

Evidence of Student Learning Directions

Methods

Purpose: To assess your individual progress as a teacher candidate, and the teacher education programs here at Minot State University, you are required to provide evidence that you have made a positive impact on student learning. The ability to impact student learning and to adjust instruction through reflection is a significant portion of being an effective teacher.

Directions: Turn in the following artifacts in ONE pdf file in Student Learning and Licensure:

1. One lesson plan taught during your methods practicum.
 - a. Your plan should clearly show responsiveness to individual differences, varied instructional strategies, and a solid match between objectives, your content, and your instructional strategies.
2. A description or copy of the pre and post assessment
 - a. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.
3. The rubric or the answer key/scoring guide you used
4. Levels of performance (pre and post) for the whole class (presented as individual student information) on each objective for the lesson should be clearly presented with label and other descriptors to help the reader understand your data.
5. A reflection, clearly labeled, on how well students met the objectives
6. For the whole class clearly indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you will address those error patterns with this group of students. Please be very clear when discussing your future instruction to assist students who did not demonstrate an appropriate level of achievement
7. Provide three samples of student work that are representative of the common error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Also, please make sure to remove last names from the student work and use only first names in your written document.
8. A reflection on instruction with possible areas for reflection including potential ways to improve your teaching, the responsiveness of your lesson plan for learners, addressing student misconceptions, additional instructional strategies, etc.
9. Your self-reflection completed in SLL

Intervention Process: If you earn a rating of “1” in any area on the ESL rubric you will be given feedback and will be asked to revise that particular section of the assignment. If your revision does not earn a rating of “2” or above, then you will need to meet with the reader of the ESL and an additional TEU faculty member to continue the process of revision and improvement.

Evidence of Student Learning Directions

Methods – SPED only

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2. A description or copy of the pre and post assessment
 - a. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.
3. The rubric or the answer key/scoring guide you used
4. Levels of performance (pre and post) for the student on each objective for the lesson should be clearly presented with label and other descriptors to help the reader understand your data.
5. A reflection, clearly labeled, on how well student met the objectives
6. Indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you will address those error patterns with the student. Please be very clear when discussing your future instruction to assist a student who did not demonstrate an appropriate level of achievement
7. Provide ONE sample of student work. Be clear about what parts of the student work are representative of the challenges and successes. Also, please make sure to remove last names from the student work and use only first names in your written document.
8. A reflection on instruction with possible areas for reflection including potential ways to improve your teaching, the responsiveness of your lesson plan for learners, addressing student misconceptions, additional instructional strategies, etc.
9. Your self-reflection completed in SLL

Intervention Process: If you earn a rating of “1” in any area on the ESL rubric you will be given feedback and will be asked to revise that particular section of the assignment. If your revision does not earn a rating of “2” or above, then you will need to meet with the reader of the ESL and an additional TEU faculty member to continue the process of revision and improvement.

Evidence of Student Learning Directions

Student Teaching

Purpose: To assess your individual progress as a teacher candidate, and the teacher education programs here at Minot State University, you are required to provide evidence that you have made a positive impact on student learning. The ability to impact student learning and to adjust instruction through reflection is a significant portion of being an effective teacher.

Note: Student teachers in two placements only need ONE evidence of student learning for student teaching.

Directions: Turn in the following artifacts in ONE pdf file in Student Learning and Licensure:

1. A description of the diversity in your classroom, with particular attention to attention to those students who would benefit from differentiation or accommodation or other diversity that affects learning. This description is an assessment of how you have learned to apply your knowledge of diversity both globally and within the US at Minot State for your IP2 general education requirement.
2. A unit plan with unit objectives and assessment
3. One lesson plan from the unit plan
 - a. Your lesson and unit plan should clearly show responsiveness to individual differences, varied instructional strategies, and a solid match between objectives, your content, and your instructional strategies.
4. A description or copy of the pre and post assessment
 - a. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.
5. The rubric or the answer key/scoring guide you used
6. Levels of performance (pre and post) for the whole class (presented as individual student information) on each objective for the lesson should be clearly presented with label and other descriptors to help the reader understand your data.
7. A reflection, clearly labeled, on how well students met the objectives
8. For the whole class clearly indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you will address those error patterns with this group of students. Please be very clear when discussing your future instruction to assist students who did not demonstrate an appropriate level of achievement
9. Provide three samples of student work that are representative of the common error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Also, please make sure to remove last names from the student work and use only first names in your written document.
10. A reflection on instruction with possible areas for reflection including potential ways to improve your teaching, the responsiveness of your lesson plan for learners, addressing student misconceptions, additional instructional strategies, etc.
11. Please email the professor who is reading your ESL when it is ready to read

12. Your self-reflection completed in SLL

13. Fall ESLs must be posted by November 15 and spring ESLs must be posted by April 15 in order to allow time for feedback.

Intervention Process: If you earn a rating of “1” in any area on the ESL rubric you will be given feedback and will be asked to revise that particular section of the assignment. If your revision does not earn a rating of “2” or above, then you will need to meet with the reader of the ESL and an additional TEU faculty member to continue the process of revision and improvement.

Evidence of Student Learning Directions

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2. A unit plan with unit objectives and assessment
3. One lesson plan from the unit plan
 - a. Your lesson and unit plan should clearly show responsiveness to individual differences, varied instructional strategies, and a solid match between objectives, your content, and your instructional strategies.
4. A description or copy of the pre and post assessment
 - a. Your assessment should align with your objectives, be free of potential bias, and be conducted with the individual student.
5. The rubric or the answer key/scoring guide you used
6. Levels of performance (pre and post) for the student on each objective for the lesson should be clearly presented with label and other descriptors to help the reader understand your data.
7. A reflection, clearly labeled, on how well the student met the objectives
8. Indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you will address those error patterns with the student. Please be very clear when discussing your future instruction to assist a student who did not demonstrate an appropriate level of achievement
9. Provide three samples of student work that are representative of the common error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Also, please make sure to remove last names from the student work and use only first names in your written document.
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