Packet: Analysis of Senior Comprehensive Evaluation: Impact on Student Learning Project (SCE)	
Overview/ Context	The Analysis of Impact on Student Learning Project evidence packet, provides evidence for the following: CAEP 1.1 – candidates understand InTASC standards CAEP 1.2 – completers use research and evidence to measure P-12 student progress and their own professional growth CAEP 1.3 – completers apply content and pedagogical knowledge CAEP 1.4 – completers demonstrate skills and commitment to rigorous college- and career-ready standards CAEP 1.5 – completers model and apply technology standards as they design and implement learning experiences CAEP 2.3 – provider works with partners to design clinical experiences CAEP 3.5 – provider documents candidate has high standard for content knowledge to have positive impact on student learning CAEP 3.6 – provider documents candidate understands the expectations of the profession CAEP 4.1 – provider documents completers contribute to student-learning growth Reflecting candidates' performance on the Senior Comprehensive Evaluation: Impact on Student Learning (SCE), this evidence packet provides data collected from the SCE scoring rubric used by program faculty to evaluate the final written analysis (pages 19-20). The spreadsheet provided offers the candidates' scores reflecting their content knowledge, their pedagogical mastery based on research-based practices, and their ability to collaborate with clinical faculty. Because of the project's depth of analysis, candidates' performance is also measure in relationship to the InTASC categories of the learner and learning (InTASC Standards 1-3), content knowledge (InTASC Standards 4-5), instructional practice (InTASC Standards 6-8), and professional responsibility (InTASC Standards 9-10). As an institution, Manchester University requires all undergraduates to complete a Senior Comprehensive Evaluation (SCE), and as its SCE, the EPP has designed a capstone called the Impact on Student Learning project which spans the entire senior year. Building upon skills practiced in the junior year, the SCE requires candidates to collaborate with their student teaching clinical supervisor in the semester prior to student teaching to design a standards-based unit plan including pre- and post-assessments. The SCE requires candidates to think deeply about research-based pedagogy, the design of curriculum, the measurement of P-12 student learning growth, and the responsibilities they hold as professional educators. To succeed on this rigorous capstone project, candidates must demonstrate a deep understanding of their professional obligations to their P-12 students.

	Phase I: Developmental Background to SCE Typically, in the spring of the junior year, candidates enroll in one of two courses; elementary teaching candidates enroll in EDUC 340: Literacy Block, and secondary or all-grade teaching majors enroll in EDUC 342: Content Literacy. Both of these courses require candidates to create standards-based unit plans based on research-based pedagogical practices (pages 11-13). In the process, candidates revisit how to unpack academic standards and make sound pedagogical decisions as they design a lesson plan, skills they previously learned and practiced in EDUC 245: Educational Assessment and EDUC 362: Literacy and English Learners. Once the candidates practice the foundational skills they learned in previous semesters, they work to create a unit plan using backward design. The assignment requires them to align assessments with the learning objectives and design structured learning experiences which engage P-12 learners. The semester-long assignment requires candidates to read published, peer-reviewed research which requires them to consider the professionalism of an educator. Through discussion with their faculty member, the candidates select a best practice to research and incorporate throughout their unit plan. The first month of the course involves reading peer-reviewed research related to their selected best pedagogical practice. Based upon their research, candidates write a literature review which allows them to "defend" their pedagogical decision for the way they select to teach the unit. Ultimately, their completed project involves a literature review, the tools for assessing the learning objectives as well as the pre- and post-assessments for the unit, and the complete unit plan with lessons following the MU lesson plan format. Throughout the course of the semester, candidates receive specific feedback from the instructor, and they are walked through a self-assessment of their unit using the Danielson Framework rubric, the rubric used to evaluate them during their student teaching experience. *Phase II: Designing the SCE* During the semester prior to student teaching, teaching candidates work with their student teaching clinical faculty to select a unit of study for which they design a comprehensive unit similar to the one practiced in EDUC 340 or EDUC 342 (see pages 15-18 for SCE directions provided to candidates). While they do not submit the unit plan to the EPP, the clinical faculty provides feedback. As practiced in the previous experience, the candidates select one pedagogical practice on which to focus and integrate in the unit. For this pedagogical best practice, the candidates locate current, appropriate, peer-reviewed research which informs their professional decisions for teaching the unit (CAEP 1.2, 3.6). Candidates submit their literature reviews in a drop box in the Canvas course management system used by the University, and two faculty members in the EPP evaluate the review, providing feedback electronically. While this portion of the SCE is not formally evaluated using a rubric, the feedback provided by the faculty allows candidates to

	consider their research design and pedagogical practice prior to teaching the unit. Additionally, the literature review is considered in the final project as a basis for making professional decisions. Collaboration between the teaching candidates and their clinical faculty is critical to implementing an effective unit plan (CAEP 2.3). A key element of the project lies in the data collection; therefore, the EPP requires candidates to demonstrate a clear understanding of the correlation between learning objectives based on rigorous academic standards, pedagogically sound teaching including the appropriate integration of technology, and assessment (CAEP 1.3, 1.4, 1.5). Through this collaborative stage of curriculum design, candidates explore their obligations to their P-12 students, and discover how classroom teachers create inclusive learning experiences to support diverse learners. *Phase III: Implementing the Unit and the Writing of the SCE* During the student teaching experience, the candidates collaborate with the clinical faculty to revise the unit plans previously designed. Based on the timelines established through collaboration, the teacher candidates administer pre-assessments, change their designed unit based on the assessment results, implement the plans by incorporating their best practice, monitor student growth throughout the unit with assessments aligned to the established student learning goals, and then administer the post-assessment. With data collected from the pre- and post-assessments, the teacher candidates are able to analyze their impact on student learning (CAEP 4.1). Building on the literature review submitted in Phase II of the SCE, the teacher candidates write a comprehensive analysis in which they reflect on their impact on student learning. Making reference to their data and making connections with the research, the candidates consider their impact on students' understanding and whether the pedagogical best practice was as effective as they had planned. The culminating paper is extensive and includes the literature review, the methodology, and a discussion of the results. Ultimately, the candidates reflect on themselves as professionals and their ability to have a positive impact on P-12 students.
EPP-created Evidence Items	Evidence provided in this packet include - Manchester University EPP lesson plan format (pages 7 – 8), - Manchester University lesson plan rubric (pages 9 - 10), - Instructions for unit plans provided to teacher candidates (pages 11 – 13), - Communication with student teaching clinical faculty regarding the SCE: Impact on Student Learning project (page 14), - Instructions for SCE: Impact on Student Learning project provided to teacher candidates (pages 15-18), - EPP constructed rubric for the SCE: Impact on Student Learning project (pages 19 - 20), - Data tables (pages 21 – 25)

