

Eastern Mennonite University
ED 411 Reflective Teaching Seminar & Portfolio
Spring 2013

Documentation of Student Learning from the First Student Teaching Placement

Select and teach at **least** five consecutive lessons from one block or content area (the same class of students) and from a single unit of instruction in which you will assess and document student learning (see Rubric on pages 8 and 9).

Each section should be a single document/link titled: 1) Introduction; 2) Lesson Plans; 3) Examples of Student Work; 4) Documentation of Student Learning; and 5) Reflection

1. Introduction

- Description of the students and school (**use pseudonyms**): number in the class, age, cultural profile, academic profile, and a brief description of the school. Contact your teacher for information about your school. (<https://p1pe.doe.virginia.gov/reportcard/> and http://www.doe.virginia.gov/statistics_reports/enrollment/index.shtml)
- Learning environment: describe the room set up, length of class, and resources available for your unit
- Prior knowledge: task analysis, description of how you determined their prior knowledge
- Outcomes for the total learning experience (*unit outcomes*) that relate directly to your assessment of student learning
- Describe your plan for support/differentiation of instruction to meet the diverse learning needs of your students

2. Lesson Plans

- Submit at least five consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction and include at least one rubric
- Align outcomes for each lesson to Virginia SOLs/IEPs
- In each lesson clearly identify your plan to support/differentiate instruction to meet the diverse learning needs of ALL students (you know these students—be specific)
- In each lesson clearly identify your assessment strategies

3. Examples of Student Work

- Provide examples of high, middle, and low achieving student work to support your claim of student learning. Specify the achievement level for each example.

4. Documentation of student learning

- Describe and **provide data** showing how you know that your students achieved the learning outcomes for each of the lessons
- Using the examples of student work, describe and **provide data** showing how many students achieved the *unit outcomes* (identified in the introduction). For those who did not, why not?

5. Reflection of your impact on student learning

- How did you as the teacher enhance the learning of each of your students?
- What changes did you make throughout to adapt your instruction to meet different learning styles and levels of ability?
- What would you do differently to improve student learning the next time you teach this unit or content?

Documentation of Student Learning Rubric

Requirements	Exemplary 3	Competent 2	Does Not Meet Expectations 1
Introduction			
Description of the students and school	Explicit description of the number of students, age, cultural profile, academic profile, and thorough description of the school (use pseudonyms)	Complete description of the number of students, age, cultural profile, academic profile, and brief description of the school	Incomplete or missing description of the number of students, age, cultural profile, academic profile, and brief description of the school
Learning environment	Explicit description of the room set up, length of class, and available resources	Complete description of the room set up, length of class, and available resources	Incomplete or missing description of the room set up, length of class, and available resources
Prior knowledge/ task analysis	Precise and complete description of how you determined the prior knowledge of your students	Complete description of how you determined the prior knowledge of your students	Incomplete or missing description of how you determined the prior knowledge of your students
Unit outcomes	Outcomes for the total learning experience relate directly to the assessment of student learning throughout all of the lessons	Outcomes for the total learning experience relate to the assessment of student learning throughout all of the lessons	Outcomes for the total learning experience relate somewhat to the assessment of student learning throughout some of the lessons
Differentiation of Instruction	Explicit description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students	Complete description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students	Incomplete or missing description of the plan for support/differentiation of instruction to meet the diverse learning needs of all students
Lesson plans			
Five consecutive lesson plans from one block or content area	Five or more consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction	Five consecutive lesson plans from one block or content area (the same group of students) and from a single unit of instruction	Less than five consecutive lesson plans from one block or content area (the same group of students) or from a single unit of instruction
Align outcomes for each lesson to an SOL/IEPs	Outcomes for each lesson are aligned to Virginia SOL/IEPs		Outcomes for some of the lessons are aligned to Virginia SOL/IEPs
Each lesson clearly identifies your plan to support/differentiate instruction	Each lesson includes a clear & complete description of the plan for support/ differentiation of instruction to meet the diverse learning needs of ALL students	Each lesson includes a description of the plan for support/differentiation of instruction to meet the diverse learning needs of ALL students	One or more lessons does not include a description of the plan for support/ differentiation of instruction to meet the diverse learning needs of your students
Assessment Strategies	Each lesson clearly identifies the assessment strategies that are aligned with the outcomes of the lesson	Each lesson identifies the assessment strategies that are aligned with the outcomes of the lesson	One or more of the lessons does not include assessment strategies or are not aligned with the outcomes

Documentation of student learning			
Student Achievement of the Learning Outcomes	Complete and accurate description of documenting how students achieved the learning outcomes of the lessons	A description documenting how students achieved the learning outcomes of the lessons	A description documenting how students achieved the learning outcomes of the lessons is missing or incomplete
Examples of Student Work	Several examples of high, middle, and low achieving student work are provided to support your claim of student learning; the achievement level for each example is clearly identified	One example of high, middle, and low achieving student work is provided to support your claim of student learning; the achievement level for each example is clearly identified	Examples of high, middle, and low achieving student work do not support your claim of student learning, or are missing, and/or the achievement level for each example is not indicated
Number and explanation of students achieving the outcomes	Clearly indicates number of students achieving/not achieving the outcomes; detailed explanation of why students did or did not achieve outcomes	Indicates number of students achieving/not achieving the outcomes; explanation of why students did or did not achieve outcomes	Number of students achieving/not achieving the outcomes is incomplete or missing; incomplete explanation of why students did or did not achieve outcomes
Reflection of your impact on student learning			
Enhancement of Student Learning	Answer indicates an understanding of differentiated instruction and the diverse needs of learners; clearly articulates how you as the teacher enhanced the learning of each student	Answer indicates an understanding of differentiated instruction and the diverse needs of learners; provides evidence of how you as the teacher enhanced the learning of each student	Answer lacks or does not indicate an understanding of differentiated instruction, the diverse needs of learners, and/or does not provide evidence of how you as the teacher enhanced the learning of each student
Changes Made Throughout	Several examples of significant changes made throughout to adapt instruction to meet different learning styles and levels of ability	One example of a significant change made throughout to adapt instruction to meet different learning styles and levels of ability	Examples of a significant change made throughout to adapt instruction to meet different learning styles and/or levels of ability are missing
Changes I Would Make the Next Time	Examples of what you would do differently the next time the unit or content is taught clearly demonstrates how to improve student learning	Examples of what you would do differently the next time the unit or content is taught demonstrates how to improve student learning	Examples of what you would do differently the next time the unit or content is taught does not demonstrate how to improve student learning, or is missing
Total			

/45

30+ pts, No score below 2