

Contextual Factors

How does the learning environment impact the teaching-learning process? What are the relevant factors at the school, classroom, and student level?

South Carolina Teacher Standards Addressed:

- 10. Teacher Knowledge of Students
- 13. Instructional Plans
- 15. Assessment

Purpose:

The purpose of the Contextual Factors is to discuss the relevant contextual factors to your classroom and how they may affect the teaching-learning process. Using the prompt and template below, include any support and challenges that affect instruction and student learning.

Prompt:

Include the following:

- **General school information.** Address (a) geographic location (rural, suburban, urban), (b) socio-economic status (SES), and (c) type of school (e.g., traditional public, charter, optional programs for high school, Montessori, virtual). Explain at least two implications for the assessment/teaching-learning process for this information.
- **Classroom information.** Address components a through d: (a) physical/environmental features/arrangement of classroom, (b) available technology and resources (e.g., personnel, community, athletics, tutoring, academics, materials, etc.), (c) parental involvement and/or communication, and (d) grouping practices. Explain at least two implications for the assessment and teaching-learning process for this information.
- **Student Characteristics.** Address components a through h: (a) grade level/age and number of students, (b) gender, (c) race/ethnicity, (d) language, (e) special and diverse needs (e.g., IEPs, 504s, G/T), (f) achievement/developmental levels, (g) relevant interests (e.g., connections to students' lives outside the classroom), and (h) learning preferences (e.g., independent or group work, projects or essays, written or verbal explanations). Explain at least one implication for the teaching-learning process for **each characteristic**.

Contextual Factors Rubric

Criteria	Not submitted	Beginning	Developing	Proficient	Exemplary
CF 1 School Information SCTS 10	Not submitted	Characteristics of school are missing in 1 or more of the required areas (geographic location, socioeconomic status, type of school). Implications based on this information are missing or not appropriately stated.	Characteristics of school described clearly at a substantive, accurate, and unbiased level in 1 of the 3 required areas (geographic location, socioeconomic status, type of school). Implications based on this information are clearly stated and complete for one of the areas.	Characteristics of school described clearly at a substantive, accurate, and unbiased level in 2 of the 3 required areas (geographic location, socioeconomic status, type of school). Implications based on this information are clearly stated and complete for two of the areas.	Characteristics of school described clearly at a substantive, accurate, and unbiased level on all 3 required areas (geographic location, socioeconomic status, type of school). Implications based on this information are clearly stated and complete for all three areas.
CF 2 Knowledge of Classroom Information SCTS 10, 13, 15	Not submitted	Characteristics of classroom described clearly at a substantive, accurate, and unbiased level in 1 of the 4 required areas (physical arrangement, available technology and resources, parental involvement/communication, and grouping practices). Implications based on this information are missing.	Characteristics of classroom described clearly at a substantive, accurate, and unbiased level in 2 of the 4 required areas (physical arrangement, available technology and resources, parental involvement/communication, and grouping practices). Implications based on this information are clearly stated and complete for at least 1 area.	Characteristics of classroom described clearly at a substantive, accurate, and unbiased level in 3 of the 4 required areas (physical arrangement, available technology and resources, parental involvement/communication, and grouping practices). Implications based on this information are clearly stated and complete for at least 1 area.	Characteristics of classroom described clearly at a substantive, accurate, and unbiased level in all the 4 required areas (physical arrangement, available technology and resources, parental involvement/communication, and grouping practices). Implications based on this information are clearly stated and complete for at least 2 areas.
CF 3 Knowledge of Student Characteristics SCTS 10	Not submitted	Characteristics of students described at the minimal, inaccurate, irrelevant, or biased level in 4 or more of the 8 required areas (grade level/number of students, gender, race/ethnicity, language, special/diverse needs, achievement/developmental levels, relevant interests, and learning preferences). Implications based on this information are missing or not appropriately stated in at 2 areas.	Characteristics of students described clearly at a substantive, accurate, and unbiased level for 4 of the 8 required areas (grade level/number of students, gender, race/ethnicity, language, special/diverse needs, achievement/developmental levels, relevant interests, and learning preferences). Implications based on this information are clearly stated and complete for 4 of the 8 areas.	Characteristics of students described clearly at a substantive, accurate, and unbiased level for 6 of the 8 required areas (grade level/number of students, gender, race/ethnicity, language, special/diverse needs, achievement/developmental levels, relevant interests, and learning preferences). Implications based on this information are clearly stated and complete for 6 of the 8 required areas.	Characteristics of students described clearly at a substantive, accurate, and unbiased level in all 8 required areas (grade level/number of students, gender, race/ethnicity, language, special/diverse needs, achievement/developmental levels, relevant interests, and learning preferences). Implications based on this information are clearly stated and complete for the 8 required areas.

Contextual Factors

Introduction: Include grade level and subject.

General School Information

Provide a brief statement for each of the following bullet points as they relate to your **school**:

- Geographic location: (rural, suburban, urban)
- Socio-economic status (SES):
- Type of school (e.g., traditional public, charter, optional programs for high school, Montessori, virtual):

Provide at least two specific implications for how General School Information will impact how you plan your instructional unit.

Classroom Information

Provide a brief statement for each of the following bullet points as they relate to your **classroom**:

- Physical features/arrangement/environment of classroom:
- Available technology & resources (personnel, community, athletics, tutoring, academics, materials, etc.):
- Parental involvement and/or communication:
- Grouping practices:

Provide at least two specific implications for how Classroom Information will impact how you plan your instructional unit.

Student Characteristics Implications for Instructional Planning & Assessment

Provide the total number of students for each student characteristic in the table (e.g., number of ELL students)		Provide a detailed explanation of how each characteristic will impact your planning and assessment. Use the guiding questions to assist you in your response.
Grade level/age/number of students:		<i>What tasks would be developmentally appropriate?</i>
Gender:		<i>How do you account for varying interests among students of different genders/gender identities?</i>
Race/ethnicity:		<i>How do you incorporate culturally relevant instruction?</i>
Language/ELL:		<i>How does a student's level of language proficiency impact the teaching-learning process? How will you plan for the varying levels of English proficiency that may be present in your classroom?</i>
Special Needs (for example IEP, gifted, 504, others):		<i>How will you address the identified needs of your students? Identify specific student needs or disability categories as well as teaching implications.</i>
Achievement/developmental levels		<i>How do you plan for the different achievement/developmental levels in your classroom?</i>

Relevant Interests (e.g., connections to students' lives outside of the classroom):		<i>What are the implications of students' varied interests? How will you incorporate students' interests in the teaching-learning process to make real-world connections?</i>
Learning preferences:		<i>How will you design lessons that accommodate students' preferences for learning?</i>

Learning Goals & Assessment Plan

**What are the significant, challenging, and appropriate learning goals for the unit of study?
How can multiple assessment modes be aligned to the learning goals to assess student learning before, during, and after instruction?**

South Carolina Teacher Standards Addressed:

1. Standards and Objectives
10. Knowledge of Students
11. Thinking
13. Instructional Plans
14. Student Work
15. Assessment

Purpose:

