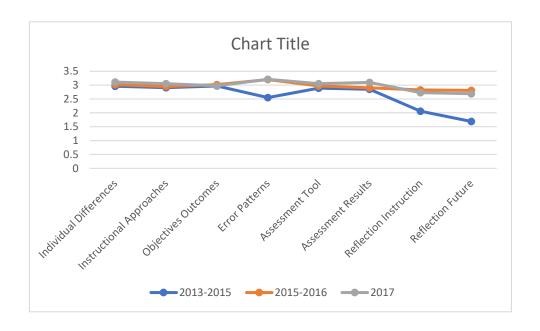# TABLE OF CONTENTS

EVIDENCE OF STUDENT LEARNING

Evidence of Student Learning Comparison Over time All Programs

	Individual Differences	Instructional Approaches	Objectives Outcomes	Error Patterns	Assessment Tool	Assessment Results	Reflection Instruction	Reflection Future
2013-2015	2.96	2.91	2.97	2.55	2.89	2.85	2.06	1.69
2015-2016	3.02	2.95	3.02	3.2	2.97	2.9	2.83	2.81
2017	3.11	3.05	2.98	3.21	3.05	3.1	2.73	2.69

Chart Title

Evidence of Student Learning Student Teaching Spring 2017

	Individual Differences	Instructional Approaches	Objectives Outcomes	Error Patterns	Assessment Tool	Assessment Results	Reflection Instruction	Reflection Future
Phys Edu (n=2)	3.0	3.0	3.0	3.0	3.0	3.0	2.5	2.5
Music (n=8)	3.125	3.125	2.875	2.875	3.125	3.25	2.375	2.625
ElEd (n=49)	3.10	3.06	3	3.30	3.06	3.10	2.81	2.73
SPED (n=3)	3	2.66	3	2.66	2.66	2.66	2.33	2.33
Aggregate (n=62)	**3.11**	**3.05**	**2.98**	**3.21**	**3.05**	**3.10**	**2.73**	**2.69**

Evidence of Student Learning Student Teaching Fall 2016

	Individual Differences	Instructional Approaches	Objectives Outcomes	Error Patterns	Assessment Tool	Assessment Results	Reflection Instruction	Reflection Future
Phys Edu (n=3)	3.0	3.0	3.0	2.0	2.66	2.33	1.66	1.66
ECE (n=2)	3.0	3.0	2.0	2.0	2.5	2.5	2.0	2.0
ElEd (n=20)	3.2	3.05	3.15	3.35	3.25	3.2	3.05	2.95
Biology (n=4)	3.5	3.5	3.0	4.0	3.25	3.75	3.0	3.0
Math (n=1)	3.0	2.0	3.0	3.0	3.0	3.0	3.0	2.0
Business (n=1)	3.0	2.0	3.0	3.0	1.0	3.0	2.0	2.0
SPED (n=2)	2.5	3.0	2.5	2.5	2.5	3.0	2.0	2.0
Earth Science (n=1)	4.0	4.0	4.0	4.0	4.0	4.0	4.0	4.0
Aggregate (n=34)	**3.18**	**3.06**	**3.03**	**3.18**	**3.06**	**3.15**	**2.79**	**2.71**

Evidence of Student Learning Methods Fall 2016

	Individual Differences	Instructional Approaches	Objectives Outcomes	Error Patterns	Assessment Tool	Assessment Results	Reflection Instruction	Reflection Future
Phys Edu (n=6)	2.83	2.66	2.5	2.66	3.0	2.0	2.83	3.0
Music (n=4)	3.25	3.25	3.25	3.75	3.0	3.25	3.0	3.0
ElEd (n=156)	2.99	2.88	2.82	2.74	2.86	2.72	2.92	2.67
English (n=8)	4.0	4.0	4.0	3.25	3.75	2.86	3.25	2.75
Math (n=3)	3.0	2.66	3.0	4.0	3.0	2.66	3.0	3.33
History (n=14)	2.93	2.79	2.79	2.93	2.93	2.64	2.5	2.14
Aggregate (n=191)	**3.03**	**2.92**	**2.87**	**2.81**	**2.91**	**2.71**	**2.91**	**2.66**

