WESTERN MICHIGAN UNIVERSITY

Impact on Student Learning (ISL) 2022-23

Brief Description:

The Impact on Student Learning (ISL) is an assessment of intern teacher candidates' ability to

- Understand the contextual factors that influence student learning.
- Design and assess instruction that focuses on student learning.
- Analyze assessment information and use it to adjust your instruction.
- Study the effects of your instruction.
- Accurately monitor student learning through a variety of assessment techniques.
- Have a positive impact on learning for all students.
- Reflect on the role of your instructional practices on student learning.

Performance is assessed using a four-point rubric: Exceptional (4), Proficient (3), Emerging (2), and Undeveloped (1). The goal is for candidates to be Proficient. The rubric is attached after the data.

Data is first presented in the aggregate for all 2022-23 interns and then disaggregated by program for those programs with ten or more interns.

For this analysis, means above 3.5 are considered "higher proficiency" and highlighted in yellow and means below 3.0 are considered "emerging" and are highlighted in orange.

All Programs (aggregated data)

- This year candidates have an average score of **proficient** in all areas.
- Areas of **higher proficiency** (anything above 3.5) are highlighted in yellow and include:
  - Knowledge of the Community
  - Knowledge of the School
  - Knowledge of the Students
- There are no areas in which candidate means are **undeveloped**.

Impact On Student Learning

All Programs

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

	Fall 2020 (n=68)	Spring 2021 (n=113)	Fall 2021 (n=84)	Spring 2022 (n=112)	Fall 2022 (n=92)	Spring 2023 (n=102)
Knowledge of the Community	3.27	3.46	3.28	3.51	3.57	3.55
Knowledge of the School	3.26	3.40	3.22	3.44	3.48	3.52
Knowledge of Students	3.39	3.48	3.28	3.52	3.54	3.59
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.21	3.28	3.10	3.31	3.43	3.36
Learning and performance expectations	3.23	3.25	3.14	3.33	3.27	3.41
Plan for sharing learning expectations with student using understandable language	3.23	3.32	3.09	3.27	3.22	3.29
Assessing Student Prior Knowledge	3.23	3.25	3.16	3.24	3.26	3.36
Pre-Assessment to inform instructional design	3.22	3.27	3.17	3.27	3.20	3.26
Both formative and summative assessment measures continuously monitor student progress	3.19	3.28	3.09	3.28	3.29	3.22
Adaptations based on students' individual needs	3.18	3.29	2.96	3.24	3.15	3.14
Lesson Presentation Cycle	3.27	3.41	3.25	3.35	3.27	3.34
Scaffolded Supports	3.26	3.36	3.25	3.38	3.28	3.32
Accommodations for Diverse Learners	3.16	3.26	3.13	3.21	3.20	3.18
Instructional Decision During Lesson	3.28	3.31	3.14	3.32	3.30	3.36
Interpretation of Data	3.34	3.31	3.20	3.31	3.26	3.37
Analysis of Student Learning	3.25	3.29	3.21	3.32	3.23	3.41
Use of Reflection-PreK-12 Learner	3.25	3.38	3.26	3.38	3.36	3.39