The purpose of the Learning Goals and Assessment Plan section of the TWS is to indicate and justify the learning goals and associated assessments for the unit. Using the prompts and template below, design a pre/post assessment to monitor student progress towards your specific learning goals. Use multiple assessment modes (e.g., performance assessments, portfolios, projects, tests) and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Prompt:

- **List the 2 to 3 learning goals** (use behavioral terms) that will be the focus of the unit. These goals should define the expectation of what students should know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline), challenging, varied, and appropriate.
- **Identify the levels of the learning goals.** The goals should be written using revised Bloom's Taxonomy or Depth of Knowledge (DOK) with at least one goal at or above the Analyzing level or Skill/Concept Level. Remembering and Understanding level goals/DOK Level 1 used only when appropriate to student learning needs and approved by instructor. Explain how each learning goal addresses the selected Bloom's Taxonomy or DOK level.
- **Show how the goals are aligned with local, state, and/or national standards.** List the state and/or national standard aligned to your LGs. If you are aligning to a substandard rather than the full standard, indicate this by bolding the aligned substandard. Briefly explain how your LGs align to the stated standard.
- **Discuss why the learning goals are appropriate in terms of student needs.** The response **must** include each of the following:
 - Students' prior knowledge
 - Students' learning needs and/or developmental appropriateness
 - Authentic real-world connections
 - Any other connections that might be relevant (e.g., information from the Contextual Factors, school improvement plan, or curriculum map).
- **Establish Mastery Levels for each Learning Goal.** Establish levels of mastery for each learning goal that are mathematically possible and indicate high expectations. For example, if there are 4 questions related to this LG on your pre/post assessment, a mathematically possible and high expectation would that students correctly answer 3 of the 4 questions by the post-test.

Learning Goals and Assessment Plan

Criteria	Not Submitted	Beginning	Developing	Proficient	Exemplary
LGA 1 List 2 to 3 learning goals SCTS 11, 13	Not submitted	1 learning goal that includes all the following OR 2 to 3 learning goals that include less than 2 of the following: <ul style="list-style-type: none"> ○ Stated as clear, logical learning outcomes ○ Stated in behavioral terms ○ Focused on the unit topic ○ Appropriate for student abilities and appropriate for content/curriculum. 	2 to 3 learning goals that include 2 of the following: <ul style="list-style-type: none"> ○ Stated as clear, logical learning outcomes ○ Stated in behavioral terms ○ Focused on the unit topic ○ Appropriate for student abilities and appropriate for content/curriculum. 	2 to 3 learning goals that include 3 of the following: <ul style="list-style-type: none"> ○ Stated as clear, logical learning outcomes ○ Stated in behavioral terms ○ Focused on the unit topic ○ Appropriate for student abilities and appropriate for content/curriculum. 	2 to 3 learning goals that include all the following: <ul style="list-style-type: none"> ○ Stated as clear, logical learning outcomes ○ Stated in behavioral terms ○ Focused on the unit topic ○ Appropriate for student abilities and appropriate for content/curriculum.
LGA 2 Levels of learning goals SCTS 11, 13	Not submitted	Goals do not correctly identify revised Bloom's Taxonomy/DOK with at least one goal at or above the Analyzing or Skills level.	Goals somewhat correctly identify revised Bloom's Taxonomy/DOK with at least one goal at or above the Analyzing or Skills level. OR Does not correctly explain how at least one learning goal addresses the selected Bloom's Taxonomy or DOK level.	Goals correctly identify revised Bloom's Taxonomy /DOK with at least one goal at or above the Analyzing or Skills level. Correctly explains how at least one learning goal addresses the selected Bloom's Taxonomy or DOK level.	Goals correctly identify revised Bloom's Taxonomy /DOK with at least two goals at or above the Analyzing or Skills level. Correctly explains how each learning goal addresses the selected Bloom's Taxonomy or DOK level.
LGA 3 Alignment of Learning Goals with standards SCTS 1, 13	Not submitted	Learning goals do not correctly align with local, state, or national standards.	Learning goals somewhat aligned with local, state, or national standards.	Each of the learning goals is correctly and logically aligned with local, state, or national standards.	Each of the learning goals is correctly and logically aligned with local, state, or national standards. The candidate provides an explanation for the alignment.
LGA 4 Appropriateness of Learning Goals SCTS 10, 13	Not submitted	Justification includes one or fewer from the required areas in the prompt: <ul style="list-style-type: none"> ○ Student prior knowledge ○ Student learning needs and/or developmental appropriateness ○ Authentic real-world connections ○ Other relevant connections 	Justification includes two of the required areas in the prompt: <ul style="list-style-type: none"> ○ Student prior knowledge ○ Student learning needs and/or developmental appropriateness ○ Authentic real-world connections ○ Other relevant connections 	Clear and logical justification in 3 of the 4 required areas for learning goal appropriateness: <ul style="list-style-type: none"> ○ Student prior knowledge ○ Student learning needs and/or developmental appropriateness ○ Authentic real-world connections ○ Other relevant connections 	Clear and logical justification in the 4 required areas for learning goal appropriateness: <ul style="list-style-type: none"> ○ Student prior knowledge ○ Student learning needs and/or developmental appropriateness ○ Authentic real-world connections ○ Other relevant connections
LGA 5 Mastery levels for each Learning Goal SCTS 10, 13, 15	Not submitted	Mastery level is not provided for each goal OR it is not mathematically possible AND indicates level that is too low for	Mastery level is not provided for each goal Or it is not mathematically possible Or indicates level that is	Mastery level for each goal may not be mathematically possible or indicates lower expectations for student abilities or discipline.	Mastery level for each goal is mathematically possible and indicates high expectations for student abilities or discipline.

