

# Impacting Student Learning Template: revised fall 2009

by ASU Teacher Education Admin

## Section 1

### Section 1: Contextual Factors

**Standard:** The teacher candidate understands the contextual factors that influence learning and learners.

**Rationale:** In order to understand the context of learning and learners, you must be able to describe and understand the context that will shape your teaching. Teachers must be able to describe and analyze the family and community context, social and political context, and the school and curricular context. These understandings not only encompass varied dimensions of the social environment but also reflect the richness of the school and class as a basis for developing a community of learners.

**Process:** As a teacher candidate, you will develop a comprehensive description of the school and classroom, including family and community as a basis for reflecting on these demographics and how these contextual features will affect your instructional choices. Instructional choices affected by context include curriculum, learning outcomes, assessment, grouping strategies, unit design, and shared experiences. In order to fully explore the context, you will describe each of the following areas:

#### Five Contexts

##### School Context

- Size, ethnic, racial, and socio-economic make up
- Relevant organizational structures (school grades, school administration, etc.)

##### Classroom Context

- Compare the differences in the community of learners you have selected for your focus—including number of students, gender, SES, free & reduced lunch (if applicable), racial, linguistic, ethnic, adoptive/foster, numbers of students using IEPs & relevant special needs categories including gifted, at grade level, and below
- How you as a teacher candidate relate to these students

##### Curricular Context

- National, state, and local content standards to be addressed in the ISL
- Curricular expectations for students after they leave your classroom

##### Social and Political Context

- Academic performance initiatives
- School wide or community wide outcomes, tensions, problems

##### Families and Community as Context

- Relevant family and community data
- Language and cultural practices in families and community
- Demographics of the community and any changes that are occurring

#### Template

**The following products are required of this section.**

- A rich description of the five contexts for the understanding each can provide about learners in your setting
- How does the school take into account the language and cultural practices of families and community?
- How does the community impact curricular decisions?

## Section 2

### Section 2: Plan for Learning Environment

**Standard:** The teacher candidate creates a management plan to facilitate a learning environment that promotes learning for all students.

**Rationale:** The way a teacher orchestrates the learning environment within the classroom helps to maximize each student's opportunities to learn. Opportunity to learn is enhanced by a learning environment where students feel physically and psychologically safe, valued, enjoy a sense of belonging, and are encouraged to take responsibility for their own learning. When teachers acknowledge what and how students learn in a variety of formal and informal settings, they are able to draw on these experiences to create a positive learning environment.

**Process:** a) Given that the parameters of the learning environment will vary based on your placement and are co-constructed with other educators, design a management plan for a learning environment that:

- Describes the type of classroom environment you want to develop in your classroom
- Lists the steps you will use to develop this environment
- Describes your plan for working with other educators connected to your classroom. Describe your role, relationship, and responsibilities
- Illustrates how various aspects of your teaching practice will contribute to this environment (various aspects of your teaching practice include but are not limited to the arrangement of physical space, classroom rules and routines, and procedures to gain student cooperation, including how you will address problems when they occur)

b) Design a communication tool to introduce yourself and convey elements of your plan to others. Examples may include a letter sent home to students and parents, a website, a policy sheet that includes attendance, grading, and other expectations that may be given to students and parents.

### Template

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The following are the products required in this section.

- Management plan for facilitating a positive learning environment
- Communication tool

## Section 3

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### Section 3: Beginning Assessment and Learning Outcomes

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**Standard:** The teacher candidate develops and incorporates appropriate beginning assessment strategies in order to identify clear, appropriate, challenging and varied learning outcomes based on his/her students, the contextual factors, and content standards.

**Rationale:** One important aspect of guiding the learning of your students is having clearly defined learning outcomes based on student needs. Learning outcomes include knowledge, skills and dispositions (affective outcomes). This section of your ISL represents evidence of your ability to determine student needs and to create clear, appropriate, and varied learning outcomes based on your students, context, and curriculum standards.

**Process:** a) Use appropriate assessment strategies to determine student needs.

b) Based on your beginning assessment data, construct a list of learning outcomes that will guide you as you plan for, facilitate, and assess student learning for a curriculum plan.

Create learning outcomes that:

- clearly state what you expect students to have learned by the end of the curriculum plan (e.g., cognitive, psychomotor, and affective components)
- are appropriate for your students (section 1)
- are challenging
- are varied in type and level
- are clearly tied to local, state, and national standards

### Template

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The following are the products required of this section.

- A description of the beginning assessment, a copy of the assessment if appropriate, and beginning assessment data for each student in your selected classroom or focus group
- List of learning outcomes with rationale for each outcome
- A table displaying the results of the pre-assessment

## Section 4

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### Section 4: Design for Instruction

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**Standard:** The teacher candidate designs an instructional unit for specific learning outcomes, student characteristics, and learning contexts, and considers individual learner characteristics in modifying the instructional unit.

**Rationale:** Thinking critically about planning for both the long-term and short-term is an essential component in your quest to guide the learning of your students. This portion of the ISL represents your instructional designing process, and will help you plan for student learning.

**Process:** Design an instructional unit for your students based on what you have learned about your students (sections 1) and what you want them to learn (section 3).

*Design* - The instructional unit will include:

- Detailed lesson plans
- Modifications to meet the needs of at least one student with diverse needs (note that different programs might develop different formats for presenting modifications)
- Technology (as appropriate) integrated to enhance student learning
- Resources/materials that are needed to teach the curriculum plan

*Implementation* - Teach your instructional unit - on your daily lesson plan, record reflections, observations, and changes for the future.

### Template

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The following are the products required of this section.