Data Tables	Three cycles of data collection are included in this evidence packet, and are reflected in the data tables. In the past few years, the EPP has changed the format for the SCE. What used to be a presentation now is the submission of a comprehensive paper. Because the EPP recently changed the format, they had to revise its rubric to better align with CAEP standards and the overall process, the cycles include a small sample: Spring 2017, Fall 2017, Spring 2018. The following tables provide a comparison of all disciplines as well as the physical education and health education SCEs as a sample. **Attachment 1A** provides the data for *all* completers for the MU EPP. Table 1a: SCE (Impact on Student Learning) Comparison of ALL Disciplines (Spring 2017) (p. 21) Table 1b: SCE (Impact on Student Learning) Comparison of ALL Disciplines (Fall 2017) (p. 22) Table 1c: SCE (Impact on Student Learning) Comparison of ALL Disciplines (Spring 2018) (p. 23) Table 2a: SCE (Impact on Student Learning) Comparison of Physical Education (Spring 2017) (p. 24) Table 2b: SCE (Impact on Student Learning) Comparison of Physical Education (Fall 2017) (p. 24) Table 2c: SCE (Impact on Student Learning) Comparison of Physical Education (Spring 2018) (p. 24) Table 3a: SCE (Impact on Student Learning) Comparison of Health Education (Spring 2017) (p. 25) Table 3b: SCE (Impact on Student Learning) Comparison of Health Education (Fall 2017) (p. 25) Table 3c: SCE (Impact on Student Learning) Comparison of Health Education (Spring 2018) (p. 25)
Reliability and Validity (CAEP 5.2)	The EPP divides the SCEs between two teams of faculty members. The faculty members, then, read the assigned SCEs, complete the SCE rubric on their own; then, the pair meet to compare their notes and rubrics. Lengthy discussions follow as the two compare their ratings on each of the criterion and defend their score. They share their similarities and differences in perception of the candidates' work. Together, the two come to consensus and score the SCE on the final rubric submitted for data collection. When all of the SCEs have been scored, the EPP meets to compare scores of high, medium, and low projects. Because the Manchester University EPP is a small program with only 4 faculty members, the department is able to collaborate and come to consensus on the performance on the SCEs. The EPP created rubric used for the SCE underwent several changes prior to the final rubric used for this evidence packet. The EPP believes the rubric used for the SCE: Impact on Student Learning is consistent across the four raters.
Trends (CAEP 3.4, 5.1)	Overall, the number of candidates in the MU teaching program is low; therefore, the trends provided below include all EPP candidates across all areas of licensure. Additionally, because the EPP believes in collaboration and providing feedback for growth, the trends provided on the initial SCE evaluation tend to be lower than the EPP would like. Candidates in the MU EPP have the following ***strengths***: - Averages on criterion 8, Implications for Teaching and Professional Development (InTASC 2, 4, CAEP 2.3, 3.6), tend to be the highest (1.7/3.0); candidates consistently demonstrate the ability to analyze data, reflect on their impact on student growth, and make observations about their teaching and professional growth. Accordingly,

	candidates must consider how they used data to drive instruction and make pedagogical decisions based on data collected from assessments aligned with learning objectives.
Future Direction (CAEP 5.3)	Because the SCE is a graduation requirement for the institution, the EPP has 100 percent pass rate. However, the EPP recognizes the following: 1. In most of the criterion, it is difficult to identify trends in the data. This led the EPP to ask the following questions: a. Are there few trends because the size of the sample is so small? b. Is the rubric aligned with the SCE assignment? c. Are the SCE directions clear enough for candidates to be successful? d. Does the SCE assignment align with the structured activities and assignments (unit plan, literature review, literature matrix, etc.) prior to the capstone project? e. Do evaluators in the EPP need reliability training? f. Is the scoring rubric too difficult for candidates to pass the first time? As a result, the EPP, including the Director of Teacher Education and the Field Experience and Assessment Coordinator, will continue to explore ways to increase reliability and validity of all evaluation tools, including the SCE rubric. The EPP will identify SCE samples which meet or exceed expectations to use as training samples. 2. Candidates' in the MU EPP continue to score low in integration of technology. The EPP will continue to proactively work towards identifying programmatic ways to integrate technology. Specifically, the EPP will continue to collaborate with clinical faculty to offer training (face-to-face and online) for candidates in developing one-to-one learning opportunities as well as effective e-learning experiences. During the spring 2018 community partners' lunch with administration from the EPP's clinical sites, the stakeholders suggested collaborative workshops offered through a platform such as Google hangout to introduce candidates to current practices. While the EPP offers annual technology summits (attendance is a required component of the program), the EPP is committed to integrating key points from the summits into courses. The EPP will select summit presenters who can offer practical and research-based pedagogical practices for integrating 21st century skills into learning experiences. Additionally, the EPP will monitor the impact of the introduction of e-learning to the junior literacy courses where the

	initial unit plan is developed (see *Phase I: Developmental Background to SCE*). Because the spring 2018 was the first semester the e-learning plan was required as part of the unit, the EPP does not have data regarding its impact. 3. Structured introduction, practice, and mastery of the components related to the SCE: Impact on Student Learning must be revisited annually (or more frequently) to ensure candidates have opportunities to develop the required skills. Through analysis of the collected data and reflection on the SCE: Impact on Student Learning capstone project in relationship to the InTASC and CAEP standards, the EPP will spend the next year or two revising the SCE so it is more practical and aligned with accreditation expectations. In particular, the EPP will examine how it might make the project reflective of a work sample including the recording of the teaching of unit similar to the process followed by National Board Certified Teachers. The EPP has already begun envisioning a revised teaching program around core standards and outcomes including a performance-based capstone. While elements of the SCE: Impact on Student Learning are embedded throughout the entire teaching program, the analysis of SCE data clearly indicates the EPP must be more intentional with their scaffolded experiences leading up to a successful SCE.