		student abilities or discipline.	too low for student abilities or discipline.		
LGA 6 Assessment Blueprint: Learning Goals SCTS 14, 15	Not submitted	All assessment items are not aligned to: <ul style="list-style-type: none"> ○ Specific learning goals ○ Correct level of Bloom's/DOK ○ Content standard 	All assessment items are clearly and appropriately aligned to 1 of the following: <ul style="list-style-type: none"> ○ Specific learning goals ○ Correct level of Bloom's/DOK ○ Content standard 	All assessment items are clearly and appropriately aligned to 2 of the 3: <ul style="list-style-type: none"> ○ Specific learning goals ○ Correct level of Bloom's/DOK ○ Content standard 	All assessment items are clearly and appropriately aligned to: <ul style="list-style-type: none"> ○ Specific learning goals ○ Correct level of Bloom's/DOK ○ Content standard
LGA 7 Assessment Blueprint: Adaptations for Assessments SCTS 10, 13, 14, 15	Not submitted	Description of adaptations does not meet the individual needs of students as described in the contextual factors or no description is provided.	Description of adaptations does not clearly meet the individual needs of students as described in the contextual factors or description is incomplete.	Adaptations are designed to be class-wide rather than meet the needs of individual students.	Clear, logical description of adaptations that meet the individual needs of students as described in the contextual factors and ascertained through the assessment process.
LGA 8 Assessment Blueprint: Modes of Pre-, Post-, and Formative Assessments SCTS 15	Not submitted	Assessments use only one mode. OR Assessments do not integrate knowledge, skills and/or reasoning ability.	Assessments use only two modes OR assessments do not require clear integration of knowledge, skills and/or reasoning ability.	Assessments include multiple modes and require the integration of knowledge, skills and/or reasoning ability.	Assessments include multiple modes and require the integration of knowledge, skills and/or reasoning ability. More than one assessment requires students to demonstrate skills at or above the Analyzing level.
LGA 9 Pre-post Assessment Blueprint: Scoring Criteria SCTS 15	Not submitted	Scoring Criteria include fewer than 4 of the 6 criteria: <ul style="list-style-type: none"> ○ Scoring procedures are explained ○ Assessment items or prompts are clearly written ○ Pre- and post-assessment questions are aligned to the Learning Goals ○ Mastery levels are defined ○ Directions and procedures are clear to students ○ Scoring key and/or rubrics are attached and include all required components 	Scoring Criteria include 4 of the 6 criteria: <ul style="list-style-type: none"> ○ Scoring procedures are explained ○ Assessment items or prompts are clearly written ○ Pre- and post-assessment questions are aligned to the Learning Goals ○ Mastery levels are defined ○ Directions and procedures are clear to students ○ Scoring key and/or rubrics are attached and include all required components 	Scoring Criteria include 5 of the 6 criteria: <ul style="list-style-type: none"> ○ Scoring procedures are explained ○ Assessment items or prompts are clearly written ○ Pre- and post-assessment questions are aligned to the Learning Goals ○ Mastery levels are defined ○ Directions and procedures are clear to students ○ Scoring key and/or rubrics are attached and include all required components 	Scoring Criteria include all of the criteria: <ul style="list-style-type: none"> ○ Scoring procedures are explained ○ Assessment items or prompts are clearly written ○ Pre- and post-assessment questions are aligned to the Learning Goals ○ Mastery levels are defined ○ Directions and procedures are clear to students ○ Scoring key and/or rubrics are attached and include all required components
LGA 10 Formative Assessments SCTS 9, 10, 15	Not submitted	Provides a limited description for 1 of the following criteria in unit overview: <ul style="list-style-type: none"> ○ Description of assessment and purpose ○ Justify appropriateness for the content 	Provides an adequate description for 1 of the following criteria in unit overview: <ul style="list-style-type: none"> ○ Description of assessment and purpose ○ Justify appropriateness for the content and 	Provides an adequate description for 2 of the following criteria in unit overview: <ul style="list-style-type: none"> ○ Description of assessment and purpose ○ Justify appropriateness for the content and 	Clear and detailed explanation of Formative Assessments including the following items: <ul style="list-style-type: none"> ○ Description of assessment and purpose ○ Justify appropriateness for the content and developmental

		and developmental level of students ○ Inclusion of formative assessments and scoring criteria	developmental level of students ○ Inclusion of formative assessments and scoring criteria	developmental level of students ○ Inclusion of formative assessments and scoring criteria	level of students ○ Inclusion of formative assessments and scoring criteria
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Learning Goals and Assessment Plan Template

Learning Goals/State Standard/DOK Level/Mastery Level	Assessments	Format of Assessment (if applicable, identify the question # on the test aligned to the LG)	Adaptations
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Learning Goal 1:	Pre Assessment		
State Standard:			
DOK Level:	Formative Assessment		
Mastery Level:	Post Assessment		

Learning Goal 2:	Pre Assessment		
State Standard:			
DOK Level:	Formative Assessment		
Mastery Level:	Post Assessment		

Learning Goal 1: Discuss why the learning goal is appropriate in terms of student needs. The response must include each of the following:

- Students' prior knowledge
- Students' learning needs and/or developmental appropriateness
- Authentic real-world connections
- Any other connections that might be relevant (e.g., information from the Contextual Factors, school improvement plan, or curriculum map).

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Learning Goal 2: Discuss why the learning goal is appropriate in terms of student needs. The response **must** include each of the following:

- Students' prior knowledge
- Students' learning needs and/or developmental appropriateness
- Authentic real-world connections
- Any other connections that might be relevant (e.g., information from the Contextual Factors, school improvement plan, or curriculum map).

Formative Assessments

Include an explanation of the formative assessments used with each strategy discussed above to measure student progress toward the Learning Goal. Include the following in the explanation:

- Justify appropriateness for the content and developmental level of students.
- Describe the assessment and its purpose.
- Attach the formative assessments and scoring criteria as part of an appendix.

Attach each assessment. Include student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklists, rating scales, item weights, assessment blueprint). Include the answer key with the correct answer highlighted and point value for each assessment item. The Pre/post assessment you are using for your analysis of student learning should indicate which questions or items or aligned to each LG.

Design for Instruction

What type of instruction is appropriate for the specific learning goals, student characteristics, and student needs?

South Carolina Teacher Standards Addressed:

1. Standards and Objectives
2. Motivating Students
3. Presenting Instructional Content
5. Activities and Materials
8. Grouping Students
9. Teacher Content Knowledge
10. Knowledge of Students
11. Thinking
13. Instructional Plans
15. Assessment

Purpose:

The purpose of the Design for Instruction is to plan a unit based on your contextual factors, learning goals, and preassessment data. After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit. The description must include the following for the unit:

- Learning Goals
- A variety of instructional strategies that allow for differentiated instruction and adaptations as determined by the Contextual Factors and the pre-assessment data
- Use of strategies that engage students and allow for real-world connections
- Meaningful use of technology by students to enhance learning (e.g., interactive, purposeful, student-created, engaging)

Prompt:

- **Results of pre-assessment**
 - After administering the pre-assessment, analyze student performance *relative to the learning goals*. Depict the results of the pre-assessment in a format that shows patterns of student performance relative to each Learning Goal. Describe the patterns that will guide instruction or modification of the learning goals. For each of the following, note the implications for instruction for the Learning Goal:
 - How many students mastered each learning goal?
 - If students mastered the learning goal, how will the instruction be changed to meet student needs?
 - What types of questions/tasks were missed the most (e.g., multiple choice, discussion, fill-in-the-blank, scoring guides/performance rubrics)?
 - For incorrect responses, what is the content or skill where students had the most errors?
- **Unit overview**
 - Provide an overview of a minimum of 5 instructional days (excluding pre/post assessment) using a table or chart.
 - Indicate the Learning Goal(s) and lesson objective(s).
 - Relate each topic or activity to at least one Learning Goal.

- Design instructional strategies that address the content, revised Bloom's/DOK cognitive levels, real world connections, student engagement, and differentiated instruction to meet the needs of all students. Include a variety of evidence-based practices, activities, assignments, and resources.
 - Identify where students are using technology (and how), or the rationale for why technology is not being used.¹
 - Identify where the formative assessments are used within the unit. Identify specific adaptations and differentiated approaches to learning for each strategy that addresses the Contextual Factors and pre-assessment.
- **Instructional Strategies**
 - Describe at least two instructional strategies from different learning goals that reflect research-based practices and differentiated instruction. Explain how each strategy moves every student toward attaining the Learning Goal. Profile at least one strategy that supports higher-level thinking activities on real world topics. Include the following in the discussion:
 - Justify how the strategy stems from pre-assessment information and Contextual Factors thus resulting in a differentiated approach to teaching and learning.
 - Describe real world connections.
 - Discuss the materials/technology needed to implement the strategy.

