Fall 2022 N=3 (Traditional Route)

STATEWIDE IMPACT ON STUDENT LEARNING RUBRIC

Purpose

The Impact on Student Learning assignment gives the teacher candidate the opportunity to:

- Determine the impact of instruction on all students' learning,
- Use assessments to make research-based informed decisions about instruction,
- Analyze and communicate students' performance results, and
- Reflect on teaching performance.

Indicator	Program	Race/	Score	Mean
		Gender		
Co	ntextual Factors			
1.1. Community and school	Elementary Education	B/F	2	2.33
information	Elementary Education	B/F	3	
The teacher candidate (TC) discusses	Elementary Education	B/F	2	
the following information about the				
community and school:				
Geographic location;				
Community/school population; Socio-				
economic status; and				
Type of school (locale, grade levels,				
and other pertinent characteristics).				
CAEP R1.1; INTASC 2; TGR 7				
1.2. Classroom Information	Elementary Education	B/F	2	2.33
The teacher candidate (TC) describes	Elementary Education	B/F	3	
classroom factors including physical	Elementary Education	B/F	2	
features, technology resources,				
parental/guardian involvement, and				
grouping practices (whole group, small				
group, pairs, etc.)				
CAEP R1.1, INTASC 3; TGR 7				
1.3. Student Characteristics	Elementary Education	B/F	2	2.0
The teacher candidate (TC) describes	Elementary Education	B/F	2	
each of the following student	Elementary Education	B/F	2	
characteristics that impact students and				
the learning environment including				
grade/age level, gender, race/ethnicity/				
culture, special needs, achievement				
levels, language, interests, and learning				
differences.				
CAEP R1.1; INTASC 2; TGR 2				

Learning Goals and Objectives for Unit and/or Group Lessons				
2.1. MCCRS and Unit or Group of	Elementary Education	B/F	2	2.0
Lessons Topic and Learning Goals	Elementary Education	B/F	2	
The teacher candidate (TC) identifies	Elementary Education	B/F	2	
MCCRS/s that correlate with the unit	3			
or group of lessons topic and overall				
unit purposes/goals and describes and				
justifies the lesson plans learning				
purposes/goals.				
*MCCRS refers to the Mississippi				
College- and Career-Readiness				
Standards				
CAEP R1.3; INTASC 7; TGR 1				
2.2. Appropriateness of Objectives	Elementary Education	B/F	2	2.33
Daily objectives, aligned with MCCRS,	Elementary Education	B/F	$\frac{2}{3}$	2.33
connect to the real world and are	Elementary Education	B/F	$\frac{3}{2}$	
	Elementary Education	Б /Г	2	
appropriate for the students'				
development, prerequisite knowledge,				
skills, experiences, and/or other needs				
of students as indicated in the				
Contextual Factors.				
CAEP R1.1; INTASC 1; TGR 2	. 701			
	ssessment Plan	1	1 _	
3.1. Assessment Plan Overview	Elementary Education	B/F	2	2.0
The teacher candidate (TC) provides an	Elementary Education	B/F	2	
Assessment Plan Overview Table that	Elementary Education	B/F	2	
includes varying daily assessments				
with Bloom's/DOK levels that match				
objectives and includes				
accommodations/modifications based				
on individual needs of student or				
contextual factors.				
CAEP R1.3; INTASC 6; TGR 3				
3.2. Pre-Assessment and Summative	Elementary Education	B/F	2	2.0
Assessment	Elementary Education	B/F	2	
The teacher candidate (TC) provides	Elementary Education	B/F	2	
descriptions of the pre- and post-				
assessments, noting when assessments				
will be administered, and criteria used				
to establish mastery.				
CAEP R1.3; INTASC 6; TGR 3				
3.3. Daily Assessments (Formative	Elementary Education	B/F	2	2.0
Assessments)	Elementary Education	B/F	2	
The teacher candidate (TC) describes	Elementary Education	B/F	2	
the use of multiple methods and				
approaches for assessing student				

learning and provides a rationale for				
each assessment and an explanation of				
progress monitoring.				
CAEP R1.3; INTASC 6; TGR 3				
3.4. Assessment Data	Elementary Education	B/F	2	2.0
The teacher candidate (TC) provides an	Elementary Education	B/F	2	
assessment data table that documents	Elementary Education	B/F	2	
individual performance on a pre-				
assessment, 1-2 formative assessments,				
and a summative assessment. Mastery				
criteria for each assessment is included				
for all students.				
CAEP R1.3; INTASC 6; TGR 3				
3.5. Communication of Assessment	Elementary Education	B/F	2	2.0
Results	Elementary Education	B/F	2	
The teacher candidate (TC) describes a	Elementary Education	B/F	2	
plan for communicating assessment		2,1		
expectations, results, and descriptive				
feedback that is timely and effective to				
all students. The plan submitted				
includes a method for learners to				
monitor their own progression through				
the unit.				
CAEP R1.3; INTASC 6; TGR 3				
	tructional Design			
4.1. Accommodations/modifications to	Elementary Education	B/F	2	2.0
Instruction Based on Pre-Assessment	Elementary Education	B/F	2	
Data Analysis	Elementary Education	B/F	2	
The teacher candidate (TC) analyzes				
pre- assessment data to determine				
accommodations/modifications to				
instruction with descriptions of the				
accommodations/ modifications for the				
whole group, subgroups of students, or for individual students.				
whole group, subgroups of students, or for individual students.				
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2	Elementary Education	B/F	2	2.0
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2 4.2. Differentiation	Elementary Education Elementary Education	B/F B/F		2.0
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2 4.2. Differentiation The teacher candidate (TC) provides	Elementary Education		2 2 2	2.0
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2 4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or	•	B/F	2	2.0
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2 4.2. Differentiation The teacher candidate (TC) provides	Elementary Education	B/F	2	2.0
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2 4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students.	Elementary Education	B/F	2	2.0
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2 4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students. CAEP R1.1; INTASC 2; TGR 4	Elementary Education Elementary Education	B/F	2	2.0
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2 4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students. CAEP R1.1; INTASC 2; TGR 4 4.3. Technology – Teacher Candidate	Elementary Education Elementary Education Elementary Education	B/F B/F	2 2	
whole group, subgroups of students, or for individual students. CAEP R1.3; INTASC 7; TGR 2 4.2. Differentiation The teacher candidate (TC) provides evidence of research-based strategies or procedures to differentiate learning for all students. CAEP R1.1; INTASC 2; TGR 4	Elementary Education Elementary Education	B/F B/F	2 2	

