

Effect on Student Learning Tasks with Reflection

READ THROUGH ALL INSTRUCTIONS PRIOR TO STARTING CANDIDATE'S SECOND PLACEMENT, GIVING PLENTY OF TIME FOR "UNPLANNED" OCCURANCES BEFORE DUE DATE! USE THE RUBRIC ANY TIME CANDIDATE IS WORKING ON THE TASKS.

BRIEF OVERVIEW: STEP-BY-STEP INSTRUCTIONS WILL FOLLOW.

During the candidate's second placement:

Week one: reflect on your first placement experiences in regards to edTPA. What did you learn by completing tasks 1-4 with your students?

Weeks 1-2: **Effect on Student Learning with Small Group**-the candidate will use assessment data from the CT to reengage a small group of learners, specifically: CT gives an assessment, candidate analyzes data and identifies a small group that needs further instruction, plans and implements small group instruction, and reevaluates students.

Weeks 3-6: **Effect on Student Learning with Whole Group**- in introducing a completely new concept, design a summative assessment first, then develop a pre-assessment, administer pre-assessment, analyze class data, determine next steps (including formative assessments in which feedback will be provided), and administer the summative assessment. Determine impact on student learning.

STEP 1: WRITE THE FIRST PART OF CANDIDATE REFLECTION PAPER

TO DO: Make sure the candidate notebook is set up. Prepare to collect evidence of candidate's ability to display each competency.

Look over the rubric so candidate can plan for how to demonstrate all the requirements.

THINK ABOUT:

Reflect on first placement experiences in regards to edTPA. What did the candidate learn by completing tasks 1-4 with their students, in regards to impact on student learning?

TO WRITE:

Begin writing candidate's reflection paper addressing the question posed above.

STEP 2: SELECT AN ASSESSMENT (BEGINNING OF SMALL GROUP)

TO DO: With candidate's CT, select a recently given assessment (or soon to be given assessment). Make sure it is a good assessment for data analysis. Either the candidate analyzes the data, the CT, or both. Do not use math since it was done for edTPA Task 4.

TO THINK ABOUT: What did the candidate notice about individual student's learning? What trends and patterns did the candidate notice in student learning?

TO DO: Select a group of students with a common learning deficiency. Make a copy of their assessment and black out their names, making them illegible. Label papers "student A," "student B", etc.

TO WRITE: Describe in candidate reflection paper what was seen regarding whole group and individual student's learning (see rubric).

STEP 3: PLAN SMALL GROUP INSTRUCTION

TO DO: Discuss ideas for instruction with the candidate's CT.

TO THINK ABOUT: What strategies will the candidate use to reteach/reengage students? How will the candidate show growth with this group of students?

TO WRITE: Write candidate's small group instruction lesson plan (use lesson plan template). *This will be submitted as an artifact with candidate's reflection.*

STEP 4: TEACH AND REEVALUATE STUDENTS (END OF SMALL GROUP)

TO DO: Teach the candidate's lesson. Analyze the data from assessment.

TO THINK ABOUT: What does the candidate notice about students' learning? What factors could have impacted these results?

TO WRITE: Describe the results of the assessment in the reflection paper, addressing the questions posed above. Include data in the form of a chart or graph (see rubric).

STEP 5: DISCUSSIONS WITH CT AND GIVE PRE-ASSESSMENT (BEGINNING OF WHOLE GROUP)

TO DO: Discuss with CT a topic to teach. Select something that is new to students since the candidate will use pre-assessment data.

TO THINK ABOUT: Ways to post and pre-assess students with this topic. The candidate will want to design the summative assessment first, then develop the pre-assessment. They need to align so pre and post data can be compared. Each student will need to be assessed to compare pre and post data.

TO WRITE: The pre-assessment and post assessment. *Assessments will be submitted as evidence with the notebook.*

TO DO: Administer the pre-assessment. Analyze the data. Discuss the data with the CT.

TO THINK ABOUT: How did the class do overall? What trends does the candidate notice in students' previous knowledge on the topic? Who already "gets it" and what should the candidate do with those students (names should not be used, but student A, B, C, etc-so mark out names on papers and label)? Who is struggling and what should the candidate do with those students? What are the candidate's next steps? How will the candidate monitor student learning along the way and provide feedback to students?

TO DO: Discuss next steps with CT.

TO WRITE: Answer the questions posed above in the reflection paper (see rubric). Write lesson plan(s) (use lesson plan template). *Lesson plan(s) will be submitted as evidence with the notebook.*

STEP 6: TEACH AND ADMINISTER SUMMATIVE ASSESSMENT

TO DO: Teach lesson(s). Administer the summative assessment.

STEP 7: ANALYZE DATA AND FINISH REFLECTION

TO DO: Analyze the data.

TO THINK ABOUT: How did the class do overall? What trends does the candidate notice? Who "gets it" after instruction (names should not be used, but student A, B, C, etc-so mark out names on papers and label)? Who is still struggling and what should the candidate do with those students?

TO WRITE: Answer the questions posed above in the reflection (see rubric). Include charts or graphs to show the effect of instruction on student learning.

The reflection goes in the candidate's notebook with the other competencies and evidence. These tasks fall under "assessment." Include all evidence with the notebook: lesson plan(s), student samples, evidence of feedback (should be on student samples).