¹ Technology use is expected unless otherwise approved by your instructor/Program Coordinator.

Design for Instruction					
Criteria	Not Submitted	Beginning	Developing	Proficient	Exemplary
DI 1 Results of pre-assessment SCTS 15	Not submitted	Depicted the results of the pre-assessment. Failure to administer pre-assessment OR to accurately provide all of the following information pieces and implications as they relate to learning goals: <ul style="list-style-type: none"> Number of students mastering each learning goal type of missed questions/tasks and content/skill of incorrect responses For each of the above areas, did not identify the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis.	Depicted the results of the pre-assessment. Administration of pre-assessment but failure to accurately provide 2 of the following information pieces and implications as they relate to learning goals: <ul style="list-style-type: none"> Number of students mastering each learning goal type of missed questions/tasks and content/skill of incorrect responses For the above areas, identified the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis for at least 1 of the 3 pieces.	Depicted the results of the pre-assessment. Administration of pre-assessment and accurate inclusion of 2 of the 3 following information pieces and implications as they relate to learning goals: <ul style="list-style-type: none"> Number of students mastering each learning goal type of missed questions/tasks and content/skill of incorrect responses. For the above areas, identified the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis for 2 of the 3 pieces.	Depicted the results of the pre-assessment. Administration of pre-assessment and accurate inclusion of ALL the following information pieces and implications as they relate to learning goals: <ul style="list-style-type: none"> Number of students mastering each learning goal type of missed questions/tasks and content/skill of incorrect responses. For each of the above areas, identified the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis.
DI 2 Unit Overview: Alignment SCTS 1, 3, 5, 8, 9, 10, 13, 15	Not submitted	Provides a limited description for 1 of the 3 following criteria in the unit overview: <ul style="list-style-type: none"> Learning goals and objectives for each day/lesson Topic/activity per day related to at least one learning goal Instructional strategies content aligned with Bloom's/DOK levels 	Provides an adequate description for 1 of the 3 criteria in unit overview: <ul style="list-style-type: none"> Learning goals and objectives for each day/lesson Topic/activity per day related to at least one learning goal Instructional strategies content aligned with Bloom's/DOK levels 	Provides thorough description of 2 of the 3 criteria in the unit overview: <ul style="list-style-type: none"> Learning goals and objectives for each day/lesson Topic/activity per day related to at least one learning goal Instructional strategies content aligned with Bloom's/DOK levels 	Provides thorough description of ALL the following criteria in the unit overview: <ul style="list-style-type: none"> Learning goals and objectives for each day/lesson Topic/activity per day related to at least one learning goal Instructional strategies content aligned with Bloom's/DOK levels
DI 3 Unit Overview: Instruction and Assessment	Not submitted OR Provides a limited description for fewer than 3 of the 6 following criteria in the unit overview: <ul style="list-style-type: none"> Differentiation of instruction Variety of research-based strategies, activities, alignments/resources Student engagement Real-world connections 	Provides a limited description for 3 of the 6 following criteria in the unit overview: <ul style="list-style-type: none"> Differentiation of instruction Variety of research-based strategies, activities, alignments/resources Student engagement Real-world 	Provides an adequate description for 4 of the 6 following criteria in the unit overview: <ul style="list-style-type: none"> Differentiation of instruction Variety of research-based strategies, activities, alignments/resources Student engagement Real-world connections Inclusion of formative assessments that are 	Provides a thorough description for 5 of the 6 following criteria in the unit overview: <ul style="list-style-type: none"> Differentiation of instruction Variety of research-based strategies, activities, alignments/resources Student engagement Real-world connections 	Provides a thorough description for ALL the following criteria in the unit overview: <ul style="list-style-type: none"> Differentiation of instruction Variety of research-based strategies, activities, alignments/resources Student engagement Real-world connections

	<p>alignments/resources</p> <ul style="list-style-type: none"> • Student engagement • Real-world connections • Inclusion of formative assessments that are appropriate and aligned to Learning Goals • Specific adaptations and differentiation for each lesson/activity that address Contextual Factors, Learning Goals, and the preassessment data. 	<p>connections</p> <ul style="list-style-type: none"> • Inclusion of formative assessments that are appropriate and aligned to Learning Goals • Specific adaptations and differentiation for each lesson/activity that address Contextual Factors, Learning Goals, and the preassessment data. 	<p>appropriate and aligned to Learning Goals</p> <ul style="list-style-type: none"> • Specific adaptations and differentiation for each lesson/activity that address Contextual Factors, Learning Goals, and the preassessment data. 	<ul style="list-style-type: none"> • Inclusion of formative assessments that are appropriate and aligned to Learning Goals • Specific adaptations and differentiation for each lesson/activity that address Contextual Factors, Learning Goals, and the preassessment data. 	<ul style="list-style-type: none"> • Inclusion of formative assessments that are appropriate and aligned to Learning Goals • Specific adaptations and differentiation for each lesson/activity that address Contextual Factors, Learning Goals, and the preassessment data.
<p>DI 4 Integration of Technology SCTS 5, 13</p>	Not submitted	<p>Minimal technology use in planning and instruction OR technology usage is heavily focused on teacher-use of technology, rather than student-use of technology.</p> <p>OR</p> <p>Does not provide a justifiable reason for why the use of technology is not appropriate for the unit.</p>	<p>Demonstrates technology integration in planning and instruction but does not identify how P-12 student use of technology will be integrated in unit in higher level thinking activities.</p> <p>OR</p> <p>Provides a brief explanation for why use of technology is not appropriate for the unit, but without data or references to support the rationale.</p>	<p>Demonstrates technology integration in planning and instruction and identifies how P-12 student use of technology will be integrated in higher level thinking activities.</p> <p>OR</p> <p>Provides an explanation for why use of technology is not appropriate for the unit, with data OR references to support the rationale.</p>	<p>Demonstrates technology integration in planning and instruction. Explains how P-12 student use of technology will be integrated in unit for higher level thinking activities and in a real-world context.</p> <p>OR</p> <p>Provides a thorough explanation for why use of technology is not appropriate for the unit, with data AND references to support the rationale.</p>
<p>DI 5 Instructional Strategies SCTS 2, 3, 5, 9, 10, 11, 13</p>	Not submitted	<p>Provides a limited description of two instructional strategies from different learning goals with 2 of the 5 criteria:</p> <ul style="list-style-type: none"> • Identification of how the content relates to the Learning Goal • Identification of how the strategies address the revised Bloom's/DOK levels • Instructional strategies meet student needs through appropriate adaptations and differentiated 	<p>Provides an adequate description of two instructional strategies from different learning goals with 3 of the 5 criteria:</p> <ul style="list-style-type: none"> • Identification of how the content relates to the Learning Goal • Identification of how the strategies address the revised Bloom's/DOK levels • Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data. • Instructional strategies include real- world 	<p>Provides an adequate description of two instructional strategies from different learning goals with 4 of the 5 criteria:</p> <ul style="list-style-type: none"> • Identification of how the content relates to the Learning Goal • Identification of how the strategies address the revised Bloom's/DOK levels • Instructional strategies meet student needs through appropriate adaptations and differentiated instruction 	<p>Provides an adequate description of two instructional strategies from different learning goals with all the following criteria:</p> <ul style="list-style-type: none"> • Identification of how the content relates to the Learning Goal • Identification of how the strategies address the revised Bloom's/DOK levels • Instructional strategies meet student needs through appropriate adaptations and differentiated instruction