communicate student learning (learning				
management systems, interactive				
websites, virtual learning,				
videoconferencing, digital learning,				
interactive tutorials, collaboration				
including the use of networks in				
instruction, etc.). The TC describes				
how the use of technology will				
facilitate higher level skills such as				
analyzing, synthesizing, and				
evaluating.				
CAEP R1.3, R2.3; INTASC 8; TGR 6;				
ISTE 5, 6, 7				
4.4 Technology –Student Use	Elementary Education	B/F	2	2.0
The teacher candidate (TC) describes	Elementary Education	B/F	2	
how technology is used by students to	Elementary Education	B/F	2	
research, create, communicate, and				
present. The TC explains how students				
used technology to analyze, synthesize,				
and evaluate.				
CAEP R1.3, R2.3; INTASC 8; TGR 6;				
ISTE 6				
4.5. Plan for Parent/Guardian	Elementary Education	B/F	2	2.0
Communication	Elementary Education	B/F	2	
The teacher candidate (TC) describes	Elementary Education	B/F	2	
the plan for communicating with				
parents/ guardians about unit/lesson				
information, explains how individual				
student progress was shared with				
parents/guardians, and provides				
evidence of parent/guardian				
communication.				
CAEP R1.4; INTASC 10; TGR 9; ISTE				
7				
	onal Decision-Making			
5.1. Instructional Modifications Based	Elementary Education	B/F	2	2.0
on Needs of Students	Elementary Education	B/F	2	
The teacher candidate (TC) describes	Elementary Education	B/F	2	
and provides specific examples of				
student behaviors, questions, and/or				
responses that justifies the instructional				
modification/s.				
CAEP R1.3; INTASC 6; TGR 2				
5.2. Instructional Differentiation or	Elementary Education	B/F	2	2.0
Modifications Based on Formative	Elementary Education	B/F	$\frac{2}{2}$	
Assessments	Elementary Education	B/F	2	
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The teacher candidate (TC) describes				
how formative assessment data are				
analyzed and used to make				
modifications to differentiate				
instruction to accommodate differences				
in developmental and/or educational				
needs of students.				
CAEP R1.3; INTASC 6; TGR 3				
Analysi	s of Student Learning			
6.1. Data Analysis	Elementary Education	B/F	2	2.0
The teacher candidate (TC) analyzes	Elementary Education	B/F	2	
student data from the assessment data	Elementary Education	B/F	2	
table and provides an analysis of the	-			
data as to mastery attained for the				
whole class, group characteristic of				
subgroups with a rationale for the				
selection of this characteristic, and at				
least two students who demonstrated				
different levels of performance with				
samples of student work.				
CAEP R1.3; INTASC 6; TGR 3				
6.2. Evidence and Interpretation of	Elementary Education	B/F	2	2.0
Impact on Student Learning	Elementary Education	B/F	$\frac{2}{2}$	2.0
The teacher candidate (TC) uses pre-	Elementary Education	B/F	$\frac{2}{2}$	
and post-assessment data to describe	Elementary Education	D/1"	2	
and draw conclusions about the impact				
<u> </u>				
on student learning including student				
learning gains in terms of numbers of				
students who achieved, made progress,				
or failed to master objectives.				
CAEP R1.3; INTASC 6; TGR 3	D Cl 4			
7.1 Deflection on High Suggest	Reflection	D/E	2	2.0
7.1. Reflection on High Success/	Elementary Education	B/F	$\begin{bmatrix} 2 \\ 2 \end{bmatrix}$	2.0
Levels of Mastery	Elementary Education	B/F	2	
The teacher candidate (TC) selects	Elementary Education	B/F	2	
objective/s for which students were				
most successful and discusses factors				
including the purpose/s, objectives,				
instruction, assessments, student				
characteristics, and other contextual				
factors during the planning and				
implementation that might have				
successfully impacted student learning.				
CAEP R1.4; INTASC 9; TGR 8				