Evidence of Student Learning Methods Spring 2017

	Individual Differences	Instructional Approaches	Objectives Outcomes	Error Patterns	Assessment Tool	Assessment Results	Reflection Instruction	Reflection Future
Social Science (n=3)	3.33	3.0	3.33	3.33	3.33	3.0	3.33	3.0
ElEd (n=82)	2.96	2.80	3.01	2.83	2.96	2.87	2.78	2.49
English (n=2)	3.5	3.5	3.5	3.0	3.0	3.0	3.0	3.5
ECE (n=5)	3.2	3.0	3.0	2.8	3.0	2.8	3.2	3.0
History (n=3)	2.66	3.0	3.0	3.0	3.0	2.66	3.0	2.66
Biology (n=7)	3.43	3.71	3.71	3.71	3.57	4.43	4.0	4.0
Aggregate (n=102)	**3.02**	**2.90**	**3.08**	**2.91**	**3.02**	**2.97**	**2.91**	**2.66**

Evidence of Student Learning Student Teaching 2013-2015 Teacher Education by Program and Aggregated (n=43)

	Individual Differences	Instructional Approaches	Objectives Outcomes	Error Patterns	Assessment Tool	Assessment Results	Reflection Instruction	Reflection Future
Art	2.7	2.4	2.8	1.5	2.5	2.7	1.8	1.8
Biology	3.2	3.5	3.8	2.8	3.2	2.8	3	2
Business	3	2.4	3	2.3	2.8	2.8	1.9	1.9
Chemistry	2.75	2.25	2.25	2.67	2.5	3	2.25	1.5
ElEd	2.8	2.89	3	2.7	2.8	2.4	1.56	1.22
English	3	2.17	2.67	2.5	2.75	2.88	2	1.5
Foreign Lang	2.87	3.13	3	2.66	2.75	2.88	2	1.5
History	2.71	3.25	2.86	2.25	3	2.63	1.43	1.29
Math	3.5	3.25	3.75	3	3	3.25	2	2.5
Music	3	3.33	2.58	2.43	3	2.86	1.57	1.57
Phys Educ	2.2	2.8	2.6	2.6	3	2.8	2.8	1.4
SPED	3.75	3.5	3.38	3.13	3.38	3.25	2.38	2.13
Aggregated	**2.96**	**2.91**	**2.97**	**2.55**	**2.89**	**2.85**	**2.06**	**1.69**

Evidence of Student Learning Methods 2015-2016 Teacher Education Unit

	Individual Differences	Instructional Approaches	Objectives Outcomes	Error Patterns	Assessment Tool	Assessment Results	Reflection Instruction	Reflection Future
Art*								
Biology *								
Business *								
Chemistry *								
Earth Science**	3	3	3	3	3	4	3.5	3.5
Elem Educ	2.67	2.6	2.61	2.66	2.61	2.65	2.7	2.64
English	2.75	2.5	2.5	3.75	3	4	3.5	3.75
History	2.38	2.33	2.14	2.14	2.29	2.14	2	2.19
Math *								
Music	2.4	2.8	3	2.4	3	2.4	2.2	1.8
Physical Educ	2.86	2.79	2.71	2.71	2.71	2.5	2.64	2.68
Spanish *								
Special Educ	3.42	3.42	3.21	3.21	3.21	3	3.84	3.84
Total	**2.78**	**2.78**	**2.74**	**2.84**	**2.83**	**2.96**	**2.91**	**2.91**

*N=0   **N=1

N varies due to schedules of methods course offerings

Evidence of Student Learning Student Teaching 2015-2016 Teacher Education Unit

	Individual Differences	Instructional Approaches	Objectives Outcomes	Error Patterns	Assessment Tool	Assessment Results	Reflection Instruction	Reflection Future
Art**	3	3	4	4	3	3	3	3
Biology	3	3.33	2.67	2.67	3	2.67	3	3
Business *								
Chemistry *								
Elem Educ	3.02	2.86	2.93	3.07	2.88	3.1	2.76	2.8
English	3	3	3	3	3	3	3	3
History	2.69	2.62	2.69	2.54	2.62	2.38	2.31	2.38
Math **	3	3	3	4	3	3	3	3
Music	3	2.75	2.5	3	2.75	2.75	2	1.75
Physical Educ	3.2	2.9	3.15	3.45	3.15	3.05	3.18	2.9
Spanish **	3	3	3	3	3	3	3	3
Special Educ	3.25	3	3.25	3.25	3.25	3	3	3.25
	3.02	**2.95**	**3.02**	**3.20**	**2.97**	**2.90**	**2.83**	**2.81**

*N=0
**N=1

Evidence of Student Learning
Minot State University

       The Evidence of Student Learning assignment has been a required component of the student teaching experience since 2006. This assignment was designed in order to assess the impact of teacher candidates on student learning. This emphasis has remained over time; however, the directions and scoring of the assignment has changed over time. In late 2014 a standard rubric, with levels of performance, was designed by faculty and put into place within the TK20 system (adopted by the Teacher Education Unit as the unit wide assessment system in 2014) (See Evidence of Student Learning rubric 2013-2016 as well as Evidence of Student Learning Assignment Description).

