Impact on Student Learning (ISL) Project

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Using correct directions

- Several old versions
- To get most recent version, go to OFE website and access it under “Resources and Forms”
- Should see your current semester listed on the front cover
Format for Project

- Clearly labeled / Followed format
- Documentation if you use any outside sources
- Anonymity of students – “sanitizing”
- Mechanics do matter!!!
- Upload to Taskstream (directions in available on OFE site) under Resources and Forms
- Supervisor may ask for a paper copy
Grading the ISL Project

- Used as Evidence for state (NCPTS)
- Each component can receive one of three ratings: “Not Met,” “Proficient,” or “Accomplished.”
- Must receive either Proficient or Accomplished on all components
- Any component rated Not Met must be revised and resubmitted until level of at least Proficient is reached
- Failure to revise and resubmit will negatively impact your grade; could impact licensure
The rubric to score the project...

- Embedded in the directions → will be available on OFE website under “Resources”
- When using the rubric to help you, start with “Accomplished” column
- Follow the directions exactly - it’s step by step!
- Will see the NCPTS standards embedded in the rubric
1. Project Overview

- **Directions:** Create a brief overview (1-2 paragraphs, maximum) of your Project. Things to include: a general description of the class, the lesson content, how the lesson was chosen, and any other general information you deem appropriate.
2. Contextual Factors and Learning Environment Adaptations

- **Directions:** Create a table that includes the following headings:

- **Contextual/Environmental Factors:**
  - The characteristics of the community/school/classroom, including setting demands that may affect student learning (e.g., low socio economic community, free/reduced lunch #s, etc.)
  - Specific characteristics of students in your class (e.g., developmental characteristics, previously demonstrated academic performance/ability and special needs, socio-economic profile, ethnicity/cultural/gender make-up, special needs, and language) impact your decisions when designing your instruction and assessments. Provide specific numbers whenever possible.

- Include any factors that will help the evaluators of this project better understand your instructional designs.
Information Source:

- Where did you obtain this information (e.g., parents, principal, school report card, websites, informational references, etc.)? Note that sources such as school documents are more reliable sources than your personal observations.

Implications for Instruction and Assessment:

- Describe general and specific implications for instruction and assessments, based on this information about the community/school/classroom characteristics, as well as individual differences. What specific learning needs of individual children will require that you substantially adapt your instruction? The specificity and quality of your response is important.
Things to note #2 …

- There is no pre-determined number of contextual factors to have; HOWEVER, there are some obvious ones you shouldn’t miss.
  - Diversity breakdown of school/classroom
  - Tested area?
  - Technology?
  - EC/504? / other differentiations?
  - ANYTHING that influences your instructional design
  - Developmental traits
- Probably going to lose points only if you leave out something obvious.
- Table provided for you
### Example of Contextual Factors and Learning Environment Table:

<table>
<thead>
<tr>
<th>Contextual/Environmental Factors</th>
<th>Information Source</th>
<th>Implications for Instruction and Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Socio-economic Community; 62% Free/Reduced Lunch</td>
<td>School Principal; school report card: <a href="http://www.ncpublicschools.org">www.ncpublicschools.org</a></td>
<td>Don’t ask students to bring or use materials that might cost money; be aware of possible disparity issues among students</td>
</tr>
<tr>
<td>One student in a wheel chair</td>
<td>Classroom Teacher and IEP</td>
<td>Check handicapped accessibility of all spaces. Adapt activities to match student’s ability to perform.</td>
</tr>
<tr>
<td>First graders are egocentric; can’t sit still for long periods of time</td>
<td>Classroom observation and Yardsticks</td>
<td>Use small group size or pairs; limit &quot;seat time&quot; on activities; engage kinesthetic activities</td>
</tr>
<tr>
<td>Etc.</td>
<td>Etc.</td>
<td>Etc.</td>
</tr>
</tbody>
</table>
3. Project Learning Goal

- Language of project may vary from your program language; your program language may have included the word “objective” or “target”. Getting at the same idea …

- For the purposes of this assignment, “project learning goal” will be a MEASURABLE goal.
Directions: Create a table that includes the following headings:

- **Project Learning Goal:**
  - List the learning goal that will direct your project. The learning goal should be broad enough to cover at least 5 lessons, but specific enough to ascertain student success through an assessment.
  - While only 1 learning goal is required, there may be instances when a University Supervisor, Cooperating Teacher, or university faculty may require an additional goal to be added. Students should be aware this is a possibility. If you are required to have more than one learning goal, number them as Learning Goal 1, etc. so the goals may be easily referenced throughout the project.
- Project goal outcomes must be MEASURABLE ... language of the goal should reflect this.
- The learning goal should be challenging and appropriate.
□ Corresponding NCSCOS Competency Goals and Objectives:
   □ Align learning goal with the relevant NCSCOS competency goals, objectives, and thinking skills. If your subject has no NCSCOS standard, use whatever local standard is applicable (LEA pacing guide goals, etc.)

