

Impact of Teaching on Student Learning

I. Introduction: Contextual Factors

The purpose of this section is to provide the reader with background knowledge about your student teaching placement setting and a reflection upon how it's demographics shape the school's culture. This narrative is to provide pertinent information about the community at large, the school demographics, as well as classroom and student characteristics. Your narrative may include but is not limited to the following elements.

A. Community Level

Name county or district. State its population and location demographics (e.g., rural vs. urban, age distributions, race, dwellings, etc.) as well as economic factors (e.g., businesses, median household income, dwellings, cost of living, and other features such as parks, community centers or location to other major cities and or highways.) Essentially, if one were to move into this community, what would they expect to find. You may include data to compare your locations with adjoining counties, the state and or national statistics. Be sure to reference your sources for obtaining the information given.

B. School Level

Identify your school's characteristics in relation to surrounding schools (e.g., designate how many schools and the grades levels served are in the district or county and the number of schools that 'feed' into your setting and or share the same grade levels). Specify the school's student population (i.e., grades and number of students, race, socio-economic statistics based upon free and reduced lunches provided) and types of direct and related services provided (i.e., self-contained, resource, itinerant, therapists). Take account of the ratings gathered from the state assessment system to indicate the school's standing in meeting annual yearly progress (AYP). Reference your sources for obtaining the information given.

C. Classroom Level

Describe your assigned classroom's population (e.g., name the number of students, grade level, gender and racial composition) and explain why they are with that teacher (e.g., subject areas taught, if the students rotate among other teachers for other classes and if so, for which subjects, etc.). Also share if the teacher works within a team of other educators, has an aide, etc. Include characteristics that are distinctive to the classroom's physical and or affective environment (e.g., classroom routines, rules, furniture arrangements, group/individual instructional deliveries methods, learning centers, and locations for resources, etc.).

D. Student Level

Provide details about the students' educational status (e.g., disabilities represented, academic standards targeted, range of academic performances, etc.). If students have an IEP, share which academic domains it specifies for services).

Reflection: Items to consider:

- A.** Impact of the dominant culture on shaping schools and the individuals who study and work in them; Potential impact of differences in values, languages, and customs that can exist between the home and school; Variations in beliefs, traditions, and values across and within cultures and their effects on relationships among individuals with exceptional learning needs, family, and schooling; Cultural perspectives influencing the relationships among families, schools and communities as related to instruction; Characteristics of one's culture, use of language & the ways in which these can differ from other cultures and uses of languages.

- B. Relationship of special education to the organization and function of educational agencies; Family systems and the role of families in the educational process and in supporting development; Interventions and services for children who may be at risk for learning disabilities; Concerns of families of individuals with exceptional learning needs and strategies to help address these concerns.
- C. Demands of learning environments; Basic classroom management theories and strategies for individuals with exceptional learning needs; Social skills needed for educational and other environments; Strategies for crisis prevention and intervention; Strategies for preparing individuals to live harmoniously and productively in a culturally diverse world.
- D. Philosophies, theories, models and issues related to individuals with learning disabilities; Educational implications of characteristics of various exceptionalities; Characteristics/effects of the cultural & environmental milieu of the individual with exceptional learning needs & the family; Similarities and differences of individuals with and without exceptional learning needs; Effects an exceptional condition(s) can have on an individual's life; Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences; Typical language development and how that may differ for individuals with learning disabilities.

II. Instructional Planning

In this section please explain your teaching methodology and procedures of implementation and evaluation. The ultimate goal is to provide a framework in which one could use to replicate your practices. Subsequently, you will use a research-based approach to explain your teaching. This is to include your basis of the study or an introduction, student sample (i.e., present levels of performance and anticipated outcomes), the study's design (i.e., instructional focus including dependent and independent variables, along with your hypothesis), methodology (i.e., process for implementing the intervention), and the data-collection strategies and methods of analysis and presentation (e.g., progress monitoring tools, measures for calculating responses to intervention, means to report outcomes).

A. Introduction: Curriculum and Alignment with Learning Goals

Present to the reader a global perspective of the instructional subject area you will address and a problem statement or focus of the specific skills upon which your teaching is to improve. The problem statement (the student learning outcomes you wish to improve as a result of your intervention) is linked to the related literature and external standards, to the specific research questions or hypothesis, and finally to the significance of the proposed study.

B. Subject Sample: Student Present Level of Performance

Indicate who is will participate along with their relevant information regarding individual strengths and weakness.

C. Design (Identify Teaching theory, research, and principles for implementation): State the dependent variable (target behavior) and define the behavior in observable and measurable terms. Include both positive and negative attributes (i.e., if you are observing time off task, describe time off task features as well as on-task features). State the independent variable (treatment) and share why this intervention is selected (i.e., What validation does it have?). Identify how the independent measure is to change the dependent variable by stating your research hypothesis.

