Evidence of Student Learning Assignment

Purpose and Overview

This assignment is designed to demonstrate how teacher candidates' impact student learning and growth over time. In this assignment, teacher candidates will select one subject/class to 1) detail the student population and students' specific learning needs, 2) set learning objectives for the students, 3) pre-assess students' knowledge, 4) develop and administer a unit of instruction (minimum of 5 continuous lessons), 5) assess students' growth at the conclusion of the unit of instruction, and 6) reflect on the process and their own learning.

Teacher candidates must follow the specific requirements that are outlined below. Capstone instructors may require supplemental unit plan requirements and an evaluation specific to your program area in addition to this assignment.

Candidates should continue to plan lessons and units of instruction with the Cooperating Teacher (CT) as the student teaching/residency semester progresses. Candidates should seek guidance and approval from their assigned cooperating/mentor teacher in the preparation and delivery of the lessons included in this assignment. ***Candidates must submit a rough draft of this assignment*** (send rough draft to CT and US via email, link, etc.), particularly the lesson plans, for approval. The deadline for the rough draft will be determined by the CT and US (see suggested timeline in the calendar). It is strongly recommended that the teacher candidate teach the unit of instructing during their full take-over.

As soon as the Evidence of Student Learning assignment is complete, teacher **candidates must submit the assignment to the university supervisor via Anthology for evaluation**; typically, this is no later than one week after the full take-over concludes, but program areas may specify different deadlines. This assignment should be completed early in the semester; the lessons should be taught as early in the semester as possible to allow time to complete the post-assessment and final reflection.

To submit this assignment, teacher candidates should compile all required materials (responses to and details related to the outlined sections below, lesson plans) into ONE document. The one combined document should be submitted to Anthology.

SPECIFIC REQUIREMENTS

I. **GENERAL INFORMATION**. Provide the following information.
    - **Subject/class** identified for this assignment:
    - **Pre-assessment date**:
    - **Post-assessment date**:
    - **Growth targets** (select one): tiered, individual, or targeted. Teacher candidates can work with an entire class or a sub-group of the class (no fewer than 6 students; Special

Education students may have different requirements, please check with your university supervisor and/or Capstone instructor).

- *Tiered growth targets*: this should be selected when the teacher candidate establishes growth targets/goals for an entire class
- *Targeted growth targets*: this should be selected when the teacher candidate establishes different growth targets/goals for sub populations of the class
- *Individual growth targets*: this should be selected with the teacher candidate selects growth targets/goals for individual students

II. **PRIORITY STANDARDS AND LEARNING OBJECTIVES.** Provide the following information.
- **Standards:** Identify content standards that will provide the basis of the overall unit of instruction (5 or more continuous lesson plans) and that will address the overall learning goal(s) established for students (tiered, targeted, or individual).
- **Learning Goal(s)/Objective(s):** Related to the standards, what will students be able to do at the end of the unit of instruction (5 or more continuous lesson plans)? The learning goal(s) should be aligned with course- or grade-level standards. Learning goal(s) may also be aligned with the [Competencies for the Profile of the SC Graduate](#). Learning goal(s) should be broad enough to capture essential skills but focused enough to be measurable.
- **Growth Target Rationale:** Determine what evidence of growth will demonstrate that students have met the learning goals(s). Teacher candidates should include a clear rationale for the type of growth target selected (tiered, individual, or targeted). Using all available data, the candidate should explain how the targets the students are expected to reach are identified in relation to the type of growth target chosen.

  Teacher candidates should refer to the standards, unit objectives, and growth targets throughout the unit of instruction to better track student progress.

III. **STUDENT POPULATION.** Provide a detailed description of the selected student population including:
- the number of students selected,
- a description of students with exceptionalities,
- relevant student characteristics (prior assessment data, IEP and 504 information, etc.) that may affect student learning (such as past test data and/or grades),
- cultural and diversity of students and how that may impact instruction and/or students' learning,
- a detailed description of accommodations, modifications, and academic supports provided to students, and
- if applicable, describe any other factors related to the community, district, school, and/or classroom that may impact student learning.

IV. **RATIONALE FOR UNIT.** Explain how the unit (5 or more continuous lessons) relates to instructional goals, needs of students and prior units of instruction. Describe how the factors identified in section III (Student Population) will impact the teaching of the unit. For example,

describe how specific students' learning needs will be incorporated into the planning of the unit and specific lessons.

