

## Impact on Student Learning fall 2022

Evaluation of impact on student learning is done in several additional ways for student teachers. First, it is done through the PDE 430 evaluation of Professionalism and criteria related to reflection on evidence of student learning. Second, it is done with the MU Adapted Danielson Evaluation and specifically the first component of Reflection in the Professionalism Domain. The “Proficient” criteria of this rubric requires that “The teacher candidate makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher candidate makes some specific suggestions of what could be tried another time the lesson is taught.” Both the third and fourth ways are more direct. Students complete case studies in their EDSE 471 Differentiated Instruction in the Classroom course about impact on student learning. Rubrics and data from this course are provided as attachments. Student teachers submit a Technology & Engineering Education Unit of Instruction and Teaching Portfolio at the conclusion of their student teaching experience. One key component of this document is an expectation that student teachers conduct an extensive summative assessment where they report and analyze assessment data for their K-12 students and draw conclusions about these data. Furthermore, they critique the unit and its implementation by pointing out its strengths and weaknesses based on student data, the input they received from super

18	Make a positive contribution to student learning in your class.	52%	48%	0%	1%
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