**Assignment: Effect on Student Learning, ED 360**

**BACKGROUND INFORMATION:**

**1.** Name of School:

Grade Level:

For the next two items, please discuss any special features of your school or classroom setting (e.g., charter, co-teaching, themed magnet, classroom aide, bilingual, team taught with a special education teacher) that will affect your re-engagement instruction and/or any district, school, or cooperating teacher requirements or expectations that might affect your planning or delivery of instruction, such as required curricula, pacing plan, use of specific instructional strategies, or standardized tests.

2. Description of the school population and community:

**3.** Description of the classroom population OR small group:

4. Number of

* students in the class OR small group: \_\_\_\_\_
* males: \_\_\_\_\_ females: \_\_\_\_\_

5. What is the daily schedule of this classroom?

### INSTRUCTION:

**Learning Segment Overview Directions:** ***Choose three consecutive lessons***. Briefly describe the instruction by filling out the chart below.

|  |  |  |  |
| --- | --- | --- | --- |
| **Central Focus:** | | **State-Adopted Content Standards** | |
|  | **Learning Objectives** | **Instructional Strategies and Learning Tasks** | **Formative and Summative Assessments** |
| **Lesson 1** |  |  |  |
| **Lesson 2** |  |  |  |
| **Lesson 3** |  |  |  |

**1. Analysis of Lessons**

Describe the three lessons you have chosen to analyze. Specifically explain why learning tasks are appropriate for the learners. Share your decision making about the instructional strategies and learning tasks. Using examples of learner development and differences, describe how you adapted and differentiated each learning task for the group.

**2. Analysis of Formative Assessments**

a.Describe and discuss the formative assessment on which you based your teaching.

b. Identify the specific learning objective(s) measured by the formative assessments

c. Provide a graphic (chart or table) that quantitatively analysis the data from this formative assessment for the small group.

d. Analyze the information from your graphic qualitatively by explaining the quality of the students’ learning **based on the formative assessment**. Discuss a minimum of three areas where students were successful and three areas where they were not successful.

**3. Student Feedback**

Using post-it notes, provide feedback to the students’ work using the Effective Feedback outline: 1) what did the student do correctly 2) what did the student do incorrectly 3) how does the student’s work align/not align with the lesson’s objective 4) give “feedforward”-what can they do better next time and how will you help with this. Make copies and submit them with this document.

**4. Analyzing Learning**

a. Compare the results from the first assessment to the post assessment given at the end of your last lesson. Discuss the effectiveness of the strategies you used during the re-engagement lesson to develop students’ learning in the identified area of struggle. based on research and/or theory, explaining why the strategies used during the re-engagement lesson instruction were effective in helping lead students to independently apply the lesson’s focus skills.

b. Describe the next steps for this group or each individual member relative to your lesson objectives. Based on research and/or theory, explain why the strategies used in your lessons were effective in helping lead students to independently apply the lesson’s focus skills.

**5. Reflection for Professional Learning (THIS MUST BE DONE FOR EACH PARTNER)**

Describe your strengths and weaknesses within the teaching-learning cycle. Identify relevant areas for improvement and specific actions that might improve teaching practice to effect student learning. Connect these decisions with specific examples from your teaching and research and/or theory.