□ Corresponding 21st century skills (as established by the Partnership for 21st Century Skills):
   □ Align learning goal with the relevant 21st century skills, as shown in Appendix B.
Things to note on # 3:

- Make sure project goal works for your lessons – not too broad or too narrow
- Can be part of another unit/set of objectives/goals
- Can be NCSCOS language or can be language you and your US develop
- Ask US about goal BEFORE YOU IMPLEMENT!!
- Think about assessment when you choose your goal – “backwards design”
- Table provided
<table>
<thead>
<tr>
<th>Project Goal</th>
<th>Corresponding NCSCOS Competency Goal, Objective(s) and Thinking Skill(s)</th>
<th>Corresponding 21st Century skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Elementary Example) Students will be able to measure various objects using a non-standard unit of measure and score at least 80% on the post-assessment.</td>
<td><strong>Math Grade 1 Competency Goal 2</strong> 2.01 (a) Select attribute (length) to measure using non-standard unit of measure.</td>
<td>• Creativity and Innovation  • Critical Thinking and Problem Solving</td>
</tr>
<tr>
<td>(Secondary Life Science Example) Students will create an artistic representation the physical and chemical structure of cell molecules and score at least 20 of 25 points on the accompanying rubric.</td>
<td><strong>Biology Competency Goal 2:</strong> The learner will develop an understanding of the physical, chemical and cellular basis of life.  2.02 Investigate and describe the structure and functions of cells including:  • Cell organelles.  • Cell specialization.  • Communication among cells within an organism.</td>
<td>• Productivity and Accountability  • Creativity and Innovation  • Health Literacy</td>
</tr>
<tr>
<td>(Foreign Language Example) Students will be able to compose in French (orally and in written form) a vacation he or she would like to take and score at least 80% on the accompanying rubric.</td>
<td><strong>7th Grade Second Language Competency Goal 1:</strong> Interpersonal Communication - The learner will engage in conversation and exchange information and opinions orally and in writing in the goal language.  1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.  1.04 Engage in conversation about everyday topics.</td>
<td>• ICT Literacy  • Global Awareness  • Creativity and Innovation  • Critical Thinking and Problem Solving  • Social and Cross-Cultural Skills  • Information Literacy  • Communication and Collaboration</td>
</tr>
</tbody>
</table>
## 4A. ASSESSMENT METHODS OVERVIEW

**Directions:** Create a table that includes the following headings: (some of this you complete later in the project!!)

<table>
<thead>
<tr>
<th>Learning Goal Addressed</th>
<th>Assessments for Project</th>
<th>Format of Assessment</th>
<th>Preliminary Assessment Adaptations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal Example: Students will be able to identify the parts of a plant and make observations of what a plant needs to grow.</td>
<td>Pre-Assessment</td>
<td>• Fill in the blank: Students to identify parts of plant by writing terms and drawing arrows to parts of plant (8 items). • Narrative: describe what a plant needs to grow (scored on rubric, worth 10 points).</td>
<td>Repeat and modify instructions as needed. Demonstrate with cutting, gluing. Provide IEP/504 modifications as needed. Keep all activities high-interest and brief. Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e. dictation) when needed. Provide verbal clues and plenty of wait time for Q &amp; A.</td>
</tr>
<tr>
<td></td>
<td>Post-Assessment</td>
<td>• Fill in the blank: Students to identify parts of plant by writing terms and drawing arrows to parts of plant (8 items). • Narrative: describe what a plant needs to grow (scored on rubric, worth 10 points).</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
*Caution: Be sure that your pre- and post-assessments both measure growth in a like manner. You can’t use a K-W-L chart on your pre assessment and a test score on your post assessment; that would show achievement, but not growth. You have to be able to show, with data, that the students started at one level, and because of your instructional interventions, have shown knowledge or skill growth.

Suggestion: include specific #s of types of testing items
4B: RATIONALE FOR ASSESSMENT SELECTION / COPIES OF PRE- AND POST-ASSESSMENTS

Directions:
1) Write a brief rationale of your selection of assessment (i.e., why you’re using these assessments, where you got the assessments, if you created them or adapted them from other sources, perceived alignment of the assessments, etc.)
   Discuss any adaptations made to your assessments for individual students.
2) Include copies of all pre- and final post-assessment, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
   Copies of any modified assessments should be included.
Things to note (#4a/4b)

- Notice according to the rubric, "depth", "detail" \(\rightarrow\) repeated words!!

