

## Key Assessment 1: Impact on Student Learning

**Fall 2023 N= 17 (Traditional Route)**

### STATEWIDE IMPACT ON STUDENT LEARNING RUBRIC

#### Purpose

The Impact on Student Learning assignment gives the teacher candidate the opportunity to:

- Determine the impact of instruction on all students' learning,
- Use assessments to make research-based informed decisions about instruction,
- Analyze and communicate students' performance results, and
- Reflect on teaching performance.

#	Program	Race	Gender
1	Elementary Education (K-6)	Asian	Female
2	Biology (7-12)	Black/African Am	Male
3	Social Studies (7-12)	Black/African Am	Female
4	Elementary Education (K-6)	Black/African Am	Female
5	Biology (7-12)	Black/African Am	Male
6	Elementary Education (K-6)	Black/African Am	Female
7	Physical Education (K-12)	Black/African Am	Male
8	Elementary Education (K-6)	Black/African Am	Female
9	Elementary Education (K-6)	Black/African Am	Female
10	Elementary Education (K-6)	Black/African Am	Female
11	Elementary Education (K-6)	Black/African Am	Female
12	Physical Education (K-12)	Black/African Am	Male
13	Elementary Education (K-6)	Black/African Am	Male
14	Mathematics (7-12)	Black/African Am	Female
15	Elementary Education (K-6)	Black/African Am	Female
16	Physical Education (K-12)	Black/African Am	Male
17	Elementary Education (K-6)	Black/African Am	Female

Indicator	Contextual Factors
<u>1.1. Community and school information</u> The teacher candidate (TC) discusses the following information about the community and school: Geographic location; Community/school population; Socio-economic status; and	

<p>Type of school (locale, grade levels, and other pertinent characteristics). CAEP R1.1; INTASC 2; TGR 7</p>	
<p><u>1.2. Classroom Information</u> The teacher candidate (TC) describes classroom factors including physical features, technology resources, parental/guardian involvement, and grouping practices (whole group, small group, pairs, etc.) CAEP R1.1, INTASC 3; TGR 7</p>	
<p><u>1.3. Student Characteristics</u> The teacher candidate (TC) describes each of the following student characteristics that impact students and the learning environment including grade/age level, gender, race/ethnicity/culture, special needs, achievement levels, language, interests, and learning differences. CAEP R1.1; INTASC 2; TGR 2</p>	
<p>Learning Goals and Objectives for Unit and/or Group Lessons</p>	
<p><u>2.1. MCCRS and Unit or Group of Lessons Topic and Learning Goals</u> The teacher candidate (TC) identifies MCCRS/s that correlate with the unit or group of lessons topic and overall unit purposes/goals and describes and justifies the lesson plans learning purposes/goals. *MCCRS refers to the Mississippi College- and Career-Readiness Standards CAEP R1.3; INTASC 7; TGR 1</p>	
<p><u>2.2. Appropriateness of Objectives</u> Daily objectives, aligned with MCCRS, connect to the real world and are appropriate for the students' development, prerequisite knowledge, skills, experiences, and/or other needs of students as indicated in the Contextual Factors. CAEP R1.1; INTASC 1; TGR 2</p>	
<p>Assessment Plan</p>	
<p><u>3.1. Assessment Plan Overview</u></p>	

The teacher candidate (TC) provides an Assessment Plan Overview Table that includes varying daily assessments with Bloom's/DOK levels that match objectives and includes accommodations/modifications based on individual needs of student or contextual factors.  
CAEP R1.3; INTASC 6; TGR 3

3.2. Pre-Assessment and Summative Assessment

The teacher candidate (TC) provides descriptions of the pre- and post-assessments, noting when assessments will be administered, and criteria used to establish mastery.  
CAEP R1.3; INTASC 6; TGR 3

3.3. Daily Assessments (Formative Assessments)

The teacher candidate (TC) describes the use of multiple methods and approaches for assessing student learning and provides a rationale for each assessment and an explanation of progress monitoring.  
CAEP R1.3; INTASC 6; TGR 3

3.4. Assessment Data

The teacher candidate (TC) provides an assessment data table that documents individual performance on a pre-assessment, 1-2 formative assessments, and a summative assessment. Mastery criteria for each assessment is included for all students.  
CAEP R1.3; INTASC 6; TGR 3

3.5. Communication of Assessment Results

The teacher candidate (TC) describes a plan for communicating assessment expectations, results, and descriptive feedback that is timely and effective to all students. The plan submitted includes a method for learners to monitor their own progression through the unit.  
CAEP R1.3; INTASC 6; TGR 3