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7.2. Reflection on Low Success/ Levels	Elementary Education	B/F	2	2.0
of Mastery	Elementary Education	B/F	2	
The teacher candidate (TC) selects	Elementary Education	B/F	2	
objective/s for which students were the				
least successful and discusses factors				
that might have had an impact on				
student learning.				
CAEP R1.4; INTASC 9; TGR 8				
7.3. Implications for Future	Elementary Education	B/F	2	2.0
Instructional Design and Teaching	Elementary Education	B/F	2	
The teacher candidate (TC) discusses	Elementary Education	B/F	2	
ideas for redesigning learning goals,	-			
objectives, instruction, and/or				
assessments in future teaching AND				
provides a rationale explaining why the				
modifications will improve student				
learning.				
CAEP R1.4; INTASC 9; TGR 8				
7.4. Implications for Professional	Elementary Education	B/F	2	2.0
Development	Elementary Education	B/F	2	
The teacher candidate (TC) discusses	Elementary Education	B/F	2	
two professional learning goals that	·			
emerged from the implementation and				
review of the unit/group of lessons and				
identified specific steps including				
professional development to improve				
teaching and planning in these areas.				
CAEP R1.4; INTASC 9; TGR 8				

Interpretation of the Data:

The EPP had 3 black female candidates to complete the IoSL key assessment during Fall 2022. All candidates scored a 2 overall on each item which is required by the EPP for this assessment. The EPP will work to strengthen candidates' performance on items in this assessment to observe growth since only two items were scored at 3 (items 1.1 and 1.2) by candidate 2.

Spring 2023 N=15 (Traditional Route)

STATEWIDE IMPACT ON STUDENT LEARNING RUBRIC

Indicator	Program	Race/ Gender	Score	Mean
Co	ontextual Factors			

	P1 / P1 /	D/E	Ι_0	0.12		
1.1. Community and school	Elementary Education	B/F	2	2.13		
information The state of the st	Elementary Education	B/F	2			
The teacher candidate (TC) discusses	Elementary Education	B/F	2			
the following information about the	Elementary Education	B/F	2			
community and school:	Elementary Education	B/F	2			
Geographic location;	Elementary Education	B/F	2			
Community/school population; Socio-	Elementary Education	B/F	2			
economic status; and	Elementary Education	B/F	3			
Type of school (locale, grade levels,	Math Education	B/M	2	2.25		
and other pertinent characteristics).	Science Education	B/F	3			
CAEP R1.1; INTASC 2; TGR 7	English Education	B/F	2			
	English Education	B/F	2			
	HPER Education	B/F	3	2.67		
	HPER Education	B/M	2			
	HPER Education	B/M	3			
1.2. Classroom Information	Elementary Education	B/F	2	2.13		
The teacher candidate (TC) describes	Elementary Education	B/F	2			
classroom factors including physical	Elementary Education	B/F	2			
features, technology resources,	Elementary Education	B/F	2			
parental/guardian involvement, and	Elementary Education	B/F	2			
grouping practices (whole group, small	Elementary Education	B/F	2			
group, pairs, etc.)	Elementary Education	B/F	2			
CAEP R1.1, INTASC 3; TGR 7	Elementary Education	B/F	3			
	Math Education	B/M	2	2.25		
	Science Education	B/F	3			
	English Education	B/F	2			
	English Education	B/F	2			
	HPER Education	B/F	2	2.67		
	HPER Education	B/M	3	2.07		
	HPER Education	B/M	3			
1.3. Student Characteristics	Elementary Education	B/F	2	2.25		
The teacher candidate (TC) describes	Elementary Education	B/F	2	2.23		
each of the following student	Elementary Education	B/F	$\frac{2}{2}$			
characteristics that impact students and	Elementary Education	B/F	$\frac{2}{2}$			
the learning environment including	Elementary Education	B/F	$\frac{2}{2}$			
grade/age level, gender, race/ethnicity/	Elementary Education	B/F	$\frac{2}{3}$			
culture, special needs, achievement	Elementary Education	B/F	$\frac{3}{2}$			
levels, language, interests, and learning	Elementary Education	B/F	$\frac{2}{3}$			
differences.	Math Education	B/M	2	2.50		
CAEP R1.1; INTASC 2; TGR 2	Science Education	B/M B/F	$\begin{vmatrix} 2 \\ 3 \end{vmatrix}$	2.30		
CILI KI.I, INTAGE 2, TOK 2	English Education	B/F	$\begin{vmatrix} 3 \\ 3 \end{vmatrix}$			
	English Education English Education	B/F	$\begin{vmatrix} 3 \\ 2 \end{vmatrix}$			
				2.67		
	HPER Education	B/F	2	2.67		
	HPER Education	B/M	3			
	HPER Education	B/M	3			
Learning Goals and Objectives for Unit and/or Group Lessons						