Manchester University Lesson Plan Format

Lesson: _____ Length _____Age or Grade Intended _____

Academic Standard(s): These standards represent the expectations of local, state, and/or federal educators for the students for whom the objective is intended. The Indiana State Standards (grades K-12) and the preschool foundations (ages 3-5) can be located at http://dc.doe.in.gov/Standards/AcademicStandards/index.shtml. The Common Core standards are located at http://www.corestandards.org/the-standards. All students should consider adding a literacy standard, as you learned with Dr. Schilling in EDUC242.

Performance Objective/s: Objectives need to be written using ABCD method. We will cover this in class and you will receive a handout explaining this process. You may have more than one objective – the key is that each standard should be evident in an objective. However, the number of objectives doesn't need to match the number of standards covered.

Assessment: Explicitly state how each of these objectives will be assessed and why this form of assessment fits. This section should be two paragraphs, at least. One paragraph should explain how you will assess, the other should explain why you chose this form of assessment – using a peer-reviewed source to support. Consider – how could you use the data from this assessment to drive future instruction????? *(at least one research citation required)*

Advanced Preparation by Teacher: Describe the preparation the teacher will need to do prior to teaching the lesson, for example, creating a worksheet, collecting specific materials, previewing a video, etc. What will you need to have ready?

Technology included: Integrate technology where appropriate

Procedure:

Introduction/Motivation: Describe how the teacher will introduce the lesson. It should include a hook that would help motivate the students to participate. Should be brief (under 5 minutes) and student-centered.

Step-by-Step Plan: Number the steps needed to complete the lesson from start to finish. *This section should be detailed enough that another teacher could read your plans and teach the lesson.* Include specific questions of various types and identify the level of the questions from Bloom's Taxonomy. Identify the multiple intelligences from Howard Gardner's theory that are matched by this lesson. Have at least one peer-reviewed source that supports one of the instructional strategies included in this section. *(at least one citation required)*

Closure: Explain how the lesson will be closed to ease transition to the next activity. Always review key points.

Adaptations/Enrichment: Include a plan for adaptations or modifications that will address the individual needs of an exceptional learner. You will choose a specific disability to address for this section, which should be at least two full paragraphs. Explain the adaptation/modification and then describe your supporting research. *(at least one citation required)*

Self-Reflection: Consider the potential effectiveness of your teaching. What do you believe would go well and where might problems arise? What are the strengths and weaknesses of this plan? Also, include a description about the research support for the procedure section here.

References: Cite all sources in APA format, 6th edition, on a formal APA-style references page. This should be on a totally separate page.

Manchester University Lesson Plan Rubric

CRITERIA	0-1	2-3	4	5	
MUED Lesson Plan Format (with overview) and explicitly stated Academic Standards. INTASC 1, 2, 7, 8	Lesson does not follow MUED format or state academic standards.	Lesson does not follow MUED format but does state academic standards.	Lesson plan follows most of the MUED format and explicitly states academic standards.	Lesson plan follows MUED format correctly and explicitly states academic standards.	
Lesson Plan Objectives INTASC 7	Objectives are not included.	Objectives are included, but are not written well or do not match academic standard(s).	Objectives are included, relate to stated academic standard(s), but are not written correctly.	Objectives are well written, and correlate well to stated academic standard(s).	
Assessment INTASC 6	No assessment is planned or it is not explained.	Planned assessment does not match learning objectives. Minimal or ineffective explanation.	Planned assessment matches learning objectives. Basic, but acceptable, explanation of rationale including research.	Planned assessment matches learning objectives and is thoroughly explained with supportive rationale including research.	
Intro/Hook INTASC 8	Intro/hook is not included or referenced.	Intro/hook is very vague, procedural, boring, or teacher-directed.	Intro/hook involves students and adequately previews lesson.	Intro/hook engages students and provides a concise preview of lesson.	
Procedures are thoroughly written, including Gardner's MI and Bloom's Taxonomy questions. INTASC 5, 7, 8	Procedures are unclear and/or do not include Gardner or Bloom references.	Procedures are mostly clear and attempted to include 1-2 references (each) to Gardner and Bloom.	Procedures are clear and at least 2 references (each) to Gardner and Bloom are made. Research about best practice included	Procedures can be easily replicated by others, including 3+ references (each) Bloom's and Gardner's MI. Research about best practice included.	
Technology integration INTASC 5 CAEP 1.2, 3.6	Does not include appropriate technology	Technology used but inappropriately or randomly	An attempt is made to use technology; connection unclear	Intentional, meaningful integration of technology	
Adaptations/Modifications and Enrichment Opportunities INTASC 1, 2	Lesson does not include a reasonable adaptation or modification for a specific disability.	Lesson attempts to include a reasonable adaptation or modification for a specific disability, but has errors or inconsistencies.	Lesson includes an appropriate adaptation or modification for a specific disability with a reference to research Classroom-ready differentiation.	Lesson includes 2+ appropriate adaptations or modifications for a specific disability with a reference to research. Professional differentiation.	

Grammar and Spelling INTASC 9	Errors throughout; totally unprofessional.	Multiple errors that distract from comprehension.	Minor errors that do not distract from comprehension.	No errors in grammar and/or spelling are present.	
Supporting Materials	The lesson has no supporting materials.	The supporting materials are sloppy or ineffective.	The supporting materials are acceptable.	The supporting materials match the content and are professionally done.	
References (peer-reviewed) INTASC 9 CAEP 3.6	No references are included OR references are not appropriate/accurate	One appropriate reference is included OR two references are included, but only one is appropriate	Two appropriate references are included and both are based on research/data	More than two (3+) appropriate references are included and they are all exemplary	

EDUC 340 Unit Plan Mandatory Project

OBJECTIVE:

Students will select a topic of their choice in their content area and construct a comprehensive unit including the assessments and materials needed to effectively teach; the unit will clearly integrate other content areas, engage learners, and differentiate instruction based on research-based best practices.