Impact On Student Learning

Early Childhood

*Disaggregated by program

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
	(n=15)	(n=21)	(n=21)	(n=18)	(n=24)	(n=28)
Knowledge of the Community	3.33	3.48	3.39	3.39	3.65	3.46
Knowledge of the School	3.40	3.33	3.20	3.44	3.55	3.43
Knowledge of Students	3.40	3.43	3.41	3.33	3.60	3.54
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.20	3.29	3.15	3.28	3.30	3.25
Learning and performance expectations	3.27	3.20	3.24	3.22	3.20	3.33
Plan for sharing learning expectations with student using understandable language	3.40	3.15	3.20	3.11	3.10	3.21
Assessing Student Prior Knowledge	3.33	3.20	3.29	3.18	3.00	3.39
Pre-Assessment to inform instructional design	3.20	3.25	3.10	3.06	3.03	3.22
Both formative and summative assessment measures continuously monitor student progress	3.20	3.29	3.05	3.12	3.15	3.22
Adaptations based on students' individual needs	3.07	3.24	2.80	3.06	2.98	3.07
Lesson Presentation Cycle	3.27	3.38	3.29	3.17	3.23	3.36
Scaffolded Supports	3.27	3.14	3.29	3.28	3.25	3.27
Accommodations for Diverse Learners	3.07	3.14	3.10	3.11	3.20	3.14
Instructional Decision During Lesson	3.33	3.24	3.10	3.18	3.20	3.36
Interpretation of Data	3.20	3.33	3.17	3.00	3.05	3.21
Analysis of Student Learning	3.14	3.19	3.27	3.13	3.10	3.36
Use of Reflection-PreK-12 Learner	3.20	3.43	3.36	3.35	3.33	3.42

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022 and Spring 2023

Impact On Student Learning

Elementary Education

*Disaggregated by program

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
	(n=13)	(n=13)	(n=12)	(n=12)	(n=16)	(n=14)
Knowledge of the Community	3.31	3.54	3.25	3.75	3.27	3.36
Knowledge of the School	3.38	3.46	3.25	3.42	3.30	3.29
Knowledge of Students	3.38	3.69	3.42	3.33	3.63	3.50
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.31	3.23	3.08	3.33	3.50	3.07
Learning and performance expectations	3.23	3.23	3.17	3.33	2.93	3.21
Plan for sharing learning expectations with student using understandable language	3.15	3.31	3.17	3.33	3.07	3.00
Assessing Student Prior Knowledge	3.31	3.38	3.08	3.42	3.07	3.33
Pre-Assessment to inform instructional design	3.31	3.46	3.25	3.58	2.93	3.23
Both formative and summative assessment measures continuously monitor student progress	3.23	3.46	3.27	3.42	3.13	2.93
Adaptations based on students' individual needs	3.23	3.38	3.08	3.18	3.07	2.71
Lesson Presentation Cycle	3.31	3.46	3.33	3.67	3.03	3.14
Scaffolded Supports	3.15	3.38	3.33	3.58	3.07	3.29
Accommodations for Diverse Learners	3.23	3.23	3.00	3.25	3.00	2.93
Instructional Decision During Lesson	3.23	3.46	3.17	3.17	3.23	3.07
Interpretation of Data	3.38	3.46	3.33	3.45	3.17	3.14
Analysis of Student Learning	3.23	3.38	3.25	3.42	3.10	3.29
Use of Reflection-PreK-12 Learner	3.38	3.23	3.17	3.33	3.33	3.14

Higher proficiency area (>3.5)
Emerging area (<3.0)

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022 and Spring 2023

Impact On Student Learning

Music Education

*Disaggregated by program

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
	(n=15)	(n=3)	(n=13)	(n=10)	(n=18)
Knowledge of the Community	3.53	3.67	3.46	3.83	3.28
Knowledge of the School	3.53	3.67	3.54	3.89	3.28
Knowledge of Students	3.67	3.33	3.58	3.44	3.24
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.27	3.33	3.33	3.33	3.17
Learning and performance expectations	3.20	3.00	3.42	3.22	3.17
Plan for sharing learning expectations with student using understandable language	3.33	3.33	3.42	3.22	3.22
Assessing Student Prior Knowledge	3.00	3.33	3.29	3.33	3.00
Pre-Assessment to inform instructional design	3.27	3.33	3.29	3.28	3.06
Both formative and summative assessment measures continuously monitor student progress	3.13	3.67	3.29	3.28	3.17
Adaptations based on students' individual needs	3.33	3.33	3.42	3.33	3.11
Lesson Presentation Cycle	3.47	3.33	3.33	3.25	3.11
Scaffolded Supports	3.47	3.33	3.29	3.22	3.17
Accommodations for Diverse Learners	3.47	3.33	3.29	3.28	3.11
Instructional Decision During Lesson	3.33	3.67	3.29	3.28	3.17
Interpretation of Data	3.33	3.33	3.33	3.44	3.11
Analysis of Student Learning	3.27	3.67	3.33	3.44	3.11
Use of Reflection-PreK-12 Learner	3.33	3.33	3.29	3.56	3.11