		<p>instruction based on pre-assessment data</p> <ul style="list-style-type: none"> • Instructional strategies include real- world connections • Includes discussion of materials/technology <p>OR</p> <p>Provides a complete description of one instructional strategy using the described criteria.</p>	<p>connections</p> <ul style="list-style-type: none"> • Includes discussion of materials/technology 	<p>based on pre-assessment data.</p> <ul style="list-style-type: none"> • Instructional strategies include real- world connections • Includes discussion of materials/technology. 	<p>based on pre-assessment data.</p> <ul style="list-style-type: none"> • Instructional strategies include real- world connections • Includes discussion of materials/technology.
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Design for Instruction		
	Pre-Assessment Results	Implications for Instruction and Assessment <i>(Use the questions below to provide the narrative for each component. Erase the questions before submitting your response.)</i>
Learning Goal 1:	# of students mastering Learning Goal 1:	<p><i>If students mastered the learning goal, how will the instruction be changed to meet student needs?</i></p> <p><i>What types of questions/tasks were missed the most (e.g., multiple choice, discussion, fill-in-the-blank)?</i></p> <p><i>For incorrect responses, what is the content or skill where students had the most errors?</i></p> <p><i>Explain how you will adjust your instruction to meet the different mastery levels in your class, based on the preassessment data.</i></p>
Learning Goal 2:	# of students mastering Learning Goal 2:	<p><i>If students mastered the learning goal, how will the instruction be changed to meet student needs?</i></p> <p><i>What types of questions/tasks were missed the most (e.g., multiple choice, discussion, fill-in-the-blank)?</i></p> <p><i>For incorrect responses, what is the content or skill where students had the most errors?</i></p> <p><i>Explain how you will adjust your instruction to meet the different mastery levels in your class, based on the preassessment data.</i></p>
Learning Goal 3:	# of students mastering Learning Goal 3:	<p><i>If students mastered the learning goal, how will the instruction be changed to meet student needs?</i></p> <p><i>What types of questions/tasks were missed the most (e.g., multiple choice, discussion, fill-in-the-blank)?</i></p> <p><i>For incorrect responses, what is the content or skill where students had the most errors?</i></p> <p><i>Explain how you will adjust your instruction to meet the different mastery levels in your class, based on the preassessment data.</i></p>

Unit Overview (remove all text in red italics prior to submission)	Day:	Day:	Day:	Day:	Day:
	Standard: <i>(Identify the state and/or national standard using number and written description)</i>	Standard:	Standard:	Standard:	Standard:
	Indicator:	Indicator:	Indicator:	Indicator:	Indicator:
	Learning Goal: <i>Identify which learning goal is addressed in the lesson.</i>	Learning Goal:	Learning Goal:	Learning Goal:	Learning Goal:
	Lesson Objective: <i>What will students be able to do by the end of this lesson?</i>				
	Format of Instruction: <i>Identify how content will be delivered (small group, explicit instruction, inquiry project, etc.)</i>				
	Revised Bloom's/DOK Level: <i>Identify which level of Bloom's/DOK is addressed in the lesson activity.</i>	Revised Bloom's/DOK Level:	Revised Bloom's/DOK Level:	Revised Bloom's/DOK Level:	Revised Bloom's/DOK Level:

<p>Activity: <i>Identify what students will do (engagement strategies), with a brief description of the activity.</i></p>	<p>Activity:</p>	<p>Activity:</p>	<p>Activity:</p>	<p>Activity:</p>
<p>Real-World Connection: <i>Identify the real-world connection addressed in the lesson.</i></p>	<p>Real-World Connection:</p>	<p>Real-World Connection:</p>	<p>Real-World Connection:</p>	<p>Real-World Connection:</p>
<p>Instructional Modifications: <i>How are you adapting instruction for your individual students, including your students with special needs, as identified in your Contextual Factors, Learning Goals, and Pre-Assessment results?</i></p>	<p>Instructional Modifications:</p>	<p>Instructional Modifications:</p>	<p>Instructional Modifications:</p>	<p>Instructional Modifications:</p>
<p>Technology Integration: <i>How are students using technology in a meaningful way (e.g., interactive, purposeful, student-created, engaging)?</i></p>	<p>Technology Integration:</p>	<p>Technology Integration:</p>	<p>Technology Integration:</p>	<p>Technology Integration:</p>

	Formative Assessment: <i>What formative assessment is being used during this lesson? How is the formative assessment adapted to meet diverse student needs, as identified in your Contextual Factors, Learning Goals, and Pre-Assessment results?</i>				
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Instructional Strategies

Instructional Strategy 1: Describe an instructional strategy for one of your learning goals that reflects research-based practices and differentiated instruction. Explain how the strategy moves every student toward attaining the Learning Goal. Profile at least one strategy that supports higher-level thinking activities on real world topics. Include the following in the discussion:

- Address how the strategy aligns to the revised Bloom's/DOK level of the Learning Goal.
- Justify how the strategy stems from pre-assessment information and Contextual Factors thus resulting in a differentiated approach to teaching and learning.
- Describe real-world connections.
- Discuss the materials/technology needed to implement the strategy.

Instructional Strategy 2: Describe a second instructional strategy for a different learning goal that reflects research-based practices and differentiated instruction. Explain how the strategy moves every student toward attaining the Learning Goal. Profile at least one strategy that supports higher-level thinking activities on real world topics. Include the following in the discussion:

- Address how the strategy aligns to the revised Bloom's/DOK level of the Learning Goal.
- Justify how the strategy stems from pre-assessment information and Contextual Factors thus resulting in a differentiated approach to teaching and learning.
- Describe real-world connections.
- Discuss the materials/technology needed to implement the strategy.

Analysis of Student Learning

How can assessment data be used to profile student learning and communicate information about student progress and achievement?

South Carolina Teacher Standards Addressed:

9. Teacher Content Knowledge

13. Instructional Plans

15. Assessment

Professionalism Standard 5

Professionalism Standard 6

Professionalism Standard 8

Purpose:

The purpose of the Analysis of Student Learning is to represent, analyze, and communicate assessment data and analyze your instruction. Using the prompt and template below, create visual representations and narrative to communicate the performance of the whole class, subgroups, and an individual student. Analyze decisions made regarding the instruction and assessment to determine the success of instruction.