- Adaptations are important! Consider them carefully ... but they are preliminary! May change once you begin your lesson planning or even your teaching.

- Don’t consider #4b an “afterthought” ...
5A. RESULTS OF PRE-ASSESSMENT*

**Directions:** Create a graph that depicts the results of your pre-instruction assessment for the learning goal.

- Data should be entered for each student (Student 1, Student 2, etc.).
  Feel free to include any data you deem relevant (item analysis, class data, etc.).

- *No example chart is included for # 5A, as every candidate’s data will differ.*
5A. Results of Pre-assessment

Pre Score

Student Number
5B. ANALYSIS OF PRE-ASSESSMENT DATA

The purpose of pre-assessment is to:

- Establish a baseline for student performance
- Inform the teacher of student knowledge of a topic
- Guide the teacher in determining which topics deserve the most attention and emphasis in lesson planning. The assessment results drive the instructional decision-making.
5B. #1 (A): ANALYSIS OF PRE-ASSESSMENT DATA

**Directions:** A. Analyze the results of your pre-assessment relative to your learning goal. Describe any patterns you find, notable trends, and how this information will guide your instruction. Things to consider (not a final list):
Does the data indicate that learning goal should be revised? For example, if any student has a score indicating mastery of the learning goal, then the student already knows this information. You will need to revise your learning goal or modify your instruction accordingly or both. Consult your university supervisor if you have any student whose pre-assessment scores are unusually high (typically, 80% or higher). Your university supervisor will help you decide how to proceed (see Appendix C for additional information).
5B #1 (A): Continued ...

- What do your pre-assessment results tell you about student prior knowledge?
- Do your pre-assessment results reinforce your expectations regarding previous student performance? If so, in what way?
- How will you use this data to guide and plan your instruction for this unit? What modifications will you make, if any, to your previously planned lessons based on your data from the pre-assessment?
B. Collaborate with colleagues/specialists in your school about these results. This could be sharing with an EC specialist, mentor, the cooperating teacher – anyone who can guide you in interpreting this data. Write one to two paragraphs describing the results of this discussion(s) and how you will use this information to impact your instructional design.
5B # 2 - Identifying students with differentiated needs

- Based on your pre-assessment data and contextual factors, identify students within your class who will need differentiated instruction. **Explain your choice**, providing the rationale for your selection of these students. This may include students who are not “officially” identified as EC or AIG, but students whose pre-assessment scores or past work habits and history indicate a need for differentiation. Include a brief summary of possible differentiations to use with these students.
Discuss whether the students you identify need different “criteria for success” from the whole group, and if so, your rationale for determining different criteria. In other words, if you’re assessing individual students in your class using different standards than for your whole group, please explain why. (Example: an AIG student or a student who scores well on the pre-assessment may have a higher “criteria for success” score than other students in the class).

Complete table in # 5B-3 below (Criteria for Success Table) and complete the last column as needed.
5B: #3 - Determining your Criteria for "Success"

Create a table with the following headings:

- **Learning Goal**
  - List your Project Learning Goal as determined in #3

- **Criteria For Success (whole group)**
  - For your learning goal, explain the minimal level of acceptable performance (i.e. the point at which the student has successfully met the learning goal) in measurable terms (e.g., “I know a student has met this objective when...”). If you created Criteria for Success in #3 when you created your Learning Goal, you may wish to modify this, if your pre-assessment data suggest doing so.
Criteria for Success (for individual students as needed)

- Different criteria for individual student success may be listed here (amount of growth versus a specific achievement level). If this is done, it should be for each learning goal.

- Individual students who use different criteria should be listed as “Student 1, Student 2”, along with modifications to success criteria.
<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Criteria For Success on final assessment (whole group)</th>
<th>Criteria for Success on final assessment for individual students as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal</td>
<td>Students will be able to correctly identify 80% of the plant parts; students will be able to identify 4 elements of what a plant needs to grow.</td>
<td>Student 13 will correctly identify 100% of plant parts (student scored well on pre-assessment) Students 2,6, and 12 will increase their pre-assessment score by 40% (may not reach whole group target of 80%).</td>
</tr>
</tbody>
</table>
Lesson plans and the ISL Project