D. Procedures for implementing the study and obtaining the data (Instructional and monitoring Scope and Sequence). Describe how you will carryout your instruction including

long-term goals as well as daily objectives. Clearly state the steps used to implement the intervention and well as the procedures used to monitor as well as assess students' progress. This section thereby defines the specific conditions in which the behavior will be observed and the interval frequency for each observation.

E. Data analysis and presentation. Discuss how the data (student performance outcomes) will be analyzed and presented (i.e., graphs, descriptive narrative, statistical comparisons).

Reflection: Items to consider:

- A. Differing ways of learning of individuals with exceptional learning needs including those from culturally diverse backgrounds and strategies for addressing these differences; Create a safe, equitable, positive, and supportive learning environment in which diversities are valued; Identify realistic expectations for personal and social behavior in various settings; Identify supports needed for integration into various program placements; Theories and research that form the basis of curriculum development and instructional practice; National, state or provincial, and local curricula standards.
- B. Typical and atypical human growth and development; Impact of learners' academic and social abilities, attitudes, interests, and values on instruction and career development; Impact of co-existing conditions and exceptionalities on individuals with learning disabilities
- C. Use research-supported methods for academic and nonacademic instruction of individuals with learning disabilities; Use specialized methods for teaching basic skills; Use instructional methods to strengthen and compensate for deficits in perception, comprehension, memory, and retrieval; Identify and teach essential concepts, vocabulary, and content across the general curriculum; Use reading methods appropriate to the individual with learning disabilities; Teach strategies for organizing and composing written products; Use methods to teach mathematics appropriate to the individual with learning disabilities; Teach learning strategies and study skills to acquire academic content; Strategies used by diverse populations to cope with a legacy of former and continuing racism.
- D. Modify the pace of instruction and provide organizational cues; Identify and teach basic structures and relationships within and across curricula, Design learning environments that encourage active participation in individual and group activities; Make responsive adjustments to instruction based on continual observations; Evaluate and modify instructional practices in response to ongoing assessment; Basic terminology used in assessment; Legal provisions and ethical principles regarding assessment of individuals; Use and limitations of assessment instruments; National, state or provincial, and local accommodations and modifications); Administer nonbiased formal and informal assessments; Develop or modify individualized assessment strategies; Evaluate instruction and monitor progress of individuals with exceptional learning skills; Develop or modify individualized assessment strategies; Terminology and procedures used in the assessment of individuals with learning disabilities; Procedures to identify young children who may be at risk for learning disabilities; Choose and administer assessment instruments appropriate to the individual with learning disabilities; Demonstrate sensitivity for the culture, language, religion, gender, disability, socio-economic status, and sexual orientation of individuals.
- E. Rights and responsibilities of students, parents, teachers, and other professionals, and

schools related to exceptional learning needs; Use verbal, nonverbal, and written language effectively; Create and maintain records; Maintain confidential communication about individuals with exceptional learning goals; Collaborate with families and others in assessment of individuals with exceptional learning needs.

III. Results: Evidence of Impact on Learning

This section presents the evaluation of the data. It presents the data in a graph and discusses visual inspection of the graph. It also reports the statistical analysis of the behavior.

Reflection: Items to consider:

Teacher attitudes and behaviors that influence behavior of individuals with exceptional learning needs; Use performance data and information from all stakeholders to make or suggest modifications in learning environment. Ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding. Interpret information from formal and informal assessments; Report assessment results to all stakeholders using effective communication skills; Factors that could lead to misidentification of individuals as having learning disabilities. Personal cultural biases and differences that affect one's teaching

IV. Reflection and Professional Implications

This section discusses the your interpretation of what the results imply for theory and practice. This includes, in hypothesis-testing studies, an assessment of the extent to which the hypothesis was supported. This section makes note of the limitations of the study and suggests further, related studies for future investigation. It also is to include a summary of your teaching practices and professional goals.

Reflection: Items to consider:

Importance of the teacher serving as a model for individuals with exceptional learning needs; Continuum of lifelong professional development; Methods to remain current regarding research-validated practice; Practice within the CEC Code of Ethics and other standards of the profession; Uphold high standards of competence and integrity and exercise sound judgment in the practice of the professional; Act ethically in advocating for appropriate services; Demonstrate commitment to developing the highest education and quality-of-life potential of individuals with exceptional learning needs; Practice within one's skill limit and obtain assistance as needed; Reflect on one's practice to improve instruction and guide professional growth; Engage in professional activities that benefit individuals with exceptional learning needs, their families, and one's colleagues; Demonstrate commitment to engage in evidence-based practices; Ethical responsibility to advocate for appropriate services for individuals with learning disabilities; Professional organizations and sources of information relevant to the field of learning disabilities; Participate in activities of professional organizations relevant to the field of learning disabilities. Foster respectful and beneficial relationships between families and professional; Assist individuals with exceptional learning needs and their families in becoming active participants in the educational team; Plan and conduct collaborative conferences with individuals with exceptional learning needs and their families; Collaborate with school personnel and community members in integrating individuals with exceptional learning needs into various settings; Use group problem solving skills to develop, implement, and evaluate collaborative activities; Model techniques and coach others in the use of characteristics and needs of individuals with exceptional learning needs; Communicate effectively with families of individuals with exceptional learning needs from diverse backgrounds.