2.1. MCCRS and Unit or Group of	Elementary Education	B/F	2	2.25
Lessons Topic and Learning Goals	Elementary Education	B/F	2	
The teacher candidate (TC) identifies	Elementary Education	B/F	2	
MCCRS/s that correlate with the unit	Elementary Education	B/F	2	
or group of lessons topic and overall	Elementary Education	B/F	2	
unit purposes/goals and describes and	Elementary Education	B/F	2	
justifies the lesson plans learning	Elementary Education	B/F	3	
purposes/goals.	Elementary Education	B/F	3	
*MCCRS refers to the Mississippi	Math Education	B/M	2	2.25
College- and Career-Readiness	Science Education	B/F	3	
Standards	English Education	B/F	2	
CAEP R1.3; INTASC 7; TGR 1	English Education	B/F	2	
,	HPER Education	B/F	2	2.67
	HPER Education	B/M	3	
	HPER Education	B/M	3	
2.2 Appropriatoring of Objectives		B/F	2	2.25
2.2. Appropriateness of Objectives Daily objectives, aligned with MCCRS,	Elementary Education Elementary Education	B/F	$\frac{1}{2}$	2.23
connect to the real world and are	_	B/F	$\frac{1}{2}$	
	Elementary Education	B/F	$\frac{1}{2}$	
appropriate for the students'	Elementary Education	B/F	$\frac{1}{2}$	
development, prerequisite knowledge,	Elementary Education			
skills, experiences, and/or other needs	Elementary Education	B/F	3	
of students as indicated in the	Elementary Education	B/F	2	
Contextual Factors.	Elementary Education	B/F	3	2.50
CAEP R1.1; INTASC 1; TGR 2	Math Education	B/M	2	2.50
	Science Education	B/F	3	
	English Education	B/F	3	
	English Education	B/F	2	
	HPER Education	B/F	2	2.67
	HPER Education	B/M	3	
	HPER Education	B/M	3	
A	ssessment Plan			
3.1. Assessment Plan Overview	Elementary Education	B/F	2	1.88
The teacher candidate (TC) provides an	Elementary Education	B/F	2	
Assessment Plan Overview Table that	Elementary Education	B/F	2	
includes varying daily assessments	Elementary Education	B/F	2	
with Bloom's/DOK levels that match	Elementary Education	B/F	2	
objectives and includes	Elementary Education	B/F	2	
accommodations/modifications based	Elementary Education	B/F	1	
on individual needs of student or	Elementary Education	B/F	2	
contextual factors.	Math Education	B/M	2	2.0
CAEP R1.3; INTASC 6; TGR 3	Science Education	B/F	2	
	English Education	B/F	$\frac{1}{2}$	
	English Education	B/F	$\frac{1}{2}$	
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	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	
	HPER Education	B/M	2	
3.2. Pre-Assessment and Summative	Elementary Education	B/F	2	2.0
Assessment	Elementary Education	B/F	2	
The teacher candidate (TC) provides	Elementary Education	B/F	2	
descriptions of the pre- and post-	Elementary Education	B/F	2	
assessments, noting when assessments	Elementary Education	B/F	2	
will be administered, and criteria used	Elementary Education	B/F	2	
to establish mastery.	Elementary Education	B/F	2	
CAEP R1.3; INTASC 6; TGR 3	Elementary Education	B/F	2	
	Math Education	B/M	2	2.0
	Science Education	B/F	2	
	English Education	B/F	2	
	English Education	B/F	2	
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	1.07
	HPER Education	B/M	$\frac{1}{2}$	
2.2 Deile Assessment (Fermatica				2.0
3.3. Daily Assessments (Formative	Elementary Education	B/F	2	2.0
Assessments)	Elementary Education	B/F	2	
The teacher candidate (TC) describes	Elementary Education	B/F	2	
the use of multiple methods and	Elementary Education	B/F	2	
approaches for assessing student	Elementary Education	B/F	2	
learning and provides a rationale for	Elementary Education	B/F	2	
each assessment and an explanation of	Elementary Education	B/F	2	
progress monitoring.	Elementary Education	B/F	2	•
CAEP R1.3; INTASC 6; TGR 3	Math Education	B/M	2	2.0
	Science Education	B/F	2	
	English Education	B/F	2	
	English Education	B/F	2	
	HPER Education	B/F	1	1.67
		B/M	2	
1	HPER Education	B/M		
3.4. Assessment Data	Elementary Education	B/F	2	1.88
The teacher candidate (TC) provides an	Elementary Education	B/F	2	
assessment data table that documents	Elementary Education	B/F	2	
individual performance on a pre-	Elementary Education	B/F	2	
assessment, 1-2 formative assessments,	Elementary Education	B/F	2	
and a summative assessment. Mastery	Elementary Education	B/F	2	
criteria for each assessment is included	Elementary Education	B/F	1	
for all students.	Elementary Education	B/F	2	
CAEP R1.3; INTASC 6; TGR 3	Math Education	B/M	2	2.0
	Science Education	B/F	2	
	English Education	B/F	2	
	English Education	B/F	2	
The teacher candidate (TC) provides an assessment data table that documents individual performance on a preassessment, 1-2 formative assessments, and a summative assessment. Mastery criteria for each assessment is included for all students.	HPER Education HPER Education Elementary Education English Education	B/M B/M B/F B/F B/F B/F B/F B/F B/F B/F	2 2 2 2 2 2 2 2 1 2 2 2 2 2 2 2 2 2 2 2	1.88