CRITERIA:

All material will be typed and submitted in the Canvas drop box AS ONE DOCUMENT IF POSSIBLE. You may also submit a binder as well if you would like it compiled for your own use.

A title page including the following information is placed first:

A Unit on

Your Name
Education 34__
Dr. _____
date

A content page that includes the following components must be the subsequent pages:

1. Introduction in which you provide the course and unit information and description. You will provide the background of where the unit falls in the curriculum map and the grade level.

2. Methodology section. In this part of the paper, you will include reference to and specific explanation of the pre-unit assessment. In this section, you will explain its alignment to post-unit assessment and the lessons. Explain how data will be used to drive instruction (4+ paragraphs).

3. Create a literature review in which you discuss the one or two best practices you have decided to use as the primary focus during your teaching of the unit. Use at least three peer-reviewed, current journals to support each of the selected best practices. If done correctly, this will help you tremendously with your SCE during your senior year. (3-5 pages with cited sources). THIS IS A MAJOR PART OF THIS ASSIGNMENT.

4. A description of how you have specifically supported literacy throughout the unit. Make direct references to strategies and to lessons in which you have intentionally focused on supporting the literacy of students in your classroom. (3-5 paragraphs)

5. Explanation of how you have specifically differentiated instruction for a specific exceptionality. More details to follow (3-5 paragraphs)

Following the title page and the first page which includes the 5 elements previously listed, please submit in order the lesson plans you have designed. Keep in mind the following:

- Each project will be graded on grammar, presentation, and content as well as completion of project's instructions. Therefore, run your spell check and grammar check. Make sure you don't have incomplete sentences or run-on sentences. Make sure your words are spelled correctly.

- Each component should have a title centered at the top of each page.

- Create a new page for each component including a new page for the beginning of a lesson plan.

- Include samples of worksheets or games you will use. Always include an answer key! If you are going to lecture, provide an outline of your notes.

- All lesson plans must follow the format adopted by the Education Department. P.E. students may use the department's format as long as it implements the key elements of the Education Department's.

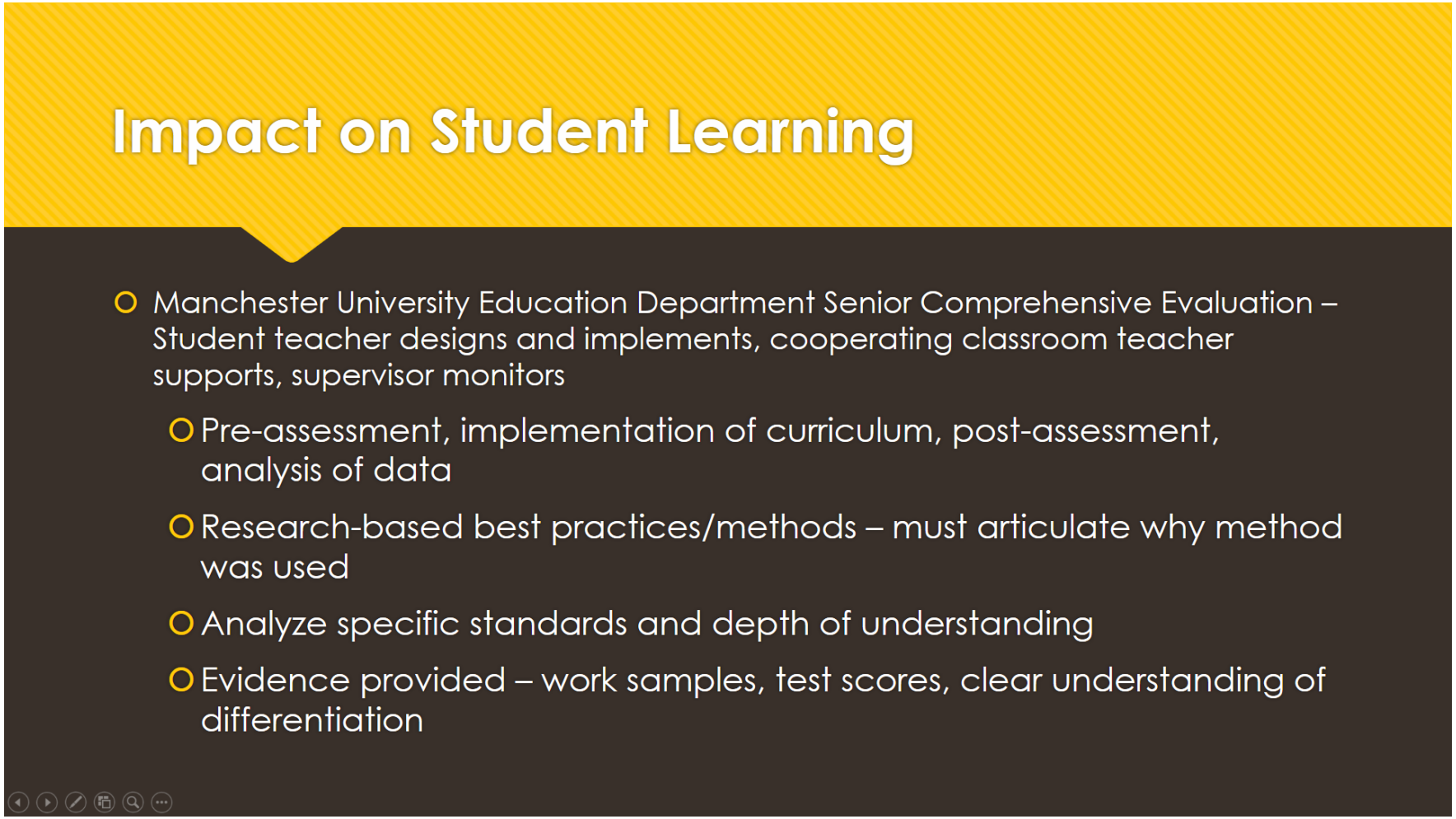
- Lessons should clearly have Bloom's Taxonomy incorporated into them as well as Gardner's Multiple Intelligences.

- Incorporate technology throughout your unit plan.

- Lessons should flow. Make connections between your lessons in the introduction where you GRAB their attention.