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022 and Spring 2023

Impact On Student Learning

Secondary Education

*Disaggregated by program

	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
	(n=12)	(n=16)	(n=21)	(n=11)	(n=18)
Knowledge of the Community	3.33	3.37	3.48	3.25	3.72
Knowledge of the School	3.33	3.43	3.48	3.05	3.72
Knowledge of Students	3.50	3.23	3.38	3.15	3.72
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.17	2.90	3.14	2.95	3.50
Learning and performance expectations	3.00	3.07	3.19	3.05	3.61
Plan for sharing learning expectations with student using understandable language	3.09	2.80	3.00	3.00	3.28
Assessing Student Prior Knowledge	3.18	3.07	3.10	3.00	3.39
Pre-Assessment to inform instructional design	3.00	3.13	3.10	2.90	3.28
Both formative and summative assessment measures continuously monitor student progress	3.09	2.73	3.14	3.11	3.11
Adaptations based on students' individual needs	3.00	2.60	3.00	2.70	3.17
Lesson Presentation Cycle	3.18	3.27	3.15	2.90	3.24
Scaffolded Supports	3.20	3.20	3.15	2.90	3.33
Accommodations for Diverse Learners	3.09	3.00	2.95	2.55	3.17
Instructional Decision During Lesson	3.09	3.00	3.38	2.80	3.50
Interpretation of Data	3.09	3.20	3.29	2.90	3.67
Analysis of Student Learning	3.27	3.20	3.29	2.80	3.56
Use of Reflection-PreK-12 Learner	3.50	3.25	3.40	3.06	3.28

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022 and Spring 2023

Impact On Student Learning

Special Education

*Disaggregated by program

	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
	(n=11)	(n=34)	(n=15)	(n=19)	(n=18)	(n=11)
Knowledge of the Community	3.10	3.41	3.17	3.42	3.83	3.73
Knowledge of the School	3.10	3.38	3.17	3.26	3.83	3.64
Knowledge of Students	3.29	3.41	3.17	3.58	3.67	3.82
Knowledge of Contextual Factors and Implications for Instruction and Assessment	3.38	3.26	3.17	3.21	3.89	3.45
Learning and performance expectations	3.29	3.30	3.17	3.21	3.72	3.36
Plan for sharing learning expectations with student using understandable language	3.38	3.45	3.17	3.16	3.56	3.36
Assessing Student Prior Knowledge	3.29	3.33	3.17	3.11	3.89	3.45
Pre-Assessment to inform instructional design	3.38	3.27	3.17	3.11	3.83	3.36
Both formative and summative assessment measures continuously monitor student progress	3.38	3.39	3.17	3.21	3.82	3.45
Adaptations based on students' individual needs	3.38	3.39	3.17	3.16	3.72	3.27
Lesson Presentation Cycle	3.38	3.45	3.17	3.16	3.78	3.55
Scaffolded Supports	3.38	3.48	3.17	3.37	3.78	3.36
Accommodations for Diverse Learners	3.38	3.31	3.17	3.26	3.72	3.36
Instructional Decision During Lesson	3.38	3.33	3.17	3.21	3.78	3.45
Interpretation of Data	3.38	3.30	3.17	3.32	3.78	3.64
Analysis of Student Learning	3.38	3.31	3.17	3.26	3.72	3.64
Use of Reflection-PreK-12 Learner	3.38	3.36	3.17	3.21	3.56	3.73

*Disaggregated data is displayed for terms with at least 10 interns. Possible terms are: Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022 and Spring 2023

Administration > Form Builder > **OCE TEU Impact on PreK-12 Student Learning Rubric**