Name _____ Semester _____ **Candidate Impact on Student Learning Teacher Work Sample Rubric**

Rating → Indicator ↓	0-1 points Indicator Not Met	2-3 points Indicator Partially Met	4- 5 points Indicator Met	Score
I. Contextual Factors	Minimal information and data about the community. Sources are not cited. No reflection, only information is provided.	Partial information and data about the community without citations. Minimal reflection (1 CEC considerations explored).	Demographics with data citations and presents a developed reflection (2 or more CEC considerations explored).	
A. Community Level	Minimal information and data about the school. Sources are not cited. No reflection, only information is provided.	Partial information and data about the school without citations. Minimal reflection (1-2 CEC considerations explored).	Demographics, data and citations about the school. Presents a developed reflection (2 or more CEC considerations explored).	
B. School Level	Minimal information and data about the classroom. No reflection and or description of management, only information is provided.	Partial and data about the classroom and management and with data cited. Minimal reflection (1-2 CEC considerations explored).	Demographics with supporting data about the classroom and presents a developed reflection (2 or more CEC considerations explored).	
C. Classroom Level	Minimal information and data about the students. Sources are not cited. No reflection.	Partial information and data about the students. Minimal reflection (1-2 CEC considerations explored).	Demographics with supporting data about the students and presents a developed reflection (2 or CEC more considerations explored).	
D. Student Level	Identifies intervention and states curriculum goals. No reference to the literature. Partial reflection (0-1 CEC considerations explored).	Identifies intervention as researched-based with limited reference to literature. Links w/ state curriculum goals and presents a minimal reflection (1-2 CEC considerations explored).	Researched-based intervention with both references to literature and state curriculum goals. Presents a developed reflection (2 or more CEC considerations explored).	
II. Instructional Planning	The sample is defined in general terms (lacks informal and or formal test data). Partial reflection (0-1 considerations explored).	The sample is partially defined with test data. Does not explore social/behavioral needs. Minimal reflection (1-2 CEC considerations).	Clearly defined sample with test data & social/behavioral needs. Presents a developed reflection (2 or more CEC considerations).	
A. Alignment w/curriculum & Learning Goals	Defines variables, hypothesis with no literature references. Partial reflection (0-1 CEC considerations explored).	Defines variables, hypothesis with partial reference to literature (no citations). Presents a minimal reflection (1-2 CEC considerations).	Defines variables, hypothesis and includes cited literature. Presents a developed reflection (2 or more CEC considerations).	
B. Sample	Minimal detail. Lacks daily and/or weekly expected outcomes and teaching strategies used to improve performance. Progress monitoring used to inform instruction is under developed and presents a partial reflection (0-1 CEC considerations explored).	States procedures (daily and or weekly expected outcomes and teaching strategies explained). Describes how progress monitoring is used to inform instruction. Minimal reflection (2 CEC considerations explored)	Clearly states procedures (daily and weekly expected outcomes and teaching strategies explained). Describes how progress monitoring is continuous and used to inform instruction. Presents a developed reflection (3 or more CEC considerations explored).	
C. Design	States only one method for determining student performance outcomes. No reflection, only information is provided.	Provides brief summative and formative measure used gauge individual student's outcomes. Minimal reflection (1-2 CEC considerations explored).	Includes both summative and formative data measure used gauge individual student's outcomes. Presents a developed reflection (2 or more CEC considerations explored).	
D. Procedure	Interpretation is inaccurate, and conclusions are missing or unsupported by data. Lacks graph and narrative. No reflection, only information is provided.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data. Presents graph or narrative. Minimal reflection (2 CEC considerations explored).	Interpretation is meaningful and appropriate conclusions drawn from the data. Presents graph/narrative a developed reflection (2 or more CEC considerations explored).	
E. Data Analysis and Presentation	Lacks implication for theory/ practice. Reflection is not clear and or underdeveloped (0-1 CEC considerations explored).	Partial discussion of implication for theory/ practice. Minimal reflection (1-2 CEC considerations explored).	Discusses implication for theory/ practice with a developed reflection (2 or more considerations explored).	
III. Results: Evidence of Impact on Student Learning			Total	
IV. Reflection and Professional Implications				

55-44 Exemplary, 43-33 More than Satisfactory, 35-25 Satisfactory, 24 and below Unsatisfactory. All components I-IV must be completed to earn a passing grade