

Dear Student Teachers,

You are teaching in the Era of Accountability. During the first years of your employment in the public schools, you need to become an expert in the art of data collection and analysis. The School of Education, Health and Society is striving to adapt to the changes in the public school arena to ensure that our students are well prepared to meet the current challenges of teaching. In fact, preparing you to be a successful teacher is the most important job we do.

A large part of the responsibility of the School of Education, Health and Society is to provide you with a thorough education in your chosen field. In evaluating the effectiveness of our programs, we must not only gauge our effectiveness by your growth but also by the gains of the students you are teaching.

As a result, part of the requirement of your student teaching is to complete *Project Learning Curve*. The focus of this project is to collect data on the impact your teaching has on the pupils in your student teaching classroom.

There are eight steps to this process:

- Select a topic which you and your cooperating teacher agree will fit into the current curriculum. Plan a unit of study that will span several days or weeks.
- Select two or more assessment techniques that will fit appropriately with the subject/lesson you will be teaching. Assessment techniques include measurements such as pre-/post-tests, entrance/exit slips, journals, projects, demonstrations, etc. Plan a method for administering these techniques and for recording your information.
- Conduct research that supports your choice of instructional strategies and assessments.
- Administer pre-assessments, analyze the results, and use the data to plan a lesson or unit (length of time determined by nature of lesson/unit). Then, administer two post-assessments at the appropriate time.
- Before, during, and after the lesson use information from the assessments to record your students' responses and insights into the lesson.
- Reflect on your teaching and comment on the strengths of the lesson and the areas you might improve upon the next time you teach this lesson.
- Write a report that outlines what you have done and your findings. See page 3 for specific requirements for this report.
- Return your report with the attached cover/score sheet to your supervisor or the Office of Student Teaching, 202 McGuffey Hall.

Included in this packet on pages 5-8, you will find the rubric that will be used to evaluate your project. This rubric describes the characteristics of the three levels of achievement for the project.

We hope to gain insight into the strengths and weaknesses of our teacher preparation program. We also hope that you will gain insight into your strengths as a young professional and that you will use this information to grow professionally. As you prepare your resume, be sure to record your participation in this project in your professional portfolio. As you learn more effective ways to assess and document student learning, you will become a more valuable asset to any school district. Best wishes for continued success in education.

COVER PAGE

Student Teacher _____ Supervisor _____

Cooperating Teacher _____ School District _____

Program (Please Circle) ART AYA ECE MCE MUSIC SPECIAL EDUCATION
PHYSICAL EDUCATION HEALTH OTHER _____

Major (Please circle if applicable) MATH LANGUAGE ARTS SOCIAL STUDIES
SCIENCE FOREIGN LANGUAGE

Subject _____ Grade _____

Unit of study _____

Section 1: Lesson Foundation (3-9 points)

Rubric Rating	Points (3-9)
1.	1. /3
2.	2. /3
3.	3. /3

Total _____/9

Section 2: Assessment Plan (6-18 points)

Rubric Rating	Points (6-18)
1.	1. /6
2.	2. /6
3.	3. /6

Total _____/18

Section 3: Research Knowledge Base (2-6 points)

Rubric Rating	Points (2-6)
1.	1. /3
2.	2. /3

Total _____/6

Section 4: Student Learning Evidence (4-12)

Rubric Rating	Points (4-12)
1.	1. /6
2.	2. /6

Total _____/12

Overall Score (15-45): _____/45

(Must have a score of 34 or higher to receive maximum points for Project Learning Curve)

Project Learning Curve Requirements

General Directions: In addition to turning in the requirements for each section of the project, turn in the cover sheet included with this packet. The cover sheet should be the first page of your report.

Directions: For each underlined section heading, write a one-page narrative that addresses each numbered item under the heading.

