	Provides <u>creative ideas</u> for redesigning learning goals, instruction, and assessment with <u>detailed explanation</u> of why these modifications would be effective.
<b>Implications for Professional Development</b>	<u>Does not</u> address professional development goals OR presents only <u>one goal</u> . No plan for professional development goal.	<u>Presents 1-2</u> professional development goals that are somewhat related to experiences described. Provides <u>vague plan</u> for meeting goals.	Presents <u>more than two professional development goals</u> that clearly emerge from experiences and details and are <u>challenging</u> goals. Describes <u>steps to meet</u> these goals.

## Learning Project / Conceptual Framework Alignment

	Contextual Factors	Learning Goals	Assessment Plan	Design for Instruction	Instructional Decision-Making	Analysis of Student Learning	Reflection & Self-Evaluation
<b>NSU Conceptual Framework</b>							
<b>I. Teaching Scholars</b>							
1. Demonstrate a deep understanding of subject matter relative to their area of preparation.		X		X			
2. Create an environment conducive to learning in the classroom, use developmentally appropriate practices, and have the pedagogical skills necessary to facilitate growth and learning for all P-12 students under their care.	X			X	X		
3. Demonstrate effective oral and written communication skills.					X		X
4. Use classroom-based research to improve teaching and learning for P-12 students.			X	X	X		
5. Demonstrate an understanding of how diversity, including multicultural, ethnic, socioeconomic, gender, and exceptionality issues, affects P-12 student learning.	X						
6. Use technology appropriately to enhance teaching and learning opportunities in the classroom environment.				X			
7. Demonstrate an understanding of the philosophical, historical, and sociological foundations of education.							
8. Demonstrate competence in designing instructional strategies with appropriate technologies that incorporate the Oklahoma Criteria for Effective Teaching Performance indicators.		X	X	X			
9. Develop instruction based on the Priority Academic Student Skills (P.A.S.S.).		X	X	X			
10. Work collaboratively with P-12 students, parents, colleagues, and other professionals.	X						X
11. Demonstrate proficiency in the use and interpretation of both informal and formal assessments.			X		X	X	
12. Demonstrate awareness and understanding of the knowledge bases underlying research and practice in multicultural education;	X						
13. Demonstrate understanding, through classroom and experiential learning, of a language and culture different from their own.	X						



## Learning Project / OK General Competencies for Teachers Alignment

OK General Competencies	Contextual Factors	Learning Goals	Assessment Plans	Design for Instruction	Instructional Decision-Making	Analysis of Student Learning	Reflection & Self-Evaluation
1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.		X		X			
2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.	X	X					
3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.	X			X	X	X	
4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills and effective use of technology.				X			
5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.	X						
6. The teacher develops knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.					X		
7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students' abilities and differences, and the community; and adapts instruction based upon assessment and reflection.		X	X	X	X	X	
8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.			X			X	

9. The teacher evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community), modifies those actions when needed, and actively seeks opportunities for continued professional growth.						X
10. The teacher fosters positive interaction with school colleagues, parents/ families, and organizations in the community to actively engage them in support of student learning and well being						
11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.						X
12. The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for a willingness to change when the change leads to greater student learning and development.						X
13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.	X					X
14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.			X	X	X	
15. The teacher understands the State teacher evaluation process, "Oklahoma Criteria for Effective Teaching Performance," and how to incorporate these criteria in designing instructional strategies.	X	X				