	IIDED E 1	D/F	1	1.67
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	
	HPER Education	B/M	2	
3.5. Communication of Assessment	Elementary Education	B/F	2	1.88
Results	Elementary Education	B/F	2	
The teacher candidate (TC) describes a	Elementary Education	B/F	2	
plan for communicating assessment	Elementary Education	B/F	2	
expectations, results, and descriptive	Elementary Education	B/F	2	
feedback that is timely and effective to	Elementary Education	B/F	2	
all students. The plan submitted	Elementary Education	B/F	1	
includes a method for learners to	Elementary Education	B/F	2	
monitor their own progression through	Math Education	B/M	2	2.0
the unit.	Science Education	B/F	2	
CAEP R1.3; INTASC 6; TGR 3	English Education	B/F	2	
, , , , , , , , , , , , , , , , , , ,	English Education	B/F	2	
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	
	HPER Education	B/M	2	
Ins	tructional Design			
4.1. Accommodations/modifications to	Elementary Education	B/F	2	2.0
Instruction Based on Pre-Assessment	Elementary Education	B/F	$\frac{1}{2}$	
Data Analysis	Elementary Education	B/F	2	
The teacher candidate (TC) analyzes	Elementary Education	B/F	$\frac{1}{2}$	
pre- assessment data to determine	Elementary Education	B/F	$\frac{1}{2}$	
accommodations/modifications to	Elementary Education	B/F	$\frac{1}{2}$	
instruction with descriptions of the	Elementary Education	B/F	2	
accommodations/ modifications for the	Elementary Education	B/F	$\frac{1}{2}$	
whole group, subgroups of students, or	Math Education	B/M	2	1.75
for individual students.	Science Education	B/F	$\frac{1}{2}$	11,70
CAEP R1.3; INTASC 7; TGR 2	English Education	B/F	2	
	English Education	B/F	1	
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	1.07
	HPER Education	B/M	$\frac{1}{2}$	
4.2. Differentiation	Elementary Education	B/F	2	2.0
The teacher candidate (TC) provides	Elementary Education	B/F	$\frac{1}{2}$	2.0
evidence of research-based strategies or	Elementary Education	B/F	$\frac{1}{2}$	
procedures to differentiate learning for	Elementary Education	B/F	$\frac{2}{2}$	
all students.	Elementary Education	B/F	$\frac{1}{2}$	
CAEP R1.1; INTASC 2; TGR 4	Elementary Education	B/F	$\frac{1}{2}$	
CALI KI.I, INTASC 2, TUK 4	Elementary Education	B/F	$\frac{1}{2}$	
	Elementary Education	B/F	$\frac{1}{2}$	
	Math Education	B/M	2	1.75
	Science Education	B/M B/F	$\begin{bmatrix} 2 \\ 2 \end{bmatrix}$	1./3
	English Education	B/F	2	
	English Education	B/F	1	

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	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	
	HPER Education	B/M	2	
4.3. Technology – Teacher Candidate	Elementary Education	B/F	2	2.13
The teacher candidate (TC) describes	Elementary Education	B/F	2	
how technology is used to facilitate,	Elementary Education	B/F	2	
create, track, analyze, and	Elementary Education	B/F	2	
communicate student learning (learning	Elementary Education	B/F	2	
management systems, interactive	Elementary Education	B/F	3	
websites, virtual learning,	Elementary Education	B/F	2	
videoconferencing, digital learning,	Elementary Education	B/F	2	
interactive tutorials, collaboration	Math Education	B/M	2	1.75
including the use of networks in	Science Education	B/F	2	
instruction, etc.). The TC describes	English Education	B/F	2	
how the use of technology will	English Education	B/F	1	
facilitate higher level skills such as	HPER Education	B/F	1	1.67
analyzing, synthesizing, and	HPER Education	B/M	$\frac{1}{2}$	1.07
evaluating.	HPER Education	B/M	$\frac{2}{2}$	
CAEP R1.3, R2.3; INTASC 8; TGR 6;	HPER Education	D/IVI	2	
ISTE 5, 6, 7				
4.4 Technology –Student Use	Elementary Education	B/F	2	2.13
The teacher candidate (TC) describes	Elementary Education	B/F	2	
how technology is used by students to	Elementary Education	B/F	2	
research, create, communicate, and	Elementary Education	B/F	2	
present. The TC explains how students	Elementary Education	B/F	2	
used technology to analyze, synthesize,	Elementary Education	B/F	3	
and evaluate.	Elementary Education	B/F	2	
CAEP R1.3, R2.3; INTASC 8; TGR 6;	Elementary Education	B/F	$\frac{1}{2}$	
ISTE 6	Math Education	B/M	2	1.75
· ·	Science Education	B/F	2	1.,5
	English Education	B/F	$\frac{2}{2}$	
	English Education	B/F	1	
	HPER Education	B/F	2	2.0
	HPER Education	B/M	$\frac{2}{2}$	2.0
	HPER Education	B/M	$\frac{2}{2}$	
	THER Education	D/ 1VI		
4.5. Plan for Parent/Guardian	Elementary Education	B/F	2	2.13
<u>Communication</u>	Elementary Education	B/F	2	
The teacher candidate (TC) describes	Elementary Education	B/F	2	
the plan for communicating with	Elementary Education	B/F	2	
parents/ guardians about unit/lesson	Elementary Education	B/F	2	
information, explains how individual	Elementary Education	B/F	3	
student progress was shared with	Elementary Education	B/F	2	
parents/guardians, and provides	Elementary Education	B/F	2	