Prompt:

- **Introduction:** In this section the teacher candidate will briefly provide the following:
 - A summary of the assessment cycle: Include the timeline, number of students included in analysis, learning goal targets for mastery.
- **Visual Representation of Student Performance:** Use a digital tool to create your graphs/tables to represent student learning from assessment data results. Create at least 3 graphs/tables from the following lists to represent your data (e.g., 1 graph/table from Whole Group data, 1 graph/table from Subgroup data, and 1 graph/table for an Individual Student). (Note: All choices can be from one category **with instructor approval**). Label each representation for reference in the narrative (e.g., Table 1, Graph A).
 - Whole group data:
 - Show pre- and post-assessment data for every student on every learning goal.
 - Show a comparison of the number of students that mastered versus did not master each learning goal.
 - Show performance of whole group on each question, pre- and post-assessment.
 - Show performance of whole group on performance tasks, pre- and post-assessment.
 - Another table/graph of your choice (with approval from your instructor).
 - Subgroup data:
 - Show pre- and post-assessment data for each subgroup on every learning goal.
 - Show a comparison of the level of mastery for each learning goal by subgroup.
 - Show subgroup performance on each assessment item comparing pre- to post-assessment data.
 - Show performance of subgroup on performance tasks, pre- and post-assessment.
 - Another table/graph of your choice (with approval from your instructor).
 - Individual Student:
 - Show individual performance on each learning goal, pre- and post-assessment.
 - Show the level of mastery for each learning goal.

- Show individual performance on each assessment item comparing pre- to post-assessment data.
 - Show performance of individual on performance task, pre- and post-assessment.
 - Show a comparison of an individual's performance to that of a peer on each learning goal.
 - Another table/graph of your choice (with approval from your instructor).
- **Narrative Analysis of Student Performance:** Below each of the 3 tables/graphs you chose, analyze the data by addressing each of the following:
 - Describe the data represented on the tables and/or graphs using basic descriptive statistics (e.g., mean, percentages, range) as appropriate.
 - For the subgroup analysis, identify and reflect upon differences in progress among subgroups.
 - Discuss learning goal performance. Incorporate contextual factors into the explanation. Align analysis with curriculum standards that you identified for the learning goals.
 - Identify trends and patterns in student performance using the data.
 - Identify student misconceptions of content.
 - Draw meaningful conclusions from the data about your teaching and student learning.
- **Analysis of an Individual Student:** Choose a student to evaluate. Make connections to instruction, contextual factors, and assessment design. Draw conclusions about the extent to which this student attained learning goals in this unit.
 - Portray and describe an individual student's data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.
 - Draw conclusions about the extent to which this student attained learning goals in this unit.
 - Identify and discuss the student's preconceptions and/or misconceptions of content based on their results from pre-, formative, and post-assessments.
 - Discuss how you adjusted instruction for the individual student (e.g., highlight any collaborative efforts if used, modifications based on formative assessments).
 - Reflect on what could have been done differently for this student. Design a plan for next steps.
- **Instructional implications from data:** Use data to reflect on and evaluate instructional practice.
 - Select the learning goal where your students were most successful. Provide two or more possible reasons for this success.
 - Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success.
 - Reflect on your assessment instruments. How did your assessment tools/method impact student performance?
 - Describe two changes that could be made to instruction and assessment for this unit if you were to teach this unit again. Why would you make these changes?
 - Provide appropriate, logical, detailed discussion of reinforcement and extension activities of this unit for the whole class.

ANALYSIS OF STUDENT LEARNING

Criteria	Not Submitted	Beginning	Developing	Proficient	Exemplary
ASL 1 Visual Representation of Student Performance	Not submitted	No use of technology tools to create graphs/tables; graphs/tables are hand drawn. 2 or more required graphs/tables are not included. OR All required graphs/tables from the prompt are included but two or more are inaccurate, do not communicate student learning gains, or do not compare groups and assessments correctly.	Poor use of technology tools to create graphs/tables; graphs/tables do not clearly or accurately communicate data. OR 1 required graph/tables is not included.	All required graphs/tables from the prompt are included but one is inaccurate, does not communicate student learning gains, or does not compare groups and assessments correctly.	Excellent use of technology tools to create graphs/tables that communicate student learning data legibly and accurately. At least three graphs/tables from the prompt are included, providing accurate data to communicate, assess, and compare student learning gains. Representations are labeled accurately.
ASL 2 Analysis of Student Performance: Data Presentation SCTS 9, 13, 15	Not submitted	No discussion for 2 or more graphs OR Analysis of student performance includes fewer than 2 of the 4 criteria for all 3 graphs: * Describes the data represented on the tables and/or graphs using basic descriptive statistics (e.g., mean, percentages, range). * Identifies and reflects upon differences in progress within the subgroup analysis. * Discusses learning goal performance. * Identifies trends and patterns in student performance using the data. OR Inaccurate discussion and reflection of data results and interpretation for all learning goals.	Analysis of student performance includes 2 of the 4 criteria for all 3 graphs: * Describes the data represented on the tables and/or graphs using basic descriptive statistics (e.g., mean, percentages, range). * Identifies and reflects upon differences in progress within the subgroup analysis. * Discusses learning goal performance. * Identifies trends and patterns in student performance using the data. OR Analysis of student performance includes all 5 criteria for 2 graphs.	Analysis of student performance includes 3 of the 4 criteria for all 3 graphs: * Describes the data represented on the tables and/or graphs using basic descriptive statistics (e.g., mean, percentages, range). * Identifies and reflects upon differences in progress within the subgroup analysis. * Discusses learning goal performance. * Identifies trends and patterns in student performance using the data.	Analysis of student performance includes all 4 criteria for all three graphs: * Describes the data represented on the tables and/or graphs using basic descriptive statistics (e.g., mean, percentages, range). * Identifies and reflects upon differences in progress within the subgroup analysis. * Discusses learning goal performance. * Identifies trends and patterns in student performance using the data.