       Data regarding performance on this assessment was collected for all teacher candidates for 2015-2016 during both methods classes and student teaching. This data is included in the table titled Evidence of Student Learning Student Teaching 2015-2016 and Evidence of Student Learning Methods 2015-2016.   In the fall of 2016 the rubric was also applied to a random sample of artifacts from the 2013-2015 period in order to examine inter-rater reliability on the instrument. The random sample pulled 3-7 artifacts from each program area within the unit and used two raters per artifact. This reliability study is included in the Data Quality Reports and Information folder.

CREATE NEW FIELD EXPERIENCE FORM

General Information | Custom Form | **Preview** |

Please complete the rubric using the submitted materials (which should include a unit plan for those submitted during student teaching and a lesson plan only for those submitted during methods and ED 322. All submissions should include a description of students, assessment tool and description, results of pre and post testing for whole class/small group/individual student (as appropriate), samples of student work with analysis of error/performance patterns, and a reflection)

UNTITLED GROUP

Evidence of Student Learning (Clinical VIII, Student Teaching)*

	Unacceptable	Developing	Solid	Acomplished	Score
Developmental appropriateness and responsiveness to individual differences (INTASC 1/2a)(PO I.a) ☐ NA	○ The plan is significantly above or below developmental level of students, and insensitive to individual differences in relation to either content or approach.	○ The plan is either significantly above or below developmental level of students, or insensitive to individual differences in relation to either content or approach.	○ The plan is matched to the developmental level of students, and sensitive to individual differences, in relation to either content or approach.	○ The plan is matched to the developmental level of students, and adapted to individual differences, in relation to both content and approach.	Sc
Instructional approaches (INTASC 8a)(PO III.c) ☐ NA	○ Instruction used in the lesson plan is not varied, is not well-matched to content, and does not align with objectives.	○ Instruction used in the plan matches content and is aligned with objectives, but is not varied.	○ Instruction used in the lesson plan is varied, well-matched to content and aligns with objectives.	○ Multiple instructional strategies are used, align with content and objectives, and are adjusted during instruction to contribute to student learning.	Sc
	○	○	○	○	Sc

Criteria					Score
Connection between objectives/outcomes, assessment, and learning activities (INTASC 6a)(PO IV.b) ☐ NA	Assessment is a group assessment, does not align with objectives, and is informal.	Assessment is individual but either does not align with objectives or is informal.	Assessment is individual, aligns with objectives and learning activities, and is formal.	Assessment is individual, aligned with objectives and promotes student self-evaluation, and is formal.	
Levels of Performance/Error Patterns (INTASC 6a) (PO IV.b) ☐ NA	○ Levels of performance/error patterns are not identified.	○ Levels of performance/error patterns are identified but are inaccurate or misleading.	○ Levels of performance/error patterns are accurately identified.	○ Levels of performance/error patterns are accurately identified and are specific to learner error.	Sc
Ethical and Bias Free Assessment Tool (INTASC 6c)(PO IV.c) ☐ NA	○ Assessment tool is poorly designed and inappropriate for some learners.	○ Assessment tool is poorly designed or inappropriate for some learners.	○ Assessment is well designed and appropriate for all learners in content, format, and delivery.	○ Assessment tool and assessment conditions are differentiated for learners and appropriate in content, format, and delivery.	Sc
Accurate Representation of Assessment results (INTASC 6c)(PO IV.c) ☐ NA	○ Assessment results are not presented.	○ Assessment results are reported in a way that could lead to misinterpretation.	○ Assessment results are accurately presented.	○ Assessment results are accurately presented and linked to other assessment information.	Sc
Reflection on Instruction (INTASC 9b)(PO V.a) ☐ NA	○ Reflection indicated either strengths or areas for growth.	○ Reflection indicated how this instruction demonstrated strengths and areas for growth.	○ Reflection clearly indicated how this instruction demonstrated strengths, areas	○ Reflection clearly indicated how instruction demonstrated strengths, areas for growth, and	Sc