OCE TEU IMPACT ON PREK-12 STUDENT LEARNING RUBRIC

| General Information | Custom Form | **Preview** | |

IMPACT ON STUDENT LEARNING GRADING RUBRIC

Name of Candidate:

Course:

Semester:

School:

Grade Level:

Topic of Unit:

1. Contextual Factors

	Exceptional	Proficient	Emerging	Undeveloped	Score
1.a Knowledge of the Community InTASC 2(k) ☐ NA	○ 4 Candidate explanation of community demographic, including population, socioeconomic, and cultural depictions of the community and how these affect	○ 3 Candidate explanation includes a complete description of the community demographic, including population, socioeconomic, and cultural	○ 2 Candidate explanation includes a partial description of the community demographic. One or more of the following are missing or	○ 1 Candidate explanation does not depict a thorough knowledge of the community	Score

Skip Navigation

learning. The explanation includes vast detail with multiple examples within each area.

depictions of the community and how these affect learning

socioeconomic, and cultural depictions of the community and how these affect learning

1.b. Knowledge of the School InTASC 10(l) ☐ NA	○ 4 Candidate explanation of the schools 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	○ 3 Candidate explanation 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	○ 2 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	○ 1 Candidate explanation does not depict a thorough knowledge of the school	*Score*

1.c. Knowledge of Students InTASC 2(j) ☐ NA	○ 4 Candidate explanation of at least 3 or more students and their characteristics that may affect student learning and the explanation	○ 3 Candidate explanation of at least 3 or more students and their characteristics that may affect student learning.	○ 2 Candidate explanation of at least 3 or more students and their characteristics is missing information on	○ 1 Candidate has an incomplete explanation of student characteristics and how they may affect student learning	*Score*

Skip Navigation

	includes examples of how the characteristics affect student learning.	characteristics may affect student learning.		

| 1.d Knowledge of Contextual Factors and Implications for Instruction and Assessment.

InTASC 10(m)
☐ NA | ○ 4

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 | ○ 3

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 | ○ 2

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 | ○ 1

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 | *Score* |

			Rubric Score:	
			Rubric Mean:	

2. Clear Learning and Performance Expectations (Goals/Object

	Exceptional	Proficient	Skip Navigation	ndeveloped	Score

2.a Learning and performance expectations InTASC 7(a) ☐ NA	○ 4 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	○ 3 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.	○ 2 Some 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.	○ 1 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.	*Score*
2.b Plan for sharing learning expectations with student using understandable language. InTASC 3(k) ☐ NA	○ 4 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	○ 3 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	○ 2 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	○ 1 Planning does not indicate a plan for sharing learning expectations with students using understandable language.	*Score*

Skip Navigation

ubric Score:

Rubric Mean:

_____

3. Assessment

	Exceptional	Proficient	Emerging	Undeveloped	Score
3.a Assessing Student Prior Knowledge InTASC 4(d) ☐ NA	○ 4 Planning documents include pre-assessments to determine prior student knowledge related to learning expectations. Multiple examples are included.	○ 3 Planning documents include pre-assessments to determine prior student knowledge related to learning expectations.	○ 2 Planning documents include some pre-assessments to determine prior student knowledge related to learning expectations.	○ 1 Planning documents do not include pre-assessments to determine prior student knowledge related to learning expectations.	*Score*
3.b Pre-Assessment to inform instructional design InTASC 4(e) InTASC 7(d) ☐ NA	○ 4 Plan includes the use of pre-assessment data to inform instructional design to meet student needs. Multiple examples are included.	○ 3 Plan includes the use of pre-assessment data to inform instructional design to meet student needs	○ 2 Plan includes the use of pre-assessment data but does not thoroughly use this information to inform instructional design to meet student needs	○ 1 Plan does not include the use of pre-assessment data to inform instructional design to meet student needs	*Score*
3.c Both formative and summative assessment measures continuously monitor student progress InTASC 6(j) ☐ NA	○ 4 Multiple and varied plans for the use of both formative and summative assessment measures to continuously monitor student	○ 3 Plans for the use of both formative and summative assessment measures to continuously monitor student progress.	○ 2 Plans for the use of both formative and summative assessment measures to continuously	○ 1 The candidate did not plan for the use of both formative and summative assessment measures to	*Score*

