

Purpose: To assess individual progress as a teacher candidate and the teacher licensure programs at Minot State University, student teachers will provide evidence of 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.

File Format: Please put all parts together in one PDF. If the PDF is too large, search the internet for ways to reduce the size of a PDF.

Submission: Please submit your ESL to SLL.

Number of ESLs: Student teachers in multiple placements only need ONE evidence of student learning for student teaching.

Due Dates: Fall ESLs should be posted by November 15 and spring ESLs should be posted by April 15 in order to allow time for feedback. Please email the professor who is reading your ESL when it is ready to read. Students completing ESLs in their second placements should email the Field Placement Director with a plan for completion by April 15. ESLs that are turned in after December 1 or May 1 will require a course completion agreement to allow professors time to score them.

Evaluation Dates: Faculty should score fall ESLs by December 1 and spring ESLs by May 1.

Intervention Process: Candidates who earn a rating of 1 in any area on the ESL rubric will receive feedback and will be asked to revise the document. The original copy and the revised portion should be uploaded to SLL. If the revision still does not earn a rating of 2 or above, then the candidate will meet with the reader of the ESL and an additional TLP faculty member to continue the process of revision. Student teachers who do not earn at least a 2 on all criteria or who do not submit an Evidence of Student Learning will not earn an S in student teaching.

Use of AI: Please describe any support that you use to write your ESL and specify what it was used for (Grammarly to edit paper, Chat GPT to organize ideas, etc).

Faculty Feedback: Student teaching seminar professors can check for missing pieces and answer questions about the assignment. Student teachers can collaborate with other student teachers for feedback during the student teaching seminar.

Template: Please use the directions below as a template for the reflection.

Section One - Research on needs of your k-12 students
Responsiveness to Individual Differences (2a)
Investigate the developmental levels of your students (or individual student or small groups for SPED majors). Read any IEPs or 504 plans. Learn about the diversities that might affect their learning including families, SES, religion, parent support, culture, gender identity, as well

as learning strengths and challenges. Explain your process, what you learned from the pre-assessment, and how you used this information to plan your lesson in this section.

Section Two - Unit Plan

Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a)

Describe in a sentence or two the activities for the days, list the unit objectives, and include the assessment. Include any modifications or differentiation that you did. Either the lesson plan or the unit plan must show meaningful engagement of p-12 students with technology.

Section Three - Lesson Plan

Responsiveness to Individual Differences (2a), Instructional Approaches (8a), Effective Content Strategies (4a), Use of Technology with P-12 students (8a)

Select one lesson from the unit and provide a detailed lesson plan.

Section Four - Pre and post assessment

Quality of Assessment (6a), Ethical and Bias-Free Assessment Tool (6c)

Include copies of the assessments. Your assessment should align with your objectives, be free of potential bias, and be conducted with individual students.

Section Five - The rubric, answer key, or scoring guide

Ethical and Bias-Free Assessment Tool (6c), Quality of Assessment (6a)

Paste your rubric, answer key, or scoring guide here

Section Six - Levels of performance

Accurate Representation of Assessment Results (6c)

For each unit objective, present levels of performance (pre and post) for the whole class. Use individual student information with no last names. SPED majors should present the levels for their individual student. This is usually a chart, table, or graph and should be clearly labeled to help the reader understand your data. Please include three columns: pre-assessment score, post-assessment score, and change.

Section Seven - Error Patterns

Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction (9b), Positive Impact on Candidates (8g)

For the whole class (or individual student for SPED majors) clearly indicate and describe error patterns (categories of frequent misunderstandings that students have) along with a description of how you would address those error patterns if you could continue teaching them. Recommend future instruction to assist students who did not demonstrate an appropriate level of achievement and who need more challenges.

Section Eight - Three samples
Error Patterns (6a)
Provide three samples of student work (1 for SPED) that are representative of the common kinds of error patterns you noticed. Be clear about what parts of the student work are representative of that error pattern. Remove last names from the student work and use only first names in your written document.

