As our program seeks to emphasize the teacher’s impact upon student learning, we must be deliberate and systematized in how we address and evidence this very important aspect of teaching and learning.

The emphasis of this project is not upon data collection of student test scores. Rather, the objectives of the Teacher Impact Upon Student Learning Project requirement are to provide an opportunity for student teachers to consider the impact of their instruction upon the K-12 student learner and for student teachers to reflect upon their teaching skills.

Early in the semester of student teaching, student teachers will receive information regarding the Teacher Impact Upon Student Learning Project. (1st Student Teaching Seminar)

Students should file a copy of the completed project in their portfolio and prepare to share it during the final student teaching seminar. The project should include all required parts (I-VI) of the project and include samples of student work.

The department suggests the following:

- Early in the placement, discuss this project with your cooperating teacher to determine the focus of your unit and when you will teach the unit
- Schedule the unit so that your project will be completed in time for the final seminar
- Select a single class as the context for the project
- Plan your project (Parts I-IV)
- Do your pre-assessment (Part IV & V)
- Teach your unit as planned
- Do your post-assessment (Part IV & V)
- Review your project and write your reflection (Part VI)
• Formalize the required parts of the project
• File a copy of the project as an artifact in your portfolio
• Present the project during your final seminar

PART I: DESCRIPTION OF CLASSROOM CULTURE

Environmental Scan
Who are your students? How do you know them? What impact does your knowledge of students have upon your planning, instruction, and assessment processes?

A. Class/Classroom Information
   Grade level(s) in class (List all that apply.) ____________
   Number of students enrolled in class ____________
   Numbers of students typically present ____________

B. Resources (equipment/supplies) available for this class (Select one and describe)
   Well Equipped/supplied, Description:
   Adequately equipped/supplied, Description:
   Poorly equipped/supplied, Description:

C. Teaching interruptions (Select one and describe)
   Few
   Description__________________________________________________

   Some
   Description__________________________________________________

   Many
   Description__________________________________________________

D. Help available to you (Indicate all that apply.)
   Educational Assistants(s) ________
   Peer (student) tutors ________
   Parent volunteers ________
   Resource Teachers ________
   Other (describe)
   _________________________________________________________

E. Individual Differences
   Number of students who are culturally diverse ____________
   Describe the variety of racial, ethnic, language, and gender diversity in your classroom. (How have you obtained this information?)

   Number of students with special needs ________
   Number of students who are gifted/talented ________
   Number of students who are Title I ________
Other considerations (describe):

F. Patterns of strength and challenge

(List each child by name and record what you have come to know about their learning strengths and challenges.)

G. Describe any other class/classroom conditions, if any, which have caused you to adjust instruction in some way.

PART II: OUTLINE FOR UNIT OF STUDY

1. Unit Topic:

2. Unit Objectives:

3. Alignment with Content Standards:

4. Outline of Unit Content

5. Learning Activities

6. Unit Evaluation:
   a. Unit Introduction & Pre-Assessment Activity:
   b. Unit Closure & Post-Assessment Activity:

PART III: UNIT LESSON PLANS

(In Student Teacher Handbook pp. 17-23)

Elementary Lesson and Secondary Lesson Plan Formats

PART IV: ASSESSMENT PLAN

*To be completed in collaboration/consultation with your cooperating teacher

1. Describe your pre-assessment method(s). How will you determine student knowledge prior to instruction? Attach a copy of your pre-assessment method(s).

2. Describe your post-assessment method(s). How will you determine student knowledge and skills after instruction? Attach a copy of your post-assessment method(s).

3. Describe what else you would do informally and formally during the course of the unit to assess student understanding and progress.

4. Describe how your unit plan objectives, pre-assessment, instruction, and post-assessment are consistent with each other?
PART V: Pre/Post ASSESSMENT RESULTS

This section should include your representation and documentation of your students’ performance. The section could include charts, graphs, drawings, and/or statistical analyses. Attach samples of student work in an appendix.

PART VI: REFLECTION

1. How did the results of the pre-assessment method(s) inform your instructional plan? What kinds of modifications were made?

2. Explain the factors that contributed to the student success or lack thereof.

3. What can be done to help students who did not accomplish/master the objectives to improve learning in these areas?

4. Based on the results you obtained and your experience with this body of instruction, what will you do differently in planning, teaching, and/or assessment the next time you teach this content? Please be specific.

5. Describe how you felt about this process.