

## **Evidence of Student Learning Explanation and Information**

To demonstrate teacher candidate impact on P-12 student learning, the teacher education unit at Minot State University provides Evidence of Student Learning (ESL) results from both methods classes/practicum (usually taken the semester before student teaching) and student teaching (usually the final semester of a candidate's program).

The ESL requires a candidate to plan a lesson, administer a pre-assessment, teach a lesson, administer a post-assessment, and reflect on the effectiveness of the lesson, the assessment scores, the P-12 students' learning and growth, and the possible modifications to the lesson in the future for even greater student learning and growth.

The candidate is assessed using a rubric. The rubric addresses eight areas that are part of the ESL: individual differences, instructional approaches, objectives/outcomes, error patterns, assessment tool, assessment results, reflection on instruction, reflection for the future.

There are four levels of performance for each of the eight areas: 1 – Unacceptable, 2 – Developing, 3 – Solid, 4 – Accomplished.

Aggregate data is provided for all teacher candidates by semester of methods/practicum and by semester of student teaching. Disaggregated data is also provided for teacher candidates from a specific program by methods/practicum semester and by student teaching semester.