<p>ASL 3 Analysis of Student Performance: Misconceptions and Conclusions</p> <p>SCTS 9, 13, 15</p>	<p>Not submitted</p>	<p>Identifies student preconceptions or misconceptions of content.</p> <p>OR</p> <p>Draws meaningful conclusions from the data about your teaching and student learning.</p>	<p>* Minimally identifies student preconceptions or misconceptions of content.</p> <p>* Minimally draws meaningful conclusions from the data about your teaching and student learning.</p>	<p>* Identifies student preconceptions or misconceptions of content.</p> <p>* Draws meaningful conclusions from the data about your teaching and student learning.</p>	<p>* Accurately and thoroughly identifies student preconceptions or misconceptions of content, with examples from the unit for support.</p> <p>* Draws meaningful conclusions from the data about your teaching and student learning.</p>
<p>ASL 4 Analysis of an Individual Student</p> <p>SCTS 15, P.5, 8</p>	<p>Not submitted</p>	<p>Analysis of an individual student includes fewer than 3 of the 5 criteria:</p> <p>*Accurate portrayal and description of an individual student’s data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.</p> <p>*Appropriate conclusions drawn about the extent to which this student attained learning goals in this unit.</p> <p>*Accurately describes students’ preconceptions or misconceptions about content.</p> <p>*Clear discussion on how formative assessments helped with instruction adjustment for the student.</p> <p>*Accurate, in-depth reflection of what could have been done differently. Thorough description of next steps for individual.</p>	<p>Analysis of an individual student includes 3 of the 5 criteria:</p> <p>*Accurate portrayal and description of an individual student’s data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.</p> <p>*Appropriate conclusions drawn about the extent to which this student attained learning goals in this unit.</p> <p>*Accurately describes students’ preconceptions or misconceptions about content.</p> <p>*Clear discussion on how formative assessments helped with instruction adjustment for the student.</p> <p>*Accurate, in-depth reflection of what could have been done differently. Thorough description of next steps for individual.</p>	<p>Analysis of an individual student includes 4 of the 5 criteria:</p> <p>*Accurate portrayal and description of an individual student’s data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.</p> <p>*Appropriate conclusions drawn about the extent to which this student attained learning goals in this unit.</p> <p>*Accurately describes students’ preconceptions or misconceptions about content.</p> <p>*Clear discussion on how formative assessments helped with instruction adjustment for the student.</p> <p>*Accurate, in-depth reflection of what could have been done differently. Thorough description of next steps for individual.</p>	<p>Analysis of an individual student includes all 5 criteria:</p> <p>*Accurate portrayal and description of an individual student’s data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.</p> <p>*Appropriate conclusions drawn about the extent to which this student attained learning goals in this unit.</p> <p>*Accurately describes students’ preconceptions or misconceptions about content.</p> <p>*Clear discussion on how formative assessments helped with instruction adjustment for the student.</p> <p>*Accurate, in-depth reflection of what could have been done differently. Thorough description of next steps for individual.</p>
<p>ASL 5 Instructional Implications from Data: Most and Least Successful Aspects</p> <p>SCTS 15, P.5, 6, 8</p>	<p>Not submitted</p>	<p>Identifies one area of strength OR one area of weakness in the lesson and explains with two or more reasons why it was not as successful.</p> <p>OR</p>	<p>Identifies two areas of strength in the lesson and explains two or more reasons why each was successful.</p> <p>OR</p> <p>Identifies two areas of weakness in the lesson and explains with two or more reasons why each was not as successful.</p>	<p>*Identifies two areas of strength in the lesson and explains two or more reasons why each was successful. Areas of strength are explicitly connected to the content of the lesson (versus student behavior, environment, etc.)</p> <p>*Identifies two areas of weakness in the lesson and explains with two or more reasons why each was not</p>	<p>*Identifies two areas of strength in the lesson and explains two or more reasons why each was successful. Areas of strength are explicitly connected to the content of the lesson (versus student behavior, environment, etc.), with extensive details included to support the explanation.</p> <p>*Identifies two areas of</p>

		Provides no rationale for why some activities or assessments were more successful than others.		as successful. Areas of weakness are explicitly connected to the content of the lesson (versus student behavior, environment, etc.)	weakness in the lesson and explains with two or more reasons why each was not as successful. Areas of weakness are explicitly connected to the content of the lesson (versus student behavior, environment, etc.), <u>with extensive details included to support the explanation.</u>
ASL 6 Instructional Implications from Data: Assessment Methodology	Not submitted	Explains how assessment methods/tools may have impacted student performance, but response is inaccurate.	Minimally explains how assessment methods/tools may have impacted student performance.	Clearly explains how assessment methods/tools may have impacted student performance.	Clearly explains how assessment methods/tools may have impacted student performance. Provides an explanation for what would be done differently in the future, with evidence for support.
ASL 7 Instructional Implications from Data: Changes to Future Instruction	Not submitted	Unclear description of 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again.	Clearly describes 1 change that could be made to instruction and assessment for this unit if the unit were to be taught again.	Clearly describes 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again.	Clearly describes 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again, with a rationale for why these changes would benefit student learning.
ASL 8 Instructional Implications from Data: Reinforcement and Extension Activities	Not submitted	Inadequate description of reinforcement and extension activities of this unit.	Appropriately provides logical, detailed discussion of reinforcement OR extension activities of this unit.	Appropriately provides logical, detailed discussion of reinforcement and extension activities of this unit.	Appropriately provides logical, detailed discussion of reinforcement and extension activities of this unit, with detailed examples for support.

Analysis of Student Learning Template/Outline

Introduction: Briefly provide the following information:

- Timeline of the assessment cycle:
- Number of students included in analysis:
- Learning goal targets for mastery:

Visual Representation Directions

Use a digital tool to create your graphs/tables to represent student learning from assessment data results. Create at least 3 graphs/tables from the following lists to represent your data. (Note: All choices can be from one category **with instructor approval**). Label each representation for reference in the narrative (e.g., Table 1, Graph A).

- Whole group data:
 - Create a table that shows pre- and post-assessment data for every student on every learning goal.
 - Create a graph to compare the number of students that mastered versus did not master each learning goal.
 - Show performance of whole group on each question, pre- and post-assessment.
 - Show performance of whole group on performance tasks, pre- and post- assessment.
 - Another table/graph of your choice (with approval from your instructor).
- Subgroup data:
 - Create a table/graph that shows pre- and post-assessment data for each subgroup on every learning goal.
 - Create a table/graph to compare the level of mastery for each learning goal by subgroup.
 - Show subgroup performance on each assessment item comparing pre- to post- assessment data.
 - Show performance of subgroup on performance tasks, pre- and post-.
 - Another table/graph of your choice (with approval from your instructor).
- Individual Student:
 - Show individual performance on each learning goal, pre- and post-assessment.
 - Create a table/graph to show the level of mastery for each learning goal.
 - Show individual performance on each assessment item comparing pre- to post- assessment data.
 - Show performance of individual on performance task, pre- and post-assessment.
 - Compare an individual's performance to that of a peer on each learning goal.
 - Another table/graph of your choice (with approval from your instructor).

Visual Representation 1:

(Insert graph/table here)

Address each of the following:

- Describe the data represented on the tables and/or graphs using basic descriptive statistics (e.g., mean, percentages, range).
- Identify and reflect upon differences in progress among subgroups if your graph is for the subgroup.
- Discuss learning goal performance. Identify trends and patterns in student performance using the data.
- Identify student misconceptions of content.
- Draw meaningful conclusions from the data about your teaching and student learning.

Visual Representation 2:

(Insert graph/table here)

Address each of the following:

- Describe the data represented on the tables and/or graphs using basic descriptive statistics (e.g., mean, percentages, range).
- Identify and reflect upon differences in progress among subgroups if your graph is for the subgroup.
- Discuss learning goal performance. Identify trends and patterns in student performance using the data.
- Identify student misconceptions of content.
- Draw meaningful conclusions from the data about your teaching and student learning.

Visual Representation 3:

(Insert graph/table here)

Address each of the following:

- Describe the data represented on the tables and/or graphs using basic descriptive statistics (e.g., mean, percentages, range).
- Identify and reflect upon differences in progress among subgroups if your graph is for the subgroup.
- Discuss learning goal performance. Identify trends and patterns in student performance using the data.
- Identify student misconceptions of content.
- Draw meaningful conclusions from the data about your teaching and student learning.

Analysis of an Individual Student Directions

Choose a student to evaluate. Make connections to instruction, contextual factors, and assessment design. Draw conclusions about the extent to which this student attained learning goals in this unit.