- ALL LESSONS MUST ENGAGE LEARNERS! TEACH LIKE A SPARTAN!!! ☺

Power Point Slide from EPP, Clinical Faculty, and Candidate Student Teaching Training



Teaching Majors' SCE Directions

Overview:

Create a unit based on peer-reviewed best practices and that uses formative and summative data to drive instruction. Administer pre- and post-unit assessments (developmentally and content appropriate), analyze the data, and reflect in a formal, written research paper on the results of your research.

Write a college-level paper that integrates peer-reviewed articles focused on research-based best practices and clearly articulates the analysis of the data. The paper will draw connections between the teaching methods and the depth of student learning. Your paper serves as the senior comprehensive evaluation (SCE).

Supporting handouts are provided on the 2017-2018 SCE Canvas site set up for all senior education majors.

Timeline:

October 31, 2017:	Annotated Bibliography or Literature Matrix with 6-8 peer-reviewed sources submitted by 11:59 PM Drop box available on Canvas
November 21, 2017:	Literature review submitted by 11:59 PM Drop box available on Canvas

NOTE: First three sections of paper should be written by end of semester

March 16, 2018:	Final paper submitted with PowerPoint slide of research (follow provided template) by 11:59 PM Drop box available on Canvas
April 6, 2018:	Two of the faculty will evaluate the paper using the SCE rubric, and you will receive an email by April 6, 2018, regarding the status of your SCE. Papers are assigned a Pass/Fail designation. If your paper meets the expectations, you will receive feedback on the poster draft.

TBD May 2018: Poster presentation prior to the Celebrate Education reception; seniors are expected to be present at their poster.

*Seniors will have the opportunity to revise their papers should they not meet the minimum requirements. However, this may delay their passing of the SCE and their ability to graduate on time.

Steps:

1. Work with classroom teacher early to determine when you will be teaching the unit plan.
2. Create a standards-based, research-based unit plan that meets the needs of all learners. You must use one or two best practices ***throughout*** your unit in order to determine if those methods have an impact. The best practices must be METHODS for teaching, not general pedagogy. YOU ARE NOT SUBMITTING A UNIT PLAN.
3. Make sure you have clear learning objectives. You must measure growth, so make sure what you want them to do is measurable.
4. While creating the unit, begin writing the SCE, focusing attention on the research-based best practices and justification for selecting the method(s). Completing a lot of the groundwork in the fall will save you time in the spring while you are student teaching. Discuss the one or two best practices you have decided to use during the teaching of your unit. Use at least six-eight peer-reviewed, current journals to support each of the selected best practices. These must be research studies.
5. The best practice should be cycled throughout the entire unit. Your goal is to say because you used this method; it had an impact on student learning.
6. In your first student teaching placement, teach the unit plan. We encourage you to tweak your unit as you go along based on student feedback via formative and summative assessments.
7. Once you have collected your data, analyze the impact your selected teaching method had on student learning. Make sure you have ***EVIDENCE*** for why you believe this to be true.
8. GOAL OF THE PAPER: Focus on the analysis and discussion of what happened. This isn't about whether or not you had an impact, but what do you do with the information.
9. Your paper must be written at an advanced level, using correct grammar and punctuation and mature style. The paper should be impeccable; it is a professional document that you are submitting as your capstone. Analysis and synthesis must be evident throughout your paper. These papers end up being quite long.
10. Faculty will evaluate your paper and approve whether or not you may present your poster.

IMPACT ON STUDENT LEARNING RESEARCH PROJECT FORMAT

The impact on student learning project for the Elementary Education, Secondary Education, and All-Grade Student Comprehensive Exam contains several parts and should be organized in the following manner. As always, students will use the **APA style for the format and citations**. Pages lengths are suggestions, but please do not submit a paper over 14 pages of text.

Structure of final project:

A. APA Title Page and Abstract
B. Section 1: Introduction (less than 1 page)
    i. Hook the reader, background of the project
    ii. Brief overview of the setting and demographics
    iii. Main ideas that will be discussed in the body (preview sentences)
    iv. Brief overview of unit including explicit/concise explanation of the one or two best practices/methods used throughout the unit
    v. Thesis statement
C. Section 2: Literature Review (4-5 pages)
    i. Discussion of previously published studies regarding the best practice(s) you have selected to focus on in your unit. ***
    ii. Develops a theoretical foundation for your methodology
D. Section 3: Methodology (1-2 pages)
    i. Clearly state research question & hypothesis (can have multiple of each)
    ii. Participants (include location, profiles, number, demographics, etc.)
    iii. Describe data collection tools; articulate how the assessment will measure the effectiveness of your best practice on student learning
        1. Give rationale (and support) for the tool(s) used to collect data
    iv. Procedure (should be replicable)
E. Section 4: Results (1-2 pages)
    i. Present and analyze data – do not draw conclusions here
    ii. Include tables and figures that help clarify and explain your findings
F. Section 5: Discussion (3 pages)
    i. Explain and discuss your findings
    ii. Provide explanation of how your findings fit into previous research
    iii. Limitations and possible future steps/implications

G. Section 6: Conclusion (less than 1 page)
    i. Organized summary of A-E
H. Appendices
    i. Include samples, copies of tests, etc. here and NOT in the paper. You MUST at least include a copy of the assessment tool you used.
I. APA References

***Peer-reviewed means research studies, and NOT textbooks or articles that summarize research. Use this evidence to support your decision-making process. The focus is on analysis of research-based themes, and not a listing/summarization of individual studies. Integrate the discussion of studies in your literature review! Concentrate on quality of analysis.