V. **CONTENT.** In addition to the content taught in the unit of instruction (5 or more continuous lessons), describe:
- the key instructional activities and strategies used to teach this unit;
- how content and objectives are aligned to academic standards;
- how content will be organized and taught so that students can use, apply and implement what they learn in real-life scenarios and for the assurance of career and college readiness;
- ways students will be engaged in critical thinking and problem solving;
- how students' needs, interests, abilities, and cultures will be considered;
- how instructional strategies are aligned to the SCTS rubric and inclusive learning practices.

VI. **DAILY LESSON PLANS.** Attach fully developed lesson plans for a minimum of five continuous daily lessons. The five or more daily lesson plans must be ***continuous*** *and should not include days for pre- and post-testing*. Include all supplemental material (i.e., worksheets, PowerPoints, handouts, quizzes, project instructions). If you do not create each activity, handout, etc., you must cite the source of the activity, handout, etc. *You are required to write reflections after each lesson*. These reflections should be added to the lesson plan template, after each lesson is taught and before this assignment is submitted to Anthology.

Unless otherwise directed, teacher candidates should use the lesson plan template found on the [field placement website](#). In some cases, capstone instructors may require candidates to use a program specific lesson plan template.

VIII. **PRIMARY ASSESSMENT STRATEGIES & EVALUATION CRITERIA.** Create or select assessments for the pre- and post-assessment of student learning. The pre-assessment should be administered prior to teaching the unit of instruction (5 or more continuous lesson plans) and the post-assessment should be administered immediately after teaching the unit of instruction. Teacher candidates should describe how assessments align to the academic standards and unit objectives. Descriptions of any necessary student accommodations should be addressed. Pre-assessment data is necessary to implement the unit plan and to analyze student performance relative to unit objectives.
Include the following:
1. How were the assessments created or selected?
2. If the pre-assessment and post-assessment are not the same, explain how the assessments are comparable and appropriate.
3. How does the assessment accommodate the needs and interests of ALL students?
4. How will the results of the pre-assessment be used for instruction?

Teacher candidates should attach each assessment and include the evaluation criteria (i.e., describe and/or attach appropriate scoring rubrics, observation checklists, rating scales, item

weights). If candidates do not create the assessment(s), they must cite the source of the assessment.

IX. **INTERPRETATIONS AND DECISIONS: Pre-Assessment.** Teacher candidates should:
1. Attach clearly labeled tables, graphs or charts that depict the results of the pre-assessment in a format that allows for finding patterns of student performance relative to each objective.
2. Summarize the results of the pre-assessment and describe the implications of these results on the instruction for all learners.
3. Refine growth targets (tiered, individual, or targeted), if needed, for outcomes to be measured in post assessment. Provide details of growth targets in a table, chart, or spreadsheet, to clearly indicate the difference between tiers and individual growth targets. For example, the teacher candidate may decide to color code students' pre-assessment data to indicate how much growth is required per student to achieve the learning goals.

X. **PROGRESS MONITORING.** Describe in detail the progress monitoring plan for students' mastery of content. Indicate what ongoing sources of evidence will be collected to monitor student progress toward learning goals. Describe the plan for use of formative assessments, assessment data that will be collected, including planned changes to instruction in response to formative information.

XI. **INTERPRETATIONS AND DECISIONS: Post-Assessment.** Once the unit of instruction (5 or more continuous lesson plans) is completed, analyze the pre- and post-assessment data to determine students' progress relative to unit objectives. Specifically, the teacher candidate should do the following:
1. Attach clearly labeled tables, graphs or charts that depict student performance. For each visual representation, provide a descriptive narrative that thoroughly summarizes the data, connect pre-assessment data to post-assessment data, and describe implications of results. For example, teacher candidates may decide to create a table depicting pre- and post-assessment data and color code the data to indicate which students met the identified learning goal(s).
2. Describe in detail the extent to which students met the identified learning goal(s).

XII. **REFLECTION AND SELF-ASSESSMENT.** The teacher candidate should reflect on this assignment and their ability to impact student learning. Specifically, the candidate should answer each of the following questions.
1. Describe the impact of the unit of instruction on the learning of selected students, including students with individual needs. Reflect on and describe your students' learning progress, growth targets, and your teaching performance based on the criteria included in this assignment.
2. As a teacher, reflect on your own cultural background, unconscious biases and systemic biases, and your ability to collaborate with learners as you have completed this assignment.
3. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?
4. As a teacher, how did you or how could you communicate with caregivers and families about student growth, progress, and learning?
5. With whom did you collaborate with to fully determine students' past performance, student needs, and effective instructional strategies to impact student learning (i.e., school counselors,

resource teachers, former teachers, instructional coaches, advisors, administrators)? How did collaboration with others influence the planning and teaching of the unit?

6. To what extent did you use technology to impact students' learning? In what ways did technology positively influence students' learning?