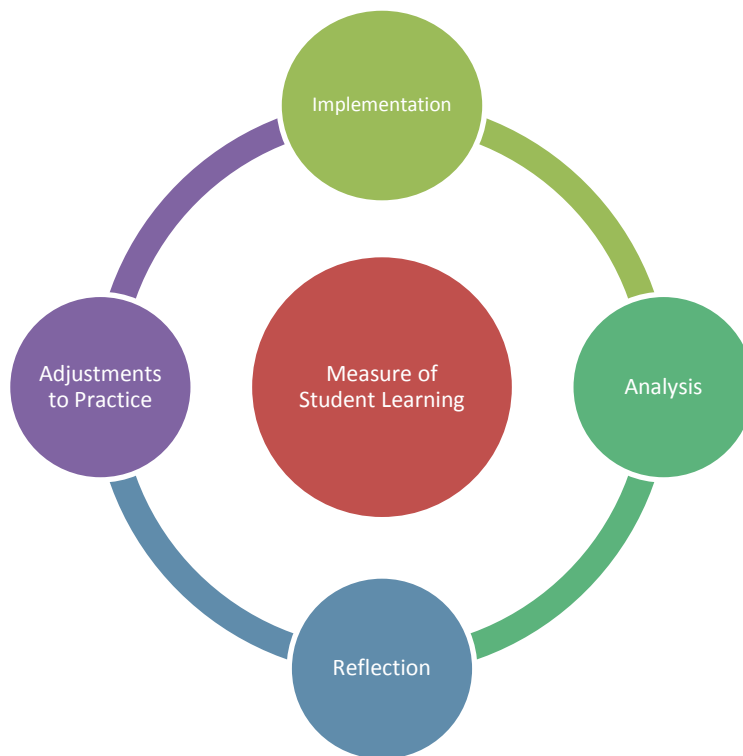## Using Measures of Student Learning in CAP

This protocol is designed to assist triad members with using the measure of student learning to support candidate growth and development throughout the CAP cycle.

It is an essential skill of every effective teacher to be able to draw conclusions about his or her practice from student outcome data and use these conclusions to inform their teaching. Therefore, the experience of administering, scoring, and analyzing a measure of student learning, growth, or achievement is a crucial part of the CAP process.

During CAP, the Supervising Practitioner (SP) and Program Supervisor (PS) support the Teacher Candidate (TC) to identify an appropriate measure of student learning, set parameters for anticipated student learning gains, analyze assessment data, reflect on practice, and plan for continuous improvement.

By engaging in these activities, from identifying the measure to implementing it and reflecting on the outcomes, the TC will demonstrate evidence of practice related to several of CAP's Six Essential Elements, including:

- Designing and delivering well-structured lessons (I.A.4 Well-Structured Lessons)
- Using assessment data to measure progress and adjust practice (I.B.2 Adjustments to Practice)
- Accommodating the needs of all learners (II.A.3 Meeting Diverse Needs)
- Reflecting on effectiveness in order to improve practice and student learning (IV.A.1 Reflective Practice)

For additional information, please refer to Guidance: Measuring Candidate Impact on Student Learning.

Protocol: Using a Measure of Student Learning in CAP

Triad members may use this protocol and template to support the activities associated with using a measure of student learning during the CAP 5-Step Cycle.

STEP 1: Identifying a Measure of Student Learning (Pre-Cycle)
During the pre-cycle, the SP and TC, with support from the PS as needed, meet to (1) identify at least one measure of student learning, and (2) set parameters for anticipated student learning gains.

✓ **Identify a measure of student learning:** *What assessment(s) will be used to measure student learning, growth, or achievement on content that the TC is primarily responsible for teaching?*
  ▪ *Identify the assessment that will be used to measure impact on student learning.*

  EXAMPLE: A Teacher Candidate will be primarily responsible for teaching a 4th grade fractions unit mid-way through her practicum. The SP and TC therefore identify the district's 4th grade fractions common assessment as an appropriate measure of student learning related to her instruction.

✓ **Set parameters for anticipated student learning:** *Based the SP's knowledge of students, what is the range of anticipated student learning on the identified assessment? These anticipated learning gains will serve as the parameters against which actual results will be measured.*
  ▪ *Set the range of performance that reflects anticipated learning that a teacher would typically would expect if they taught this unit. Any performance above this range would be considered higher than anticipated, while anything lower than this range is considered lower than anticipated.*
  ▪ *This range may be determined for each student, or for the students as a group.*

> **Setting parameters for student learning gains** can be a challenge because it requires a shift in thinking. Most educators are adept at defining expected achievement by students. However, they may have less experience thinking about expected growth. While this is a challenge, the shift to thinking about growth is important work because it provides an opportunity to think about the learning of all students.

  EXAMPLES: A SP elementary teacher has pre and post tests for each math unit. Generally she finds that students grow between 20-40 points from pre to post test. She determines this range as anticipated student learning. After students have completed the final exam the SP can talk with the TC about which students demonstrated anticipated student learning.

  An SP English teacher knows that most of his class will score at least a 3 on a 5 point rubric at the end of a unit. About two thirds of the class will score a four or higher. The SP decides that 50-80% of students scoring a four or higher on the rubric reflects their anticipated student learning. If more than 80% of students score a four or higher on the rubric, this would reflect higher than expected learning.

STEP 2: Administer the Assessment (Implementation). Ideally, the SP and TC administer the assessment mid-way through the practicum, leaving sufficient time to analyze, reflect, and adjust practice in response to the outcomes (see Step 3).

STEP 3: Analyze & Reflect on Student Outcomes. After administering the assessment, the SP and PS support the TC to analyze and reflect on the data in order to continually improve practice and student learning. Following the prompts below, record reflections on student learning gains and plans for adjustment to practice.

Name of Measure: _____

Anticipated Student Learning:

✓ **Analyze the results:**
- ▪ *What was the student learning outcomes relative to the anticipated student learning gains?*
- ▪ *Are there patterns that might indicate why some students made higher or lower than expected gains?*

✓ **Reflect on practice:**
- • *What instructional practices may have (negatively and positively) impacted students' outcomes?*
- • *What adjustments to practice could be made in order to continue to improve student learning?*

✓ **Plan next steps:**
- ▪ *What are the next steps for making those adjustments to practice?*
- ▪ *What supports are needed to be successful?*