- The instructional unit overview
- Modifications to meet the needs of at least one student with diverse needs (see note below). You may develop

a table or a narrative to include the nature of the adaptation, resources needed, and person responsible for the making the adaptation.

- Original lesson plans with annotations documenting issues arising during the lessons and modifications that you made
- Resources/materials

#### **Note on modifications:**

Modifications can be based on what the learner already knows, understands and can do, contextual factors, and learner characteristics. Modifications can occur in:

1. Content - what a student should know, understand, and be able to do as a result of the curriculum plan. This includes learning outcomes.
2. Process - activities designed to help the student come to make sense of the content. This includes, for example, grouping strategies.
3. Product - How the student will demonstrate and extend what she/he has come to know, understand, and be able to do. These can be assignments or major products. (Tomlinson, 1999)

## **Section 5**

### **Section 5: Analysis of P-12 Student Learning**

**Standard:** The teacher candidate traces and analyzes student progress from beginning assessment through formative and summative assessment.

**Rationale:** Tracing student progress and development from beginning assessment through formative to summative assessment is a core responsibility of each teacher. At any given point in time, a teacher must be able to answer the question: How do I know what my students have learned? In order to answer this central question of teaching, you must be able to analyze the results of assessments. Teachers who are able to accurately analyze student learning are well positioned to make data-driven decisions about teaching and curriculum.

**Process:** Analyze your assessment data, including beginning, formative, and summative assessments to determine students' progress toward the curriculum plan learning outcomes. You will use visual representations and narrative to communicate the conclusions from your analysis.

*Data Display* - The presentation of data allows for the analysis of the beginning and summative assessment results for the class. Create a table that shows beginning and summative assessment data on every student. Then, create a graphic summary that shows the extent to which your students made progress toward the learning outcomes identified in section 3. Highlight data from at least one student with diverse needs for whom you have modified content, process, and/or product.

*Narrative* - The narrative interprets the displayed data in terms of student learning for the class as a whole and at least one student with diverse needs for whom you have modified instruction. Your narrative should include the following:

- Copies of all assessment strategies and instruments
- Your interpretation of the learning of the whole class in relation to the learning outcomes and beyond the outcomes if appropriate
- Your interpretation of the learning of at least one student for whom the curriculum has been modified in relation to the whole class and modifications

Your analysis should demonstrate the ability to critically examine your instruction, curriculum, and assessment. Your interpretations about student learning need to be supported with evidence from beginning, formative, and summative assessment.

#### **Template**

**The following are the products required of this section.**

- Data display for whole class and/or selected student
- A narrative detailing your analysis. Did your learning outcomes change? (plus assessment instruments)

## **Section 6**

### **Section 6: Reflections and Self-Assessment**

**Standard:** The teacher candidate analyzes and critically reflects on his/her teaching in light of student learning in order to inform future instructional decisions and to improve his/her teaching practice.

**Rationale:** Reflective practice involves looking beneath surfaces, asking questions, raising issues, exercising and judging merit. Based on what you have learned in section 5 about your students' learning, what have you learned about your teaching?

**Process:** This narrative should include your own teaching strengths and areas needing development in light of your data analysis of student learning:

- Sections 1 and 4. How effective were you in applying knowledge of contextual factors to helping your students accomplish the learning outcomes?
- Section 2. Which aspects of your management plan were you able to put into place within the context of the learning environment established by and with your mentor teacher or by yourself? Describe your success in enacting your management plan and constraints you experienced. How did your management plan help or hinder your students in accomplishing the learning outcomes?
- Section 3. Were the learning outcomes you selected appropriate for your learners' characteristics, contextual

factors, and content standards? How effective were your beginning assessments in guiding your curriculum plan and student learning?

- Section 4. Were the modifications you made to content, process, and/or product appropriate for the selected learner/s in helping him/her accomplish the learning outcomes?
- Section 4. Were the lessons organized and sequenced in ways to help students accomplish the learning outcomes?
- Describe the implications of this experience with the ISL for your future teaching.

## Template

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The following is the product required of this section.

A narrative following the teaching experience to include each of the above areas

## Glossary of Terms

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### Impacting Student Learning

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The Augusta State University Impacting Student Learning (ISL) is an assessment that demonstrates the teacher candidate's impact on student learning. The following document includes the sections, rationales, processes, and products for the 6 components of the ASU-ISL. There are several definitions that will help you to understand our materials:

#### GLOSSARY OF TERMS

"**Classroom environment**" – this is the physical space in which students function as well as the social, cultural and emotional climate, rules for engagement, time schedule, educational personnel involved, and any other factors that contribute to the ability of the students to learn in a classroom.

"**Context**" - this term refers to the interrelated conditions in which something exists or occurs.

"**P-12 learners**" – the designation for students from preschool through grade 12; this includes both public school students as well as non-public school students.

**We believe that assessment is an on-going process.**

"**Beginning Assessment**" - typically occurs at the beginning of an instructional experience, usually for the purpose of determining initial levels of function or understanding.

"**Formative Assessment**" - usually occurs in the midst of an instructional experience for the purpose of determining the effectiveness or interests of students.

"**Summative Assessment**" - regularly occurs at the conclusion of an instructional experience for the purpose of determining the extent to which learner outcomes have been achieved.

"**Student**" – this term refers to the P-12 learner.

"**Teacher Candidate**" – this term refers to the ASU student in the teacher education program.

"**Instructional Unit**" – this term refers to a series of teacher candidate planned and managed instructional experiences that can emerge from a number of sources: student interests, contextual factors, variables, content standards, and other requirements. An instructional unit can be a project, a unit of instruction, or lessons grouped around a theme. Lessons should have a connection to academic standards at the national, state, and local levels.