Skip Navigation

	progress are used. Includes a monitoring system.	Includes a monitoring system.	incomplete and/or do not include a monitoring system	continuously monitor student progress	

	Exceptional	Proficient	Emerging	Undeveloped	Score
3.d Adaptations based on students' individual needs InTASC 6(g) ☐ NA	○ 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.	*Score*

Rubric Score:

Rubric Mean:

4. Instructional Plan

	Exceptional	Proficient	Emerging	Undeveloped	Score
4.a Lesson Presentation Cycle InTASC 7(a). InTASC 7(c). ☐ NA	○ 4 Lesson provides multiple and varied evidence of all components of the designated instructional sequence including alternate	○ 3 Lesson provides evidence of all components of the designated instructional sequence including procedures and transitions.	○ 2 Lesson provides evidence of some components of the designated instructional sequence but is missing one or more procedures	○ 1 Lesson reflects an incomplete instructional sequence and is missing procedures and transitions	*Score*

Skip Navigation

activities and has
planned for
procedures and
transitions

4.b Scaffolded Supports InTASC 7(k) InTASC 7(l) ☐ NA	○ 4	○ 3	○ 2	○ 1	*Score*
	Multiple and varied scaffolded supports are identified and utilized to promote active learning, allow for variation in learning activities, and reflect discipline specific practices.	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.	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	Scaffolded supports are missing which hinders active learning, minimizes variation in learning activities, and negates discipline specific practices	

4.c. Accommodations for Diverse Learners InTASC 7(e) ☐ NA	○ 4	○ 3	○ 2	○ 1	*Score*
	A preponderance of instructional strategies and assessment are used to address the needs of diverse learners. Possible accommodations for individual student needs are identified.	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	Some instructional strategies and assessments are used to address the needs of diverse learners. Accommodations for individual student needs are identified but not implemented	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.	

Rubric Score:

Skip Navigation

Rubric Mean:

5. Instructional Decision Making

	Exceptional	Proficient	Emerging	Undeveloped	Score
5.a Instructional Decision During Lesson InTASC 7(l) ☐ NA	○ 4 Multiple and varied Instructional decisions and modifications are made and are based on on-going formative assessment	○ 3 Instructional decisions and modifications are made and are based on on-going formative assessment	○ 2 Instructional decisions and modifications are made but are not based on on-going formative assessment	○ 1 Instructional decisions and modifications are not made based on on-going formative assessment	Score

Rubric Score:

Rubric Mean:

6. Analysis of Student Learning

	Exceptional	Proficient	Emerging	Undeveloped	Score
6.a Interpretation of Data InTASC 6(c) ☐ NA	○ 4 Narrative interpretation is accurate, and conclusions are supported by the data. Multiple examples are cited.	○ 3 Narrative interpretation is accurate, and conclusions are supported by the data	○ 2 Narrative interpretation is accurate but conclusions are not supported by the data	○ 1 Narrative interpretation inaccurate, and conclusions are not supported by the data	Score
	○ 4	○ 3	○ 2	○ 1	Score

Skip Navigation

| 6.b Analysis of Student Learning

InTASC 9(c)
☐ NA | 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

	Exceptional	**Proficient**	**Emerging**	**Undeveloped**	**Score**
7.a Use of Reflection-PreK-12 Learner InTASC 9(g) InTASC 9(l) ☐ NA	○ 4 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	○ 3 A reflection is included 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	○ 2 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	○ 1 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	*Score*

Rubric Score:

Rubric Mean:

Skip Navigation

Comments:

GRADE

Total Score:

Total Mean:

0.0

Update   Cancel

Skip Navigation