IMPACT ON STUDENT LEARNING PROJECT
(ABCTE candidates only)

Part 1: General Information

Purpose
This assignment is to give you the opportunity to tie together many pieces of the teaching and learning process to help you:

- determine the effect of instruction on all students’ learning
- guide decisions about future instruction and plans to improve upon every student’s performance
- communicate performance results to others
- reflect on your performance as a teacher

Method
- Please note that you should use pseudonyms to maintain confidentiality.
- Secondary students: select a section of students whom you are teaching and a unit of study on which to evaluate your impact on student learning.
- Decide on a method of collecting data to measure your impact upon student learning using assessments that will generate data suitable for analysis.

Part 2: Major Components of the Assignment

Design for Instruction and Assessment
- Describe a variety of community and classroom factors that may impact on your students’ learning. These could include geographic location, district demographics, socioeconomic profile, physical features of classroom setting, availability of equipment/technology and other resources, etc.
- Describe the characteristics of your students, such as age, gender, race/ethnicity, exceptionalities (disability and giftedness), developmental levels, culture, language, interests, learning styles or skill levels.
- Identify 2-4 objectives which are aligned with state and/or national standards as well as district indicators, if applicable.
- Describe a variety of assessments that you will conduct before, during, and after instruction. You may assess students in an authentic/alternative manner, a traditional manner, or a combination of both. The assessments should be aligned with the objectives and should take into consideration the diverse learning needs of the students.
After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. Use a table, graph, or chart. Describe the pattern you found that will guide your instruction or modification of learning goals.

Briefly describe the activities and assessments for each teaching session. The activities should reflect a variety of instructional strategies/techniques. Include information on how you plan to assess student learning during and/or following the activity. (i.e. formative assessment)

Analysis of Student Learning
- Conduct a final test or project (summative assessment) which is correlated with the pre-assessment.
- Select a group characteristic (e.g., gender, performance level, socioeconomic status, language proficiency, etc.) to analyze in terms of one of your objectives. Tell why you chose this particular characteristic to analyze. Create a table, chart or graph that compares pre and post-assessment results for the subgroups on this objective.
- In a narrative interpret the data for evidence of impact on student learning, both for the whole class and for the subgroups.

Reflection and Self-Evaluation
- Discuss the implications of your analysis for instruction of students at the whole class, subgroup, and individual student levels. Remember to use pseudonyms to preserve student confidentiality.
- Identify further actions you would need to take to improve student learning.
- Evaluate the strengths and weaknesses of your own teaching, and identify some areas for your own professional growth.

Part 3: Organization of the Project for Mentor Review and Reflection
This should be included in your portfolio in Domain 3 or as a separate section. Decide with your mentor if you would like to submit this information in the form of a report, or in separate subsections as each section is completed. Make sure the following are included in your final submission:

1. **Design for Instruction.** Include the following sections:
   - Brief description of school and community factors
   - Brief description of student characteristics
   - Learning objectives keyed to standards
   - Description of assessments to be done before, during and after instruction
   - Chart of teaching activities and assessments for each teaching session
2. **Analysis of Student Learning.** Include the following sections:
   - Table, graph or chart of whole class data
   - Table, graph or chart of subgroup data, along with an explanation of why this characteristic for subgroups was chosen
   - Narrative interpretation of the data

3. **Reflection and Self-Evaluation.** Include the following sections:
   - Implications for instruction at whole class, subgroup and individual levels
   - Further teacher actions
   - Strengths, weaknesses, and areas for professional development

**NOTE:** Please refer to the rubric that follows for a detailed description of the criteria developed for evaluating the quality of your work. As you write each section, be sure to consult the rubric as a guide to the important features.
## Impact on Student Learning Project – Assessment Rubric

Mentor initials indicate that through both observation and candidate reflection, the candidate has completed this component.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Incomplete</th>
<th>Complete</th>
<th>Complete with Commendation</th>
<th>Completed</th>
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</thead>
</table>
| **Design for instruction and Assessment**          | • Does not incorporate community and classroom factors or characteristics of diverse students  
• Fails to align with objectives/state standards  
• Relies on one instructional approach and assessment measure  
• Little or no variety of formal/informal assessments  
• Not adapted to learning needs of diverse students  
• Assessment measures not designed to assess progress in learning | • Incorporates community and classroom factors and characteristics of diverse students  
• Aligns with objectives/state standards  
• Uses variety of instructional approaches and assessment measures  
• Some variety of formal/informal assessments conducted before, during, and after instruction  
• Adapted to learning needs of diverse students  
• Assessment measures somewhat designed to assess progress in learning | • Incorporates a wide variety of community and classroom factors and characteristics of diverse students  
• Aligns perfectly with objectives and state standards;  
• Uses wide variety of instructional approaches  
• Good variety of formal/informal assessments conducted before, during, and after instruction.  
• Adapted to learning needs of diverse students  
• Assessment measures effectively designed to assess progress in learning | YES/No |
| **Analysis of student learning**                   | • Data are not summarized in graphs or tables  
• Interpretation fails to include evidence of impact on student learning | • Data for whole class and subgroups are summarized in chart, table or graph format  
• Data are correctly analyzed and interpreted for evidence of impact on student learning | • Data for whole class and subgroups are accurately summarized in chart, table or graph format with descriptive statistics  
• Data are correctly and meaningfully analyzed and interpreted for evidence of impact on student learning | YES/No |
| **Reflection on student learning**                 | • Discusses the implications of results for instruction for class as a whole  
• Identifies few or no changes in teacher actions  
• Does not evaluate strengths and weaknesses of own teaching | • Discusses the implications of results for instruction for individual students at different performance levels  
• Identifies what further teacher actions are needed to improve student learning based on assessment results  
• Evaluates strengths and weaknesses of own teaching | • Meaningfully discusses the implications of results for instruction for individual students at different performance levels  
• Identifies and explains what further teacher actions are needed to improve student learning based on assessment results  
• Evaluates strengths and weaknesses of own teaching and identifies areas for professional growth | YES/No |

**Note:** Document to be used as a formative assessment and not part of the teacher’s permanent record.