Instructional Design	
<p><u>4.1. Accommodations/modifications to Instruction Based on Pre-Assessment Data Analysis</u></p> <p>The teacher candidate (TC) analyzes pre- assessment data to determine accommodations/modifications to instruction with descriptions of the accommodations/ modifications for the whole group, subgroups of students, or for individual students.</p> <p>CAEP R1.3; INTASC 7; TGR 2</p>	
<p><u>4.2. Differentiation</u></p> <p>The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students.</p> <p>CAEP R1.1; INTASC 2; TGR 4</p>	
<p><u>4.3. Technology – Teacher Candidate</u></p> <p>The teacher candidate (TC) describes how technology is used to facilitate, create, track, analyze, and communicate student learning (learning management systems, interactive websites, virtual learning, videoconferencing, digital learning, interactive tutorials, collaboration including the use of networks in instruction, etc.). The TC describes how the use of technology will facilitate higher level skills such as analyzing, synthesizing, and evaluating.</p> <p>CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 5, 6, 7</p>	
<p><u>4.4 Technology –Student Use</u></p> <p>The teacher candidate (TC) describes how technology is used by students to research, create, communicate, and present. The TC explains how students used technology to analyze, synthesize, and evaluate.</p> <p>CAEP R1.3, R2.3; INTASC 8; TGR 6; ISTE 6</p>	
<p><u>4.5. Plan for Parent/Guardian Communication</u></p>	

<p>The teacher candidate (TC) describes the plan for communicating with parents/ guardians about unit/lesson information, explains how individual student progress was shared with parents/guardians, and provides evidence of parent/guardian communication.</p> <p>CAEP R1.4; INTASC 10; TGR 9; ISTE 7</p>	
Instructional Decision-Making	
<p><u>5.1. Instructional Modifications Based on Needs of Students</u></p> <p>The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s.</p> <p>CAEP R1.3; INTASC 6; TGR 2</p>	
<p><u>5.2. Instructional Differentiation or Modifications Based on Formative Assessments</u></p> <p>The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students.</p> <p>CAEP R1.3; INTASC 6; TGR 3</p>	
Analysis of Student Learning	
<p><u>6.1. Data Analysis</u></p> <p>The teacher candidate (TC) analyzes student data from the assessment data table and provides an analysis of the data as to mastery attained for the whole class, group characteristic of subgroups with a rationale for the selection of this characteristic, and at least two students who demonstrated different levels of performance with samples of student work.</p> <p>CAEP R1.3; INTASC 6; TGR 3</p>	
<p><u>6.2. Evidence and Interpretation of Impact on Student Learning</u></p>	

<p>The teacher candidate (TC) uses pre- and post-assessment data to describe and draw conclusions about the impact on student learning including student learning gains in terms of numbers of students who achieved, made progress, or failed to master objectives. CAEP R1.3; INTASC 6; TGR 3</p>	
	Reflection
<p><u>7.1. Reflection on High Success/ Levels of Mastery</u> The teacher candidate (TC) selects objective/s for which students were most successful and discusses factors including the purpose/s, objectives, instruction, assessments, student characteristics, and other contextual factors during the planning and implementation that might have successfully impacted student learning. CAEP R1.4; INTASC 9; TGR 8</p>	
<p><u>7.2. Reflection on Low Success/ Levels of Mastery</u> The teacher candidate (TC) selects objective/s for which students were the least successful and discusses factors that might have had an impact on student learning. CAEP R1.4; INTASC 9; TGR 8</p>	
<p><u>7.3. Implications for Future Instructional Design and Teaching</u> The teacher candidate (TC) discusses ideas for redesigning learning goals, objectives, instruction, and/or assessments in future teaching AND provides a rationale explaining why the modifications will improve student learning. CAEP R1.4; INTASC 9; TGR 8</p>	
<p><u>7.4. Implications for Professional Development</u> The teacher candidate (TC) discusses two professional learning goals that emerged from the implementation and review of the unit/group of lessons and identified specific steps including</p>	

professional development to improve teaching and planning in these areas. CAEP R1.4; INTASC 9; TGR 8
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#### Interpretation of the Data:

In Fall 2023, 17 traditional route completers were assessed using the Statewide Impact on Student Learning rubric. All completers achieved a mean score of 2.0, demonstrating that they met minimum expectations for impacting P-12 student learning and applying professional knowledge, skills, and dispositions. Completers showed strength in identifying contextual factors, aligning instruction with state standards, and using assessments to measure student learning gains. However, the uniform score of 2.0 across indicators suggests a developing proficiency, with continued need for growth in differentiating instruction, making real-time instructional adjustments based on formative assessments, and integrating advanced technology use. Overall, the data indicate that completers are prepared to contribute to P-12 student learning but would benefit from deeper development in instructional decision-making and reflective practice.