# Overview: Measure of Student Learning Focusing on High Expectations and Support



 **CONTRIBUTOR**

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 **WHAT is this resource?**

This resource is an extract from the last section of DESE’s optional Measure of Student Learning CAP form, in which the focus is on the Teacher Candidate’s response to the data gathered as an indicator of High Expectations and Support.

 

 **WHEN could this resource be used?**

This resource could be used during the practicum semester to show a Teacher Candidate an example of how data from a Measure of Student Learning might indicate high expectations and support for students. It could also be used during professional development sessions for Program Supervisors and Supervising Practitioners so that they can calibrate the consistency of their expectations and guidance for the High Expectations and Support Essential Element.

 

 **WHO could use this resource?**

The faculty member responsible for preparing Teacher Candidates for the practicum, as well as the **Program Supervisor, Supervising Practitioner** and **Teacher Candidate** could all use this resource.

** HOW could this resource best be used?**

This resource is helpful for Teacher Candidates to understand some of the facets of High Expectations and Support, particularly as evidenced after examining student learning outcomes. This resource can also be used in the training of Program Supervisors and Supervising Practitioners so that they all have the same understanding of how to support and calibrate feedback to Teacher Candidates about High Expectations and Support.

***Note:*** *This resource was submitted for inclusion in the Candidate Assessment of Performance (CAP) Resource Hub. It is intended to serve as a reference and source of guidance for others engaged in the CAP process. While it reflects one approach, users should adapt its content to fit the specific context and needs of their own evaluations.*

## Measure of Student Learning Focusing on High Expectations and Support

**Excerpt from a Reflection on a Measure of Student Learning**

During my math unit on elapsed time, students showed so much growth. I was so proud of them! The class average for the pre-assessment was 25% and for the post-assessment was 82%. That’s an overall increase of 57 percentage points.

I have a lot of ML students in my class (all Spanish speakers), so I was interested whether that was a factor in students’ growth. My ML students’ scores increased an average of 55 percentage points from pre-assessment to post-assessment, and non-ML students’ scores increased an average of 58 percentage points. This is so close that it seems that their status as MLs did not have any kind of significant impact on their learning during this unit. **I think this means that students had equitable opportunities for grade-level learning aligned with the standards we were working on.** I think this is because I incorporated **evidence-based strategies** from the UDL guidelines, particularly multiple means of representation. I did explicit instruction for new vocabulary words and created a word wall for the unit where vocabulary cards had both a written definition and a visual representation. Each day we reviewed the vocabulary and then I had students “teach” each other the meanings of the words in pairs. I thought about **translanguaging** and allowed students the opportunity to teach each other the meaning of the words in their L1 in addition to in English.

I also created anchor charts for students to reference if they got stuck. I tried to use math contexts related to interests of my students, such as soccer and the movie Encanto, to add relevance for the students. Finally, flexible grouping based on exit tickets at two different points in the unit helped me to target instruction to particular misconceptions. It’s so empowering to see these strategies I’ve learned about in the program truly making a difference for my learners!