DEPT of EDUCATION – SCE: Impact on Student Learning (CAEP 1.1, 1.2 1.3, 1.4, 1.5, 2.3, 3.5, 3.6, 4.1)
Evaluation Rubric

Name: **Licensure area:**

Criterion	Not Met (1)	Proficient (2)	Accomplished (3)	Score
Learning goals aligned with pre- and post-assessments **InTASC 6, 7** **CAEP 1.4**	Pre, post, and formative data indicate growth in a similar manner, but candidate does not adequately align to the learning goals nor do the assessments differentiate for learners	Pre, post, and formative data clearly measures individual students' academic growth and clearly align with learning goals; assessments differentiate for individual students	Pre, post, and formative data professionally align to the identified learning goals; assessments are differentiated to include comprehensive analysis of student needs	
Data points **InTASC 6, 7, 8** **CAEP 1.2**	Articulates multiple data points of student learning, but does not clearly articulate relationship between assessments and impact on student learning	Articulates multiple data points of student learning and aligns assessment with impact on student learning	Articulates clear use of multiple data points to make pedagogical decisions to intentional impact student learning	
Data analysis for pedagogical decisions **InTASC 6, 7, 8** **CAEP 1.2, 1.3**	Pre-assessment data is provided, but analysis of individual performance does not include depth nor does analysis indicate impact pre-assessment had on pedagogical decisions	Pre-assessment data provided with an analysis of individual student performance; provides examination of impact pre-assessment data had on pedagogical decisions	Pre-assessment data presented with comprehensive analysis of individual performance; clear discussion of the pre-assessment data on pedagogical decisions	
Integrated instruction **InTASC 2, 4, 5, 7 8** **CAEP 1.3**	Discussion of unit demonstrates lack of understanding for effectively integrating instruction of various content areas	Discussion of unit demonstrates logical progression of lessons, articulating integration of different content areas	Discussion of unit demonstrates mastery of advanced instructional design, providing advanced understanding of integration of different content areas	
Differentiation based on knowledge of individual learning **InTASC 1, 2** **CAEP**	Demonstrates understanding of differentiation to meet academic differences in students	Demonstrates use of information from assessments to address individual students' strengths and weaknesses	Demonstrates professional stance towards differentiation, representing various sub-groups of students in data analysis and representation	

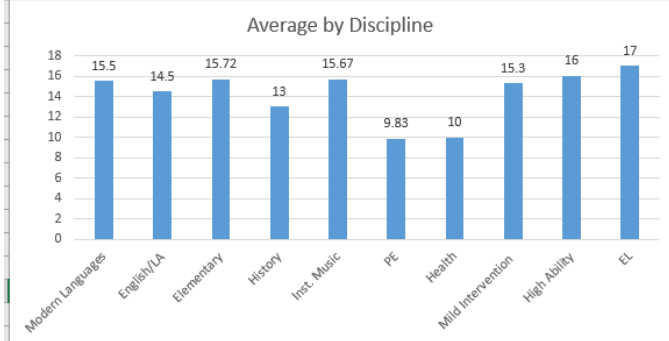
Technology integration **InTASC 8** **CAEP 1.5**	Unit does not integrate 21st century skills including technology	Unit integrates 21st century skills including technology; intentional use of technology is articulated	Unit consistently and intentionally integrates 21st century skills including technology	
Reflection on pedagogical decisions **InTASC 8, 9** **CAEP 1.2**	Reflection lacks depth or does not provide evidence the teacher candidate has understanding of using assessment to make pedagogical decisions	Reflection demonstrates understanding of using assessment to make pedagogical decisions; incorporates research to support decisions	Reflection provides insightful discussion of using data to make pedagogical decisions; integration of research to support academic decisions indicates professional stance	
Evidence of Impact on Student Learning **InTASC 2, 4, 6, 9** **CAEP 3.5, 4.1**	Analysis of data does not include evidence of impact on student learning; fails to provide comparison of different data points or to provide deep analysis of student performance on individual standards or learning objectives	Analysis includes evidence of impact on student learning based on multiple data points and comparisons or disaggregation of data	Analysis provides clear evidence of impact on student learning by providing percentages of students who progressed towards learning objectives, changes in performance, interventions or pedagogical changes provided to impact learning based on multiple data points; analysis provides discussion of patterns of student performance beyond required analysis	
Implications for teaching and professional development **InTASC 6, 7, 9** **CAEP 2.3, 3.6**	Provides little or no discussion of implications of analysis for future teaching; fails to discuss ways to redesign objectives, instruction, or assessments	Provides suggestions for future teaching including redesigning objectives, instruction, and/or assessments	Provides a deep, mature discussion of data analysis to make pedagogical changes including redesigning objectives, instruction, and assessments; evidence clearly used from Impact on Student Learning project to reflect on professional growth	

Faculty members: _____

Comments:

Table 1a: SCE (Impact on Student Learning): Comparison of **ALL Disciplines** Spring 2017

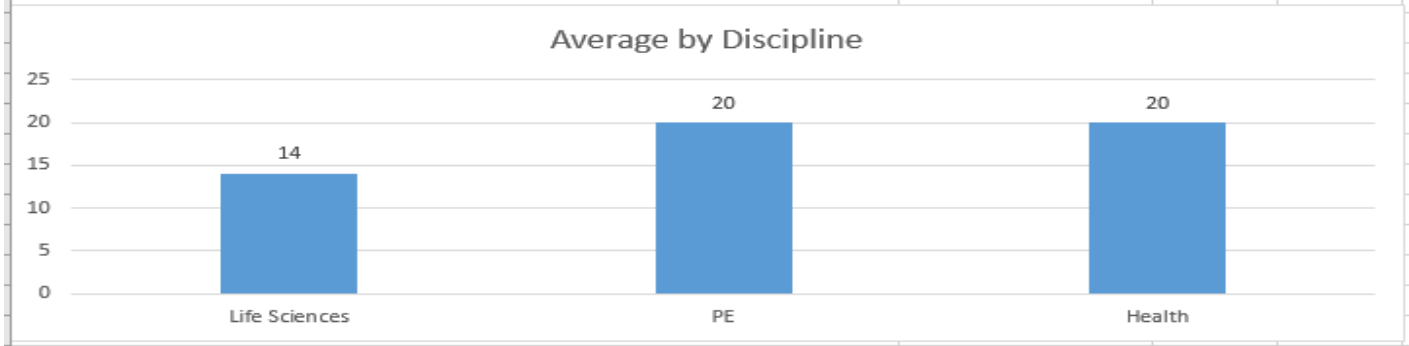
Spring 2017	Modern Languages	English/LA	Elementary	History	Inst. Music	PE	Health	Mild Intervention	High Ability	EL
Total Average Score	15.5	14.5	15.72	13	15.67	9.83	10	15.3	16	17