- Portray and describe an individual student's data from pre-, formative, and post- assessments along with the instruction and connection to contextual factors.
- Draw conclusions about the extent to which this student attained learning goals in this unit.
- Identify and discuss the student's preconceptions and/or misconceptions of content based on their results from pre-, formative, and post-assessments.
- Discuss how you adjusted instruction for the individual student (e.g., highlight any collaborative efforts if used, modifications based on formative assessments).
- Reflect on what could have been done differently for this student. Design a plan for next steps.

Analysis of Individual Student Response:

Instructional Implications for Data Directions

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success.
- Reflect on your assessment instruments. How did your assessment tools/method impact student performance?
- Describe two changes that could be made to instruction and assessment for this unit if you were to teach this unit again. Why would you make these changes?
- Provide appropriate, logical, detailed discussion of reinforcement and extension activities of this unit for the whole class.

Instructional Implications for Data Response:

Reflection on Teaching Practices

How can the teacher reflect on their instruction and opportunities to improve teaching practices?

South Carolina Teacher Standards Addressed:

Professionalism Standard 4

Professionalism Standard 5

Professionalism Standard 8

Purpose:

The purpose of the Reflection of Teaching Practices is to review your performance as a teacher. Using the prompt and template below, evaluate the performance and identify future actions for improved practice and professional growth.

Prompt:

- **Implications for Future Instruction:** Reflect on and evaluate your instructional practices to inform future teaching.
 - Based on your whole class data, identify small groups that would benefit from reteaching and/or enrichment based on your analysis of student learning. Explain how the small groups were selected and what you would do differently to further support their learning.
 - Evaluate instructional practices in terms of specific student needs that were noted in Contextual Factors and Learning Goals. How did your instructional methods meet these students' needs and interests? What are some specific actions you can take moving forward to ensure that your instructional methods are meeting the specific needs and interests of a particular group of students?
 - Evaluate assessment methods in terms of specific student needs that were noted in Contextual Factors and Learning Goals. How did your assessment methods meet these students' needs? What are some specific actions you can take moving forward to ensure that your assessment methods are meeting the specific needs and interests of a particular group of students?
- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two **specific** steps you will take to improve your performance in the critical area(s) you identified (e.g., what book would you read, which webinar or Professional Development session will you attend?) and how these steps will improve your teaching. Explain how each step will promote progress in the critical areas identified.

Reflection of Teaching Rubric

Criteria	Not Submitted	Beginning	Developing	Proficient	Exemplary
R 1 Implications for Future Instruction: Small Group Selection SCTS 15, P.5, 6, 8	Not submitted	Identifies small group for reteaching OR enrichment but does not identify how small group was selected.	Identifies small group for reteaching OR enrichment but selection methodology does not align with the data presented.	Identifies small group for reteaching OR enrichment and explains how the small groups were selected. The selection process aligns with the data presented.	Identifies small groups for reteaching AND enrichment and explains how the small groups were selected. The selection process aligns with the data presented.
R 2 Implications for Future Instruction: Small Group Practices	Not submitted	Inaccurately/minimally identifies how instruction would be modified to meet small group needs.	Provides, a general overview of how instruction would be modified to meet small group needs.	Provides, clear explicit examples of how instruction would be modified (e.g., specific actions taken) to meet small group needs.	Provides, clear explicit examples of how instruction would be modified (e.g., specific actions taken) to meet small group needs, with references to explain why these methods were appropriate.
R 3 Implications for Future Instruction: Instructional Practices	Not submitted	Inaccurately/minimally identifies how instructional practices addressed student needs or interests as described in the Contextual Factors and Learning Goals.	Identifies how instructional practices addressed student needs or interests as described in the Contextual Factors and Learning Goals but does not include examples for support.	Identifies how instructional practices addressed student needs OR student interests as described in the Contextual Factors and Learning Goals. Provides specific examples for support.	Identifies how instructional practices addressed both student needs and interests as described in the Contextual Factors and Learning Goals. Provides specific examples for support.
R 4 Implications for Future Instruction: Assessment Methods	Not submitted	Inaccurately/minimally identifies how assessment methods addressed student needs as described in the Contextual Factors and Learning Goals.	Identifies how assessment methods addressed student needs as described in the Contextual Factors and Learning Goals but does not include examples for support.	Identifies how assessment methods addressed student needs as described in the Contextual Factors and Learning Goals. Provides specific examples for support.	Identifies how assessment methods addressed student needs as described in the Contextual Factors and Learning Goals. Provides specific examples for support, with citations to explain why these methods were appropriate.
R 5 Implications for Future Instruction: Assessment Practices	Not submitted	Inaccurately/minimally identifies how assessment practices would be modified to meet small group needs.	Provides, a general overview of how assessment practices would be modified to meet small group needs.	Provides, clear explicit examples of how assessment practices would be modified (e.g., specific actions taken) to meet small group needs.	Provides, clear explicit examples of how assessment practices would be modified (e.g., specific actions taken) to meet small group needs, with references to explain why these methods were appropriate.

<p>R6 Identify areas of Professional Development</p> <p>SCTS P.4</p>	<p>Not submitted</p>	<p>Describes 1 priority for professional development, but the priorities are not based on specific data from self-assessment and student performance.</p>	<p>Describes 2 priorities for professional development, but the priorities are not based on specific data from self-assessment and student performance.</p>	<p>Clearly describes 2 priorities for professional development based on specific data from self-assessment and student performance but does not include a specific plan for growth.</p> <p>OR</p> <p>Clearly describes 1 priority for professional development based on specific data from self-assessment and student performance. Includes a specific plan for growth.</p>	<p>Clearly describes 2 to 3 priorities for professional development based on specific data from self-assessment and student performance. Includes a specific plan for growth.</p>
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Reflection on Teaching Practices Template

Implications for Future Instruction: Small Groups Based on your whole class data, identify small groups that would benefit from reteaching or enrichment based on your analysis of student learning. Explain how the small groups were selected, and what you would do differently to further support their learning. What are some specific actions you can take moving forward to ensure that your instructional methods are meeting the specific needs and interests of this group of students? What research supports the methods that you selected?

Implications for Future Instruction: Instructional Practices Evaluate your instructional practices in terms of specific student needs that were noted in Contextual Factors and Learning Goals. How did your instructional methods meet these students' needs and interests? What evidence do you have to support your claims?

Implications for Future Instruction: Assessment Methods Evaluate your assessment methods in terms of specific student needs that were noted in Contextual Factors and Learning Goals. How did your instructional methods meet these students' needs? What evidence do you have to support your claims? What research supports the methods that you selected?

Possibilities for Professional Development 1: Describe one professional learning goal that emerged from your insights and experiences with the TWS. What evidence are you using to identify this need? Identify two **specific** steps you will take to improve your performance in the critical area you identified (e.g., what book would you read, which webinar or Professional Development session will you attend?) and how these steps will improve your teaching in the critical areas identified.

Possibilities for Professional Development 2: Describe a second professional learning goal that emerged from your insights and experiences with the TWS. What evidence are you using to identify this need? Identify two **specific** steps you will take to improve your performance in the critical area you identified (e.g., what book would you read, which webinar or Professional Development session will you attend?) and how these steps will improve your teaching in the critical areas identified. The methods selected for this goal should be different than the methods selected for the previous goal.