Section 1: Lesson Foundation

1. Explain how your lesson/unit fits into the curriculum that is being taught. As appropriate, connect to prior learning and future lessons. List the Ohio Academic Content Standards, Benchmarks, and Indicators (from Ohio's Academic Content Standards book). Be sure to list only those that are covered in the lesson/unit that you are assessing. NOTE: Only physical education and health education candidates should use national standards. Clearly state the goal of the lesson as it pertains to the grade-level indicators you have selected. Include a one-day lesson plan that outlines the procedures of lesson delivery. This lesson plan should be placed after Section 1.
2. Explain how the instructional plan is clear and appropriate for all intended learners. Be sure to include how instruction is differentiated for students on IEPs or other educational plans, or students who learn differently.
3. Identify and incorporate at least three instructional strategies and three resources that you will use to address various learner needs. Describe how you use technology as a planning tool and as a teaching tool. Strategies are the activities and methods you use to teach. Resources are the books, research, and tools that support the teaching strategies.

Section 2: Assessment Plan

1. Identify and describe the two assessment techniques (2 pre-assessments and 2 post-assessments). Your assessments must be appropriate for the Standards, Benchmarks, and Indicators identified in Section 1. The assessments should directly link to the listed Standards, Benchmarks, and Indicators of your lesson plan.
2. Describe the process of data collection, including how data was collected, and the timetable.
3. Summarize the data (pre- and post-) data results completely. This should include creating data charts to show results.

Section 3: Research Knowledge Base

1. Give a brief explanation and citation of the research that supports the decisions you have made regarding your instructional strategies. Be sure to include research that supports their appropriateness for all of the learners you are teaching, including those with special needs or gifts. Your notes and resources from Methods classes should provide you with a wealth of research to support your instructional strategies.
2. Give a brief explanation and citation of the research that supports the assessments you used, based on content, age level, student ability, etc. Be sure to include research that supports their appropriateness for all of the learners you are teaching, including those with exceptionalities. Your notes and resources from your Assessment course should provide you with additional research to support your assessment strategies

Cite all research in AP style citation. If you are using a web site as research, make sure you cite the URL and any other pertinent information.

Section 4: Student Learning Evidence

1. Evaluate the pre-/post-assessment data and the effectiveness of the lesson on student learning. How did the data help you reach a conclusion about your students' learning? Describe how you provided intervention or extension for the learning based on the information from your data. Did your students demonstrate growth as a result of your teaching?
2. Write a personal reflection about what you have learned from doing this project. Include how this will influence your teaching in the future. Did the pre- and post-assessments provide any surprising or unusual information? How does reflecting on your impact on student learning define you as an effective educator?

Project Learning Curve Rubric

Section 1: Lesson Foundation

3	2	1
<p>1. The lesson connects with the curriculum through all listed standards, benchmarks, and indicators, including what has already been learned and what will be learned in the future. Complete instructional alignment is achieved. Specific standards, benchmarks, and indicators are listed in bullet points in the narrative and the lesson plan. A one day lesson plan is included. (Lesson plan should include Grade Level Indicators, materials, procedures, accommodations and modifications, and Assessment procedures.)</p> <p>Clear, appropriate learning goals are stated and meaningful instructional plan (connection to prior learning, introduction of new material, application) facilitates learning for all students. <u>Differentiation of instruction for all learners is evident.</u></p> <p>3. Lesson uses at least 3 appropriate instructional strategies and 3 types of supporting materials, such as text books, or handouts. Technology is evident and is described in terms of its use in planning and its use by students to support learning.</p>	<p>1. The lesson does not connect with the curriculum (one or more of the following not evident) through all listed standards, benchmarks, and indicators or what has already been learned or what will be learned in the future. Incomplete instructional alignment is achieved. Standards, benchmarks, and indicators are listed. A lesson plan is included but may not align closely with the project.</p> <p>2. Instructional plan is not appropriate for all student learners. Minimal differentiation of instruction is evident.</p> <p>3. Lesson uses two appropriate instructional strategies and two supporting materials. Use of technology is evident.</p>	<p>1. The lesson does not connect with the curriculum through any of the listed standards, benchmarks, and indicators, or what has been learned or what will be learned. Instructional alignment does not exist. Standards, benchmarks, and indicators are not listed. A lesson plan is not included.</p> <p>2. Instructional plan does not address the learning needs of all students. Differentiation of instruction is not evident.</p> <p>3. Lesson uses only one instructional strategy. Use of technology is not evident.</p>

Section 2: Assessment Plan

3	2	1
<p>1. Two pre-assessments and two post-assessments of knowledge/skill completed as part of project and measures are appropriate for content and/or grade level. A complete description of the two pre-assessment/post-assessment techniques is provided in the project.</p> <p>2. Comprehensive description of the data collection process (including how data was collected, timetable, and general data results) is provided.</p> <p>3. Data tables/charts clearly identify what was assessed, levels of student understanding/achievement, and comparative data that demonstrates student learning and growth.</p>	<p>1. Two pre-assessments and two post-assessments of knowledge/skills completed as part of project, but measures are not appropriate for content and/or grade level. An adequate description of the two pre-assessment/post-assessment techniques is provided in the project.</p> <p>2. Adequate description of the data collection process (including how data was collected, timetable, and general data results) is provided.</p> <p>3. Data tables/charts are included but do not clearly identify what was measured by each assessment, or do not show comparative data on student progress or growth.</p>	<p>1. Two pre-assessments and two post-assessments of knowledge/skills are not completed as part of the project. A weak description of the two pre-assessment/post-assessment techniques is provided in the project.</p> <p>2. Incomplete description of the data collection process - one or more of the following is not provided:., how data was collected, timetable, or general data results.</p> <p>3. Data tables/charts are not included.</p>

Section 3: Research Knowledge Base

3	2	1
<p>1. Research supports the content and appropriateness of the all of the instructional strategies described in the project. Evidence is cited that supports effective teaching strategies for learners with specific exceptionalities. <u>Research is correctly cited.</u></p> <p>2. Research supports each type of assessment used, based on content, grade/age level, and student ability and their appropriateness for all of the learners in the class, including those with exceptionalities. <u>Research is correctly cited.</u></p>	<p>1. Research loosely supports the content and appropriateness of some of the instructional strategies described in the project. Evidence is cited that supports effective teaching strategies for learners with exceptionalities. <u>Research is correctly cited.</u></p> <p>2. Research loosely supports the types of assessments used or supports certain types of assessments but not for students at this grade or skill level. <u>Research is correctly cited.</u></p>	<p>1. Research does not support the content or appropriateness of the instructional strategies described in the project. Although research is correctly cited, no credible research is presented.</p> <p>2. Research does not support the types of assessments used. Although research is correctly cited, no credible research is presented.</p>

Section 4: Student Learning Evidence

3	2	1
<p>1. A comprehensive description of the data results connects the data to student learning by providing evidence of the learning that took place in the classroom. Appropriate intervention and extension activities are identified. A description of possible alternative teaching methods is given to address P-12 students who did not achieve success on this assignment/project.</p> <p>2. Comprehensive review of lesson, what has been learned as a result of completing the project and its influence on future teaching, is provided.</p>	<p>1. Adequate description of the data results is provided but summary of learning impact on K-12 students is limited or not connected to the data. Intervention and extension activities are limited. Little or no discussion of possible alternative methods for failing P-12 students is given.</p> <p>2. Personal review of what has been learned as a result of completing this project is provided, but the summary of the influence on future teaching is limited and/or incomplete.</p>	<p>1. A weak description of data results is provided; however, the data is not connected to student learning. Intervention and extension activities are not identified or are inappropriate. No alternative methods are discussed.</p> <p>2. The review of what has been learned as a result of completing this project or its influence on future teaching is marginal.</p>

NOTES: _____