	Modern Languages	English/LA	Elementary Education	History	Instrumental Music	PE	Health	Mild Intervention	High Ability	EL
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	2	2	1.89	2	1.96	1.95	1	1.8	1.57	2
Data Points	2	1	1.94	1	1.31	1.42	1	1.3	1.25	2
Data Analysis for Pedagogical Decisions ACEI 4.0	1	1	1.72	1	1.24	1.32	1	1.3	1.19	1
Integrated Instruction ACEI 3.1	2.5	2	1.78	2	1.93	1.90	2	1.9	1.94	1
Differentiation based on knowledge of individual learning ACEI 3.2	2	1	1.78	1	1.26	1.35	1	1.3	1.21	1
Technology integration	1	1	1.22	2	1.41	1.54	1	1.4	1.33	1
Reflection on pedagogical decisions ACEI 1.0	2	1	1.78	1	1.26	1.35	1	1.3	1.21	2
Evidence of impact on student learning ACEI 5.1	1.5	1	2	1	1.33	1.44	1	1.4	1.27	2
Implications for teaching and professional development ACEI 5.1	1.5	1	1.61	2	1.54	1.72	1	1.6	1.43	1

Table 1b: SCE (Impact on Student Learning): Comparison of ALL Disciplines Fall 2017

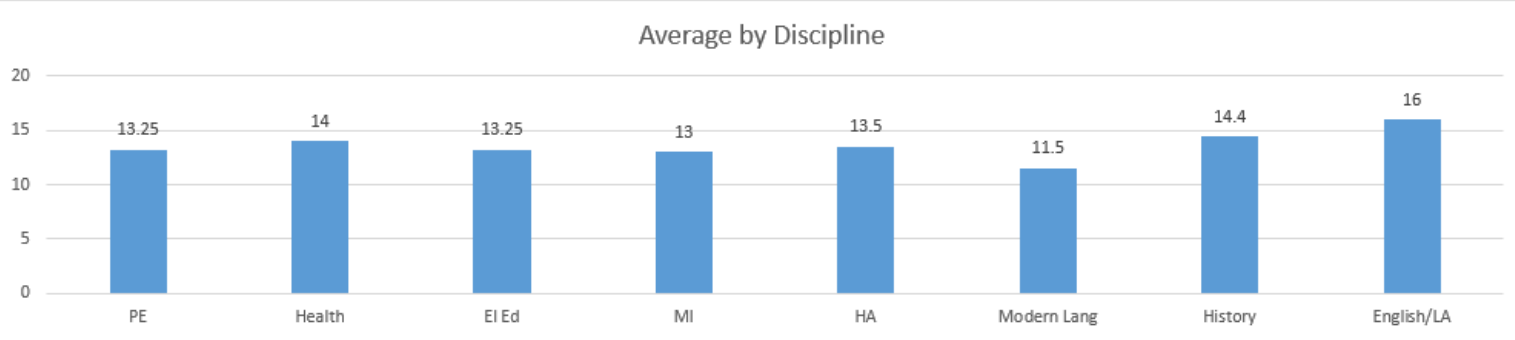
Fall 2017	Life Sciences	PE	Health
Total Average Score	14	20	20



	Life Sciences	PE	Health
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	2	2	2
Data Points	2	2	2
Data Analysis for Pedagogical Decisions ACEI 4.0	1	3	3
Integrated Instruction ACEI 3.1	1	2	2
Differentiation based on knowledge of individual learning ACEI 3.2	1	2	2
Technology integration	2	2	2
Reflection on pedagogical decisions ACEI 1.0	2	2	2
Evidence of impact on student learning ACEI 5.1	1	3	3
Implications for teaching and professional development ACEI 5.1	2	2	2
Total	14	20	20

Table 1c: SCE (Impact on Student Learning): Comparison of ALL Disciplines Fall 2017

Spring 2018	PE	Health	El Ed	MI	HA	Modern Lang	History	English/LA
Total Average Score	13.25	14	13.25	13	13.5	11.5	14.4	16



	PE	Health	El Ed	MI	HA	Modern Lang	History	English/LA
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	1.75	2	1	1	1	1	1.4	2
Data Points	1.25	1.5	1.5	1	2	1	1.4	2
Data Analysis for Pedagogical Decisions ACEI 4.0	1.75	2	1.5	1.5	1.5	1	1.6	2
Integrated Instruction ACEI 3.1	1	1	1.25	1.5	1	2	1.8	2
Differentiation based on knowledge of individual learning ACEI 3.2	1.5	1.5	1.75	2	1.5	1	1.4	1
Technology integration	1	1	1.5	1.5	1.5	1.5	1.6	1
Reflection on pedagogical decisions ACEI 1.0	2	2	1.5	1.5	1.5	1.5	1.8	2
Evidence of impact on student learning ACEI 5.1	1.5	1.5	1.5	1	2	1	1.6	2
Implications for teaching and professional development ACEI 5.1	1.5	1.5	1.75	2	1.5	1.5	1.8	2
Total	13.25	14	13.25	13	13.5	11.5	14.4	16

Table 2a: SCE (Impact on Student Learning) Comparison of PE Spring 2017

	PE			Average
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	1	1.5	1	1.17
Data Points	1	1	1	1.00
Data Analysis for Pedagogical Decisions ACEI 4.0	1	1	1	1.00
Integrated Instruction ACEI 3.1	1	1	2	1.33
Differentiation based on knowledge of individual learning ACEI 3.2	1	1	1	1.00
Technology integration	2	1	1	1.33
Reflection on pedagogical decisions ACEI 1.0	1	1	1	1.00
Evidence of impact on student learning ACEI 5.1	1	1	1	1.00
Implications for teaching and professional development ACEI 5.1	1	1	1	1.00
Total	10	9.5	10	9.83

