Impact on Student Learning (ISL)

The purpose of this assignment is for the teacher candidate to demonstrate the following:

1. Understand the contextual factors that influence student learning;
2. Design and assess instruction that focuses on student learning;
3. Analyze assessment information and use it to adjust your instruction;
4. Study the effects of your instruction;
5. Accurately monitor student learning through a variety of assessment techniques;
6. Have a positive impact on learning for all students;
7. Reflect on the role of your instructional practices on student learning.
Rubric Scale:

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Rubric Scale Summary Notes:

1. **Exceptional** should rarely be used. If you use this indicator, please add a comment that specifically states what was exceptional.

2. If a teacher candidate is **Undeveloped** in any area please add a comment that specifically states what was undeveloped along with suggestions and/or examples on how to make better.

3. Proficient is the goal.
## Impact On Student Learning

### All Programs

Total possible score 4 (see p.2 for Rubric and scoring system details)

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### Impact On Student Learning

#### Early Childhood

*Disaggregated by program

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## Impact On Student Learning

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*Disaggregated by program

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## Impact On Student Learning

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*Disaggregated by program

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<td>3.50</td>
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<td>Interpretation of Data</td>
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<tr>
<td>Use of Reflection-PreK-12 Learner</td>
<td>12</td>
<td>3.30</td>
<td>15</td>
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*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Spring 2020, Spring 2021, and Spring 2022
## Impact On Student Learning

### Special Education

*Disaggregated by program

<table>
<thead>
<tr>
<th>Term Benchmark</th>
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<th>Spring 2021</th>
<th>Fall 2021</th>
<th>Spring 2022</th>
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<td>Student N</td>
<td>Mean Score</td>
<td>Student N</td>
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<td>16</td>
<td>3.31</td>
<td>10</td>
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<td>Learning and performance expectations</td>
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<td>16</td>
<td>3.06</td>
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<td>3.25</td>
<td>10</td>
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<tr>
<td>Pre-Assessment to inform instructional design</td>
<td>16</td>
<td>3.06</td>
<td>10</td>
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<tr>
<td>Both formative and summative assessment measures continuously monitor student progress</td>
<td>16</td>
<td>3.25</td>
<td>10</td>
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<tr>
<td>Adaptations based on students’ individual needs</td>
<td>16</td>
<td>3.38</td>
<td>10</td>
<td>3.40</td>
<td>34</td>
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<tr>
<td>Lesson Presentation Cycle</td>
<td>16</td>
<td>3.50</td>
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<tr>
<td>Scaffolded Supports</td>
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<td>3.25</td>
<td>10</td>
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<tr>
<td>Accommodations for Diverse Learners</td>
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<td>3.19</td>
<td>10</td>
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<tr>
<td>Instructional Decision During Lesson</td>
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<td>10</td>
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<td>3.08</td>
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<tr>
<td>Use of Reflection-PreK-12 Learner</td>
<td>16</td>
<td>3.40</td>
<td>10</td>
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</tbody>
</table>

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Spring 2020, Fall 2020, Spring 2021, Fall 2021, and Spring 2022.*
**OCE TEU IMPACT ON PREK-12 STUDENT LEARNING RUBRIC**

**IMPACT ON STUDENT LEARNING GRADING RUBRIC**

**Name of Candidate:**

**Course:**

**Semester:**

**School:**

**Grade Level:**

**Topic of Unit:**

1. Contextual Factors

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Proficient</th>
<th>Emerging</th>
<th>Undeveloped</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.a Knowledge of the Community</td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
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</tbody>
</table>

- **InTASC 2(k)**
- **NA**

Candidate explanation of community demographic, including population, socioeconomic, and cultural depictions of the community and how these affect...
1.b. Knowledge of the School

<table>
<thead>
<tr>
<th>Score</th>
<th>Candidate explanation of the school includes a complete description of the school demographics, including the population, SES and ethnicity of the school's population and how these may affect student learning. The explanation includes vast details with multiple examples within each area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Candidate explanation does not depict a thorough knowledge of the school.</td>
</tr>
<tr>
<td>2</td>
<td>Candidate explanation includes a partial description of the school demographic. One or more of the following are missing: population, SES and ethnicity of the school's population and how these may affect student learning.</td>
</tr>
<tr>
<td>3</td>
<td>Candidate explanation includes vast detail with multiple examples within each area.</td>
</tr>
<tr>
<td>4</td>
<td>Candidate explanation of the school includes a description of the school demographics, including the population, SES and ethnicity of the school's population and how these may affect student learning. The explanation includes vast details with multiple examples within each area.</td>
</tr>
</tbody>
</table>

