# Overview: Measure of Student Learning Focused on Inclusive Instruction

 **CONTRIBUTOR**

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**WHAT is this resource?**

This is an example of a completed Measure of Student Learning form based on the optional sample CAP Measure of Student Learning Form provided by DESE.

 **WHEN could this resource be used?**

This resource could be used in the practicum semester, starting in Stage 1 of the CAP process, through the collection of data and analysis of results.

 **WHO could use this resource?**

The **Teacher Candidate**, in coordination with the **Supervising Practitioner** and **Program Supervisor,** can use this resource to assist in selecting a measure of student learning related to inclusive instructional practices, as well as the framing of questions to analyze results.

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

A Measure of Student Learning is a required piece of evidence in the CAP and this sample form provides a scaffold to ensure all elements of this evidence are considered and analyzed. In this example, Inclusive Instruction (as indicated by attendance and student participation) as the focus of measuring student learning. This is a **sample** of one Teacher Candidate’s form, specific to their practicum situation, and should serve as a guide and the information in it should not be duplicated for other Teacher Candidates.

***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.*

**Candidate Name:**

**Date Completed:**

## Measure of Student Learning and Expected Outcomes

The Measure of Student Learning is a required CAP evidence source. The