Science Education B/F 2 English Education B/F 2 English Education B/F 1		Moth Education	D/M	12	1.75
CAEP R1.4; INTASC 10; TGR 9; ISTE English Education B/F 2 English Education B/F 2 2.0	evidence of parent/guardian	Math Education	B/M	2	1.75
English Education B/F 1					
HPER Education					
HPER Education HPER Education B/M 2	/				2.0
HPER Education B/M 2					2.0
Instructional Decision-Making S.1. Instructional Modifications Based on Needs of Students Elementary Education B/F 2 Ele					
Elementary Education B/F 2 2.0	•		B/M	12	
on Needs of Students Elementary Education B/F 2 The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s. Elementary Education B/F 2 CAEP R1.3; INTASC 6; TGR 2 Elementary Education B/F 2 Math Education B/F 2 Elementary Education B/F 2 Math Education B/F 2 Math Education B/F 2 English Education B/F 2 English Education B/F 2 English Education B/F 2 Elementary Education B/F 2 English Education B/F 2 Elementary Education B/F			1 70 /70		
The teacher candidate (TC) describes and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s. CAEP R1.3; INTASC 6; TGR 2 Elementary Education Elementary Education Elementary Education Elementary Education B/F 2 Elementary Education B/					2.0
and provides specific examples of student behaviors, questions, and/or responses that justifies the instructional modification/s. CAEP R1.3; INTASC 6; TGR 2 CAEP R1.3; INTASC 6; TGR 2 Elementary Education B/F 1 Elementary Education B/F 2 Elementary Education Elementary Education Elementary Education B/F 2		_			
student behaviors, questions, and/or responses that justifies the instructional modification/s. CAEP R1.3; INTASC 6; TGR 2 Math Education B/F 2 Elementary Education B/F 2 English Education B/F 2 English Education B/F 2 English Education B/F 2 English Education B/F 2 Elementary Education Elementary Education Elementary Education B/F 2 Elementary Education Elementa		_			
responses that justifies the instructional modification/s. CAEP R1.3; INTASC 6; TGR 2 Elementary Education B/F 2 Elementary Education B/F 2 Elementary Education B/F 2 Elementary Education B/F 2 English Education B/F 2 English Education B/F 1 HPER Education B/M 2 5.2. Instructional Differentiation or HPER Education B/F 2 Elementary Educat	1 1				
modification/s. CAEP R1.3; INTASC 6; TGR 2 Elementary Education B/F 2					
Elementary Education B/F 2 1.75		•			
Math Education Science Education B/F 2 English Education B/F 1 HPER Education B/F 1 HPER Education B/F 1 HPER Education B/F 2 Elementary Education B/F 2 English Education B/F 2 Elementary Education B/F 2 Elemen		_			
Science Education B/F 2 English Education B/F 2 English Education B/F 1 HPER Education B/M 2 HPER Education B/F 2 Elementary	CAEP R1.3; INTASC 6; TGR 2				
English Education B/F 1 HPER Education B/M 2 HPER Education B/M 2 HPER Education B/M 2 5.2. Instructional Differentiation or HPER Education B/M 2 Seementary Education B/F 2 HER Education B/F 2 Elementary Education B/F 2 HER Education B/F 2 Elementary Education B/F 2 Elementary Education B/F 2 Elementary Education B/F 2 HER Education B/F 2 Elementary Education B/F 2 HER Education B/					1.75
English Education B/F 1 1.67 HPER Education B/M 2 1.67 HPER Education B/M 2 1.67 HPER Education B/M 2 2 2.00 S.2. Instructional Differentiation or HPER Education B/M 2 2 2.00 Modifications Based on Formative Assessments Elementary Education B/F 2 2 2.00 The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3 English Education B/F 2 1.75 English Education B/F 2 1.75 English Education B/F 2 1.75 English Education B/F 2 2.00 HPER Education B/F					
HPER Education B/M 2 5.2. Instructional Differentiation or Modifications Based on Formative Assessments Elementary Education Elementary Education B/F 2 English Education B/F 2 English Education B/F 2 English Education B/F 2 Elementary Education B/F 2		English Education		2	
HPER Education B/M 2 5.2. Instructional Differentiation or Modifications Based on Formative Assessments The teacher candidate (TC) describes how formative assessment data are analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3 Analysis of Student Learning The teacher candidate (TC) uses preand post-assessment data to describe and draw conclusions about the impact on student learning including student HPER Education B/F 2 Elementary Education B/F 2 Elementary Education B/F 2 Elementary Education B/F 2 Elementary Education B/F 2 English Education B/F 2 Elementary Education B/F 2 Element		English Education	B/F	1	
HPER Education B/M 2					1.67
S.2. Instructional Differentiation or Modifications Based on Formative Assessments Elementary Education B/F 2 English Education B/F 2 English Education B/F 2 English Education B/F 2 English Education B/F 2 Elementary Education B/M 2 Elementary Education B/M 2 Elementary Education B/M 2 Elementary Education B/F 2 Elementary Educati		HPER Education	B/M		
Modifications Based on Formative AssessmentsElementary Education Elementary EducationB/F <td></td> <td>HPER Education</td> <td>B/M</td> <td></td> <td></td>		HPER Education	B/M		
Elementary Education B/F 2	5.2. Instructional Differentiation or	Elementary Education	B/F	2	2.0
The teacher candidate (TC) describes how formative assessment data are analyzed and used to make Elementary Education B/F 2 modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3 Math Education B/F 2 modified to be a composed to be analyzed and used to make Elementary Education B/F 2 modifications to differentiate Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to be analyzed and used to make Elementary Education B/F 2 modified to modified	Modifications Based on Formative	Elementary Education			
how formative assessment data are analyzed and used to make Elementary Education B/F 2 Elementary Education B/F 2 instruction to accommodate differences in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3 English Education B/F 2 English Education B/F 2 English Education B/F 1 English Education B/F 1 English Education B/F 2 English Education B/M 2 English Education B/M 2 Elementary Education B/M 2 Elementary Education B/M 2 Elementary Education B/F 2 Elementary Education Elementary Education B/F 2 Elementary Education Elementary Education B/F 2 Elementary Education Elementary Education Elementary Education Elementary Education Elementary Education Elemen	<u>Assessments</u>	Elementary Education	B/F	2	
analyzed and used to make modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3 Elementary Education Math Education B/F English Education B/F English Education B/F English Education B/F HPER Education B/F HPER Education B/F HPER Education B/F HPER Education B/M 2 2.0 HPER Education B/F 1 HPER Education B/M 2 Elementary Education B/F 2 2.0 HPER Education B/F 2 2.0 HPER Education B/F 2 2.0 English Education B/F 2 Elementary Education B/F 3		Elementary Education	B/F		
modifications to differentiate instruction to accommodate differences in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3 English Education Elementary Education Math Education B/F 2 1.75 Science Education B/F 2 English Education B/F 2 2.0 HPER Education B/M 2 Elementary Education B/F 2 2.0 Elementary Education B/F 2 Elementary Education B/F B/F B/F B/F B/F B/F B/F B/	how formative assessment data are	Elementary Education	B/F		
instruction to accommodate differences in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3 English Education English Education English Education B/F English Education English Education B/F English Education English Education B/F English Education Engli	analyzed and used to make	Elementary Education	B/F		
in developmental and/or educational needs of students. CAEP R1.3; INTASC 6; TGR 3 English Education B/F 2 English Education B/F 1 HPER Education B/F 1 HPER Education B/M 2 Carrier B/M 2 HPER Education B/M 2 HPER Education B/M 2 HPER Education B/F 2 Elementary Education B/F 2 Elementary Education B/F 2 Impact on Student Learning Elementary Education B/F 2	modifications to differentiate	Elementary Education	B/F	2	
needs of students. CAEP R1.3; INTASC 6; TGR 3 English Education English Education B/F English Education B/F 1 HPER Education B/F 2 2.0 HPER Education B/M 2 HPER Education B/M 2 Analysis of Student Learning 6.2. Evidence and Interpretation of Impact on Student Learning The teacher candidate (TC) uses preand post-assessment data to describe and draw conclusions about the impact on student learning including student Elementary Education Elementary Education B/F 2 2.0 B/F 2 2.0 Elementary Education B/F 2	instruction to accommodate differences	Elementary Education	B/F		
CAEP R1.3; INTASC 6; TGR 3 English Education English Education B/F HPER Education B/F HPER Education B/F B/M D HPER Education B/F D HP	in developmental and/or educational	Math Education	B/M	2	1.75
English Education B/F 1 HPER Education B/F 2 2.00 HPER Education B/M 2 HPER Education B/M 2 HPER Education B/M 2 Analysis of Student Learning 6.2. Evidence and Interpretation of Impact on Student Learning Elementary Education B/F 2 The teacher candidate (TC) uses preand post-assessment data to describe and post-assessment data to describe and draw conclusions about the impact on student learning including student Elementary Education B/F 2	needs of students.	Science Education	B/F	2	
HPER Education B/M 2 HPER Education B/M 2 HPER Education B/M 2 HPER Education B/M 2 Analysis of Student Learning 6.2. Evidence and Interpretation of Impact on Student Learning Elementary Education B/F 2 The teacher candidate (TC) uses preand post-assessment data to describe and draw conclusions about the impact on student learning including student Elementary Education B/F 2	CAEP R1.3; INTASC 6; TGR 3	English Education	B/F	2	
HPER Education B/M 2 HPER Education B/M 2 Analysis of Student Learning 6.2. Evidence and Interpretation of Elementary Education B/F 2 Impact on Student Learning Elementary Education B/F 2 The teacher candidate (TC) uses preand post-assessment data to describe Elementary Education B/F 2 and draw conclusions about the impact Elementary Education B/F 2 and draw conclusions about the impact Elementary Education B/F 2 on student learning including student Elementary Education B/F 2		English Education	B/F	1	
Analysis of Student Learning 6.2. Evidence and Interpretation of Impact on Student Learning The teacher candidate (TC) uses preand post-assessment data to describe and draw conclusions about the impact on student learning including student Elementary Education B/F 2 and by the impact on Student learning including student Elementary Education B/F 2 and by the impact on Student Elementary Education B/F 2 and by the impact on Student Elementary Education B/F 2 and by the impact on Student Elementary Education B/F 2 and by the impact on Student Elementary Education B/F 2 and by the impact on Student Elementary Education B/F 2 and by the impact on Student Elementary Education B/F 2 and by the impact on Student Elementary Education B/F 2 and by the impact on Student Elementary Education B/F 2 and by the impact of Student Elementary Education B/F 2 and by the imp		HPER Education	B/F	2	2.0
Analysis of Student Learning 6.2. Evidence and Interpretation of Elementary Education B/F 2 Impact on Student Learning Elementary Education B/F 2 The teacher candidate (TC) uses preand post-assessment data to describe Elementary Education B/F 2 and draw conclusions about the impact Elementary Education B/F 2 on student learning including student Elementary Education B/F 2		HPER Education	B/M	2	
6.2. Evidence and Interpretation of Impact on Student LearningElementary Education Elementary EducationB/F B/F2 		HPER Education	B/M	2	
Impact on Student LearningElementary EducationB/F2The teacher candidate (TC) uses preand post-assessment data to describe and draw conclusions about the impact on student learning including studentElementary EducationB/F2Elementary Education on student learning including studentElementary EducationB/F2	Analysi	s of Student Learning	•	•	
Impact on Student LearningElementary EducationB/F2The teacher candidate (TC) uses preand post-assessment data to describe and draw conclusions about the impact on student learning including studentElementary EducationB/F2Elementary Education on student learning including studentElementary EducationB/F2	6.2. Evidence and Interpretation of	Elementary Education	B/F	2	2.0
The teacher candidate (TC) uses preand post-assessment data to describe and draw conclusions about the impact on student learning including student Elementary Education B/F 2		•	B/F		
and post-assessment data to describe and draw conclusions about the impact on student learning including student Elementary Education Elementary Education B/F 2 B/F 2					
and draw conclusions about the impact on student learning including student Elementary Education Elementary Education B/F 2 Elementary Education B/F 2	` '	_			
on student learning including student Elementary Education B/F 2	<u> </u>	_			
	=	•			
rearring game in terms of numeric of	learning gains in terms of numbers of		B/F	2	