Section Nine - Positive Impact on p-12 Diverse Student Learning
Positive Impact on Candidates (8g)
Explain whether you had a positive impact on diverse p-12 student learning

Section Ten - Reflection on content and plan
Responsiveness to Individual Differences (2a), Error Patterns (6a), Reflection on Instruction 9b), Effective content strategies (4a)
Include the following: -How you researched and learned about the diversity of learners -What teaching strategies your lesson/unit used to address the learning levels and diversity you learned from the pre-assessment -How your unit engaged students effectively -Area of the lesson/unit plan that went well -Area of the lesson/unit plan that you would do differently if you could do again -Strategies for you to improve your challenges

Section Eleven - Reflection on interactions
Responsiveness to Individual Differences (2a), Reflection on Instruction 9b)
Include the following: -How you responded to the diversity of the classroom during your teaching -How you adjusted your teaching to reflect things during the lesson -Area of the classroom interactions that went well -Area of the classroom interactions that you would do differently -Strategies for you to improve your challenges

Section Twelve - Reflection on P-12 use of technology
Use of Technology with P-12 students (8a)
Write a paragraph reflecting on what went well and how you might improve how your students' use technology in the future.

Rubric for Evaluating ESL

	Underdeveloped	Emerging	Proficient	Distinguished
Responsiveness to individual differences (INTASC 1/2a)	Plan is insensitive to individual differences in relation to both content and approach.	Plan is insensitive to individual differences in relation to either content or approach.	Plan is sensitive to individual differences, in relation to both content and approach.	Plan is adapted to individual differences, in relation to both content and approach.
Instructional approaches (INTASC 8a)	Instruction used is not varied, is not well-matched to content, and does not align with objectives.	Instruction used matches content and is aligned with objectives but is not varied.	Instruction used is varied, well-matched to content and aligned with objectives.	Instruction is varied, well-matched to content, aligned with objectives and instructional strategies are adjusted during instruction to contribute to student learning.
Quality of assessment (INTASC 6a)	Summative assessment is not individual, does not align with objectives, and does not align with learning activities.	Summative assessment is individual but either does not align with objectives or does not align with learning activities.	Summative assessment is individual and aligns with objectives and learning activities.	Summative assessment is individual, aligns with objectives and learning activities, and promotes student self-evaluation.
Levels of Performance (INTASC 6a)	Levels of performance are not identified for all students present for instruction.	Levels of performance are identified for all students present for instruction. Either not all lesson objectives are included in interpretation or interpretation of results are inaccurate or misleading.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment are presented and discussed.	Levels of performance are accurately identified in relation to each lesson objective for all students present for instruction. Levels of performance between pre- and post-assessment for individual students are presented and discussed.
Error Patterns	No error patterns	Error patterns are identified as categories	Error patterns are accurately identified	Error patterns are accurately identified a

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(INTASC 6a)	are identified for all students present for instruction	for all students in the sample but are inaccurate or misleading.	as categories for all students present for instruction.	and the teacher candidate outlines appropriate action steps to address those errors.
Ethical and Bias Free Assessment Tool (INTASC 6c)(PO IV .c)	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 relation to content, process, and product.	Assessment is well designed and appropriate for all learners and content, process, or product is differentiated for learners.
Accurate Representation of Assessment results (INTASC 6c)(PO IV .c)	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 connections are made to data beyond the assessment for one or more of the students.
Reflection on Instruction (INTASC 9b)	Reflection indicated either strengths or areas for growth.	Reflection indicated both strengths and areas for growth.	Reflection clearly indicated how this instruction demonstrated strengths, areas for growth, and strategies for improvement.	Reflection clearly indicated how instruction demonstrated strengths, areas for growth, and strategies for improvement that involve professional development.
Effective Content Strategies (INTASC 4a)	Plan and reflection use inappropriate instructional strategies for the content	Plan or reflection use inappropriate instructional strategies for the content	Plan and reflection use appropriate instructional strategies for the content	Plan and reflection include use appropriate instructional strategies and use recent developments in content-related pedagogy
Use of technology with P-12	P-12 student engagement with technology is	Plan and reflection indicate little meaningful engagement of P-12	Plan and reflection clearly show engagement of P-12	Plan and reflection clearly show meaningful engagement of P-12

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students INTASC 8a)	not included in the ESL plan or reflection.	students in the use of technology.	students in the use of technology.	students in the use of technology that is discipline appropriate.
Positive Impact on Diverse Learners (INTASC 6g)	Candidate did not identify diversity in advance or did not use or identify any strategies for diverse learners or did not reflect on impact.	Attempted to identify diversity but all areas of diversity were not included. Teaching of unit included strategies that were partially successful or not appropriate. Candidate's reflection minimally addressed the impact of strategy.	Appropriately identified diversity of classroom in advance of instruction. Teaching of unit reflected strategies for diverse learners. Candidate reflected on some of the positive impact but key elements were not addressed.	Includes extra research to thoroughly identify diversity in advance of instruction. Teaching of unit reflected multiple strategies for diverse learners. Candidate reflected on diversity of learners and performance of all learners and levels of performance and addressed any impact.