- A minimum of 5 lessons must be included in the Project. However, candidates are not limited to 5 lessons; student mastery of concepts and the ability to indicate positive growth should dictate when final assessments are given. Administration of Pre- and Post-Assessments should not be included in the 5 required lesson plans; lesson plans should be for “teaching” days, not “testing” days. **Copies of lesson plans included as “Appendix 1” in your submission.**
### 6. INSTRUCTION IMPLEMENTATION TABLES

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Learning Goal</th>
<th>Daily lesson objective</th>
<th>21st skill(s) addressed</th>
<th>Learning Strategies (multiple), Including interdisciplinary activities as appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1 (2, 3, 4, etc.) Date:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of procedures</td>
<td>Technology usage (as appropriate)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Differentiation for individual students (list by student number):</td>
<td>All assessments used in the lesson</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formative Assessment Results:</td>
<td>Any changes you will make based on your formative assessment results:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Things to note - #6

- This is a big part of the project - needs to be thorough!
- 21st century skills - see Appendix B in Project Directions
- Can make spaces bigger - don’t have to confine yourself
- Looking at quality of differentiations (see rubric), mastery, and CONSISTENCY
- Looking at multiple learning strategies
- 🌟 Looking at whether you as a teacher are considering the feedback from students in your lessons - narrative comments!!! THIS SHOULD DRIVE YOUR INSTRUCTION!! 🌟
- Should be for every day you teach (not test!)
### 7A. SUMMARY DATA OF STUDENT PROGRESS

<table>
<thead>
<tr>
<th>Student Number (differentiated students highlighted)</th>
<th>Learning Goal</th>
<th>Pre-project measure for the goal</th>
<th>Post-project measure for the goal</th>
<th>Gain Shown (in percentage points)</th>
<th>Criteria met?</th>
<th>Explanation of criteria not met?</th>
<th>What can the teacher do differently next time?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>30%</td>
<td>90%</td>
<td>+60</td>
<td>Yes</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>22%</td>
<td>50%</td>
<td>+28</td>
<td>No</td>
<td>I didn’t pay attention to my formative assessment results for this student.</td>
<td>Increase level of monitoring and document progress; contact parents to help; (etc.)</td>
</tr>
<tr>
<td>Class averages</td>
<td>Learning Goal</td>
<td>Average of pre-project measure for the goal</td>
<td>Average of post-project measure for the goal</td>
<td>Average gain shown</td>
<td># of students who met goal</td>
<td>% of class who met learning goal</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------</td>
<td>---------------------------</td>
<td>----------------------------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7B - SUMMARY COMPARISON OF STUDENT PROGRESS -- GRAPH

- **Directions:** Create a graph that depicts the results of your post-instruction assessment in comparison to your pre-instruction assessment for each learning goal.

- Data should be entered for each student (Student 1, Student 2, etc.) on the pre- and post-assessment. **Students may wish to go back to the graph created in #5A and add to it as needed.**

- Feel free to include any data you deem relevant (item analysis, class data, etc.)

*No example graph is included for # 7B, as every candidate’s data will differ.*
7B - example of chart
7C -- Analyses of Post-Assessment Data

7-1

Summarize your overall class results and what these results show about student learning and your teaching. Have you adequately taught the intended instructional goal? Why or why not? Were your goal appropriate? Did you cover too much material, or not enough? Were your lessons/assessments challenging enough for students? Explain and elaborate.
**7-2 - pay close attention here!!**

- **If ALL students met positive growth on the post-assessment** (“Gain Shown” column in #7A), write a sentence stating that this has occurred, and move on to #8. **You do not have to do anything further.**

- **If ALL students did not show positive growth,** candidates will have to **repeat the assessment process and any required remediation, or modification of instructional goals with those students until all students do show positive growth.**

- **Notify your university supervisor immediately** that this has occurred. **You will need your supervisor’s input and expertise to help you with next steps.**

- Discuss with your supervisor how you can repeat the assessment cycle with these students until all students have achieved positive growth ...

*(See Additional Steps in directions)*
8. REFLECTION ON INSTRUCTIONAL DECISION-MAKING

■ “Note: The reflective part of the project is of significant importance as evidence of your understanding of assessment practices. Please give your responses thoughtful consideration.”

■ Followed with 4 reflective questions, asking you to take the information in this project and use it with some future action

■ Talking to parents, your ability to use data driven assessments again, your thinking about assessment, teaching 21st century skills, what you would do differently in the future
Rubric language reflects that a thorough, in depth, quality response will give you the most points.

- Shows “deep understanding”
- Shows “readiness” and “insight”
- Understands and uses data well, etc.

Clearly, we consider this to be an important piece of the project. Don’t dismiss it!
Questions??