students who achieved, made progress, or failed to master objectives. CAEP R1.3; INTASC 6; TGR 3	Elementary Education Elementary Education	B/F	2	
	Math Education	B/M	2	2.0
	Science Education	B/F	2	
	English Education	B/F	2	
	English Education	B/F	2	
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	
	HPER Education	B/M	2	
	Reflection			
7.1. Reflection on High Success/	Elementary Education	B/F	2	1.88
Levels of Mastery	Elementary Education	B/F	2	
The teacher candidate (TC) selects	Elementary Education	B/F	2	
objective/s for which students were	Elementary Education	B/F	2	
most successful and discusses factors	Elementary Education	B/F	1	
including the purpose/s, objectives,	Elementary Education	B/F	2	
instruction, assessments, student	Elementary Education	B/F	2	
characteristics, and other contextual	Elementary Education	B/F	$\frac{1}{2}$	
factors during the planning and	Math Education	B/M	2	1.75
implementation that might have	Science Education	B/F	$\frac{2}{2}$	1.75
successfully impacted student learning.	English Education	B/F	2	
CAEP R1.4; INTASC 9; TGR 8	English Education	B/F	1	
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	1.07
	HPER Education	B/M	$\frac{1}{2}$	
7.2. Reflection on Low Success/ Levels	Elementary Education	B/F	2	1.88
of Mastery	Elementary Education	B/F	2	
The teacher candidate (TC) selects	Elementary Education	B/F	2	
objective/s for which students were the	Elementary Education			
least successful and discusses factors	Elementary Education	B/F	2	
that might have had an impact on	Elementary Education	B/F	1	
student learning.	Elementary Education	B/F	2	
CAEP R1.4; INTASC 9; TGR 8	Elementary Education	B/F	2	
		B/F	2	
	Math Education	B/M	2	2.23
	Science Education	B/F	2	
	English Education	B/F	3	
	English Education	B/F	2	
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	
	HPER Education	B/M	2	
	HPER Education	B/M	2	1.07