1.c. Knowledge of Students

<table>
<thead>
<tr>
<th>Score</th>
<th>Candidate explanation of at least 3 or more students and their characteristics that may affect student learning and the explanation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Candidate has an incomplete explanation of student characteristics and how they may affect student learning.</td>
</tr>
<tr>
<td>2</td>
<td>Candidate explanation of at least 3 or more students and their characteristics is missing information on.</td>
</tr>
<tr>
<td>3</td>
<td>Candidate explanation of at least 3 or more students and their characteristics that may affect student learning.</td>
</tr>
<tr>
<td>4</td>
<td>Candidate explanation of at least 3 or more students and their characteristics that may affect student learning.</td>
</tr>
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</table>
1. Knowledge of Contextual Factors and Implications for Instruction and Assessment

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Candidate can use information from a wide range of contextual factors above and their implications for instruction. Assessments are based on individual student differences and community, school, and classroom characteristics are explained. Specific examples of the implications for instruction and assessment are presented.</td>
<td>Candidate can use information from contextual factors above and their implications for instruction. Assessments are based on individual student differences and community, school, and classroom characteristics are explained.</td>
<td>Candidate can identify some information from contextual factors above and their implications for instruction. Some assessments are based on individual student differences and community, school, and classroom characteristics are explained.</td>
<td>Candidate misidentifies information from contextual factors above and their implications for instruction. Assessments are not based on individual student differences. Community, school, and classroom characteristics are incomplete.</td>
<td></td>
</tr>
</tbody>
</table>

Rubric Score:

Rubric Mean:

2. Clear Learning and Performance Expectations (Goals/Objectives)

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Proficient</th>
<th>Needs Developed</th>
<th>Score</th>
</tr>
</thead>
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Skip Navigation
**2.a Learning and performance expectations**

**InTASC 7(a)**

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning and performance expectations (Goals/Obj) are based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning. Specific examples of each of these areas are presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning and performance expectations (Goals/Obj) are based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some learning and performance expectations (Goals/Obj) are not based on thoughtful analysis of relevant standards, curriculum guides, student needs, previous learning, and overall trajectory of intended learning.</td>
<td></td>
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</table>

**2.b Plan for sharing learning expectations with student using understandable language.**

**InTASC 3(k)**

<table>
<thead>
<tr>
<th>Score</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning indicates a clear plan for sharing learning expectations with students using understandable language. Expectations are demonstrated in multiple ways including using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning indicates a clear plan for sharing learning expectations with students using understandable language. Expectations may be demonstrated through using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for sharing learning expectations with students is unclear and uses language that is vague. Expectations are not demonstrated thoroughly through using rubrics, and/or exemplars or I can statements with students to illustrate learning and performance expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning does not indicate a plan for sharing learning expectations with students using understandable language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. Assessment

<table>
<thead>
<tr>
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<th>Proficient</th>
<th>Emerging</th>
<th>Undeveloped</th>
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</thead>
<tbody>
<tr>
<td><strong>3.a Assessing Student Prior Knowledge</strong></td>
<td>○ 4</td>
<td>○ 3</td>
<td>○ 2</td>
<td>○ 1</td>
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<tr>
<td>InTASC 4(d)</td>
<td>☐ NA</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning documents include pre-assessments to determine prior student knowledge related to learning expectations. Multiple examples are included.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning documents include pre-assessments to determine prior student knowledge related to learning expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning documents include some pre-assessments to determine prior student knowledge related to learning expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning documents do not include pre-assessments to determine prior student knowledge related to learning expectations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **3.b Pre-Assessment to inform instructional design**           | ○ 4         | ○ 3        | ○ 2      | ○ 1         |
| InTASC 4(e)                                                     | ☐ NA        |            |          |             |
| Plan includes the use of pre-assessment data to inform instructional design to meet student needs. Multiple examples are included. |
| Plan includes the use of pre-assessment data to inform instructional design to meet student needs. |
| Plan includes the use of pre-assessment data but does not thoroughly use this information to inform instructional design to meet student needs. |
| Plan does not include the use of pre-assessment data to inform instructional design to meet student needs. |

| **3.c Both formative and summative assessment measures continuously monitor student progress** | ○ 4         | ○ 3        | ○ 2      | ○ 1         |
| InTASC 6(j)                                                     | ☐ NA        |            |          |             |
| Multiple and varied plans for the use of both formative and summative assessment measures to continuously monitor student progress. |
| Plans for the use of both formative and summative assessment measures to continuously monitor student progress. |
| Plans for the use of both formative and summative assessment measures to continuously monitor student progress. |
| The candidate did not plan for the use of both formative and summative assessment measures to continuously monitor student progress. |
progress are used. Includes a monitoring system.

Includes a monitoring system.

incomplete and/or do not include a monitoring system.

continuously monitor student progress.

3.d Adaptations based on students’ individual needs

☐ 4

Multiple and varied adaptations have been made for the majority of assessments to meet the needs of individual students.

☐ 3

Adaptations have been made for the majority of assessments to meet the needs of individual students.

☐ 2

Adaptations have been made for some of assessments to meet the needs of individual students.

☐ 1

Adaptations have not been made for the majority of assessments to meet the needs of individual students.

Rubric Score:

Rubric Mean:

4. Instructional Plan

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<th>Emerging</th>
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<td>☐ 4</td>
<td>☐ 3</td>
<td>☐ 2</td>
<td>☐ 1</td>
<td></td>
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</tbody>
</table>

Lesson provides multiple and varied evidence of all components of the designated instructional sequence including alternate procedures and transitions.

Lesson provides evidence of all components of the designated instructional sequence.

Lesson provides evidence of some components of the designated instructional sequence but is missing one or more procedures.

Lesson reflects an incomplete instructional sequence and is missing procedures and transitions.

Skip Navigation
activities and has planned for procedures and transitions

<table>
<thead>
<tr>
<th>4.b Scaffolded Supports</th>
<th>4</th>
<th>Multiple and varied scaffolded supports are identified and utilized to promote active learning, allow for variation in learning activities, and reflect discipline specific practices.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>Use of one or more scaffolded supports are identified and utilized to promote active learning, allow for variation in learning activities, and reflect discipline specific practices.</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Scaffolded supports are identified and utilized but do not fully support active learning, allow for enough variation in learning activities, or reflect discipline specific practices.</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>Scaffolded supports are missing which hinders active learning, minimizes variation in learning activities, and negates discipline specific practices.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.c. Accommodations for Diverse Learners</th>
<th>4</th>
<th>A preponderance of instructional strategies and assessments are used to address the needs of diverse learners. Possible accommodations for individual student needs are identified.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>A variety of instructional strategies and assessments are used to address the needs of diverse learners. Possible accommodations for individual student needs are identified, when appropriate</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Some instructional strategies and assessments are used to address the needs of diverse learners. Accommodations for individual student needs are identified but not implemented</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>The instructional strategies and assessments do not address the needs of all diverse learners. Possible accommodations for individual student’s needs are not identified when needed.</td>
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Rubric Score:

Rubric Mean:
5. Instructional Decision Making

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<td>[ ] 2</td>
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<tr>
<td>Decision During</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson</td>
<td>Multiple and</td>
<td>Instructional decisions and modifications are made and are based on ongoing formative assessment</td>
<td>Instructional decisions and modifications are made but are not based on ongoing formative assessment</td>
<td>Instructional decisions and modifications are not made based on ongoing formative assessment</td>
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<tr>
<td>InTASC 7(l)</td>
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<td>Rubric Score:</td>
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6. Analysis of Student Learning

<table>
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<td>6.1 Interpretation of</td>
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<td>[ ] 3</td>
<td>[ ] 2</td>
<td>[ ] 1</td>
<td></td>
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<tr>
<td>Data</td>
<td>Narrative interpretation is accurate, and conclusions are supported by the data. Multiple examples are cited.</td>
<td>Narrative interpretation is accurate, and conclusions are supported by the data</td>
<td>Narrative interpretation is accurate but conclusions are not supported by the data</td>
<td>Narrative interpretation inaccurate, and conclusions are not supported by the data</td>
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<tr>
<td>InTASC 6(c)</td>
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<tr>
<td>Skip Navigation</td>
<td>[ ] 4</td>
<td>[ ] 3</td>
<td>[ ] 2</td>
<td>[ ] 1</td>
<td></td>
</tr>
</tbody>
</table>
6.b Analysis of Student Learning

| InTASC 9(c) | Analysis of student learning includes multiple and varied evidence of individual student learning as related to meeting lesson objectives | Analysis of student learning includes evidence of individual student learning as related to meeting lesson objectives | Analysis of student learning includes some evidence of individual student learning as related to meeting lesson objectives | Analysis of student learning includes no evidence of individual student learning as related to meeting lesson objectives |

Rubric Score:

Rubric Mean:

7. Self-Reflection

<table>
<thead>
<tr>
<th>7.a Use of Reflection-PreK-12 Learner</th>
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<th>Emerging</th>
<th>Undeveloped</th>
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<td>〇 3</td>
<td>〇 2</td>
<td>〇 1</td>
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<tr>
<td>InTASC 9(l)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Score</td>
</tr>
<tr>
<td>□ NA</td>
<td></td>
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</tbody>
</table>

A reflection is included, with a plethora of examples, after each lesson that discusses how students responded to the lesson, explicitly identifies and reflects on students who had difficulty, and any needed changes to the next lesson are described.

A reflection is included after each lesson but minimally discusses how students responded to the lesson, explicitly identifies and reflects on students who had difficulty, and any needed changes to the next lesson are described.

A reflection is included after each lesson but does not thoroughly discuss how students responded to the lesson, explicitly identifies and reflects on students who had difficulty and any needed changes to the next lesson are described.

Rubric Score:

Rubric Mean:

Comments:
GRADE

Total Score:

Total Mean:

0.0