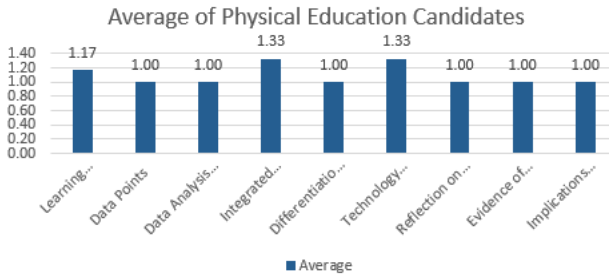


Table 2b: SCE (Impact on Student Learning) Comparison of PE Fall 2017

	Physical Ed.	Average
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	2	2
Data Points	2	2
Data Analysis for Pedagogical Decisions ACEI 4.0	3	3
Integrated Instruction ACEI 3.1	2	2
Differentiation based on knowledge of individual learning ACEI 3.2	2	2
Technology integration	2	2
Reflection on pedagogical decisions ACEI 1.0	2	2
Evidence of impact on student learning ACEI 5.1	3	3
Implications for teaching and professional development ACEI 5.1	2	2
Total	20	20

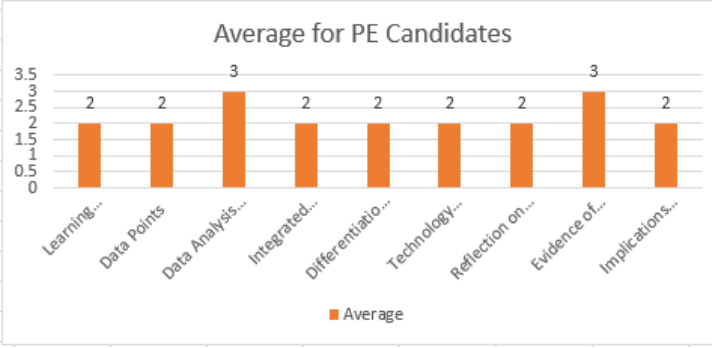


Table 2c: SCE (Impact on Student Learning) Comparison of PE Spring 2018

	Physical Education				Average
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	1	2	2	2	1.75
Data Points	1	2	1	1	1.25
Data Analysis for Pedagogical Decisions ACEI 4.0	1	2	2	2	1.75
Integrated Instruction ACEI 3.1	1	1	1	1	1
Differentiation based on knowledge of individual learning ACEI 3.2	2	1	2	1	1.5
Technology integration	1	1	1	1	1
Reflection on pedagogical decisions ACEI 1.0	2	2	2	2	2
Evidence of impact on student learning ACEI 5.1	1	2	1	2	1.5
Implications for teaching and professional development ACEI 5.1	2	1	2	1	1.5
Total	12	14	14	13	13.25

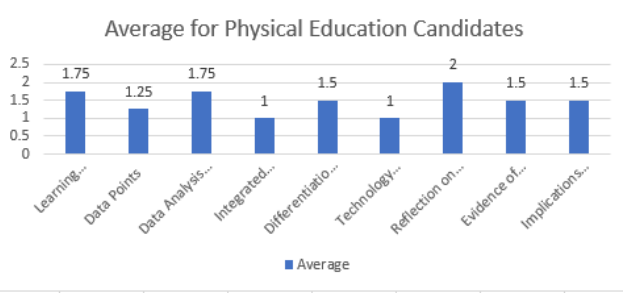


Table 3a: SCE (Impact on Student Learning) Comparison of Health Spring 2017

	Health	Average
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	1	1
Data Points	1	1
Data Analysis for Pedagogical Decisions ACEI 4.0	1	1
Integrated Instruction ACEI 3.1	2	2
Differentiation based on knowledge of individual learning ACEI 3.2	1	1
Technology integration	1	1
Reflection on pedagogical decisions ACEI 1.0	1	1
Evidence of impact on student learning ACEI 5.1	1	1
Implications for teaching and professional development ACEI 5.1	1	1
Total	10	10

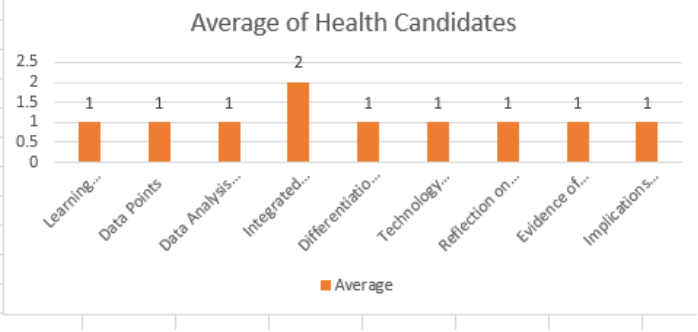


Table 3b: SCE (Impact on Student Learning) Comparison of Health Fall 2017

	Health	Average
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	2	2
Data Points	2	2
Data Analysis for Pedagogical Decisions ACEI 4.0	3	3
Integrated Instruction ACEI 3.1	2	2
Differentiation based on knowledge of individual learning ACEI 3.2	2	2
Technology integration	2	2
Reflection on pedagogical decisions ACEI 1.0	2	2
Evidence of impact on student learning ACEI 5.1	3	3
Implications for teaching and professional development ACEI 5.1	2	2
Total	20	20

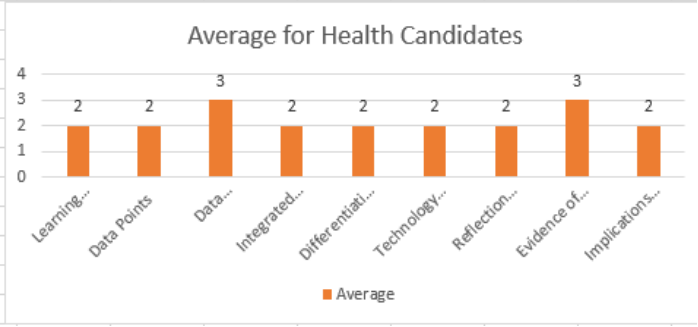


Table 3c: SCE (Impact on Student Learning) Comparison of Health Spring 2018

	Health		Average
Learning Goals Aligned with Pre-/Post-assessments ACEI 4.0	2	2	2
Data Points	2	1	1.5
Data Analysis for Pedagogical Decisions ACEI 4.0	2	2	2
Integrated Instruction ACEI 3.1	1	1	1
Differentiation based on knowledge of individual learning ACEI 3.2	1	2	1.5
Technology integration	1	1	1
Reflection on pedagogical decisions ACEI 1.0	2	2	2
Evidence of impact on student learning ACEI 5.1	2	1	1.5
Implications for teaching and professional development ACEI 5.1	1	2	1.5
Total	14	14	14