7.3. Implications for Future	Elementary Education	B/F	2	1.88
<u>-</u>		B/F	$\frac{2}{2}$	1.00
Instructional Design and Teaching The teacher candidate (TC) discusses	Elementary Education Elementary Education	B/F	$\frac{2}{2}$	
\ \ /	_	B/F	$\frac{2}{2}$	
ideas for redesigning learning goals,	Elementary Education	B/F B/F		
objectives, instruction, and/or	Elementary Education		1	
assessments in future teaching AND	Elementary Education	B/F	2	
provides a rationale explaining why the	Elementary Education	B/F	2	
modifications will improve student	Elementary Education	B/F	2	
learning.	Math Education	B/M	2	1.75
CAEP R1.4; INTASC 9; TGR 8	Science Education	B/F	2	
	English Education	B/F	1	
	English Education	B/F	2	
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	
	HPER Education	B/M	2	
7.4. Implications for Professional	Elementary Education	B/F	2	1.75
<u>Development</u>	Elementary Education	B/F	2	
The teacher candidate (TC) discusses	Elementary Education	B/F	2	
two professional learning goals that	Elementary Education	B/F	2	
emerged from the implementation and	Elementary Education	B/F	1	
review of the unit/group of lessons and	Elementary Education	B/F	1	
identified specific steps including	Elementary Education	B/F	1	
professional development to improve	Elementary Education	B/F	2	
teaching and planning in these areas.	Math Education	B/M	2	1.75
CAEP R1.4; INTASC 9; TGR 8	Science Education	B/F	2	
	English Education	B/F	1	
	English Education	B/F	2	
	HPER Education	B/F	1	1.67
	HPER Education	B/M	2	
	HPER Education	B/M	2	

Interpretation of the Data

The EPP has fifteen (15) candidates to complete the IoSL key assessment during Spring 2023. Of these candidates, three were black males and twelve were black females. The EPP had one female Health and Physical Education female which has been a new trend for the EPP since COVID with more female candidates in this field. All Elementary Education completers were black females. The EPP found the data to be concerning; especially with secondary content candidates whose mean score was less than 2 for several items under indicators 3,4,5 and 7. All candidates performed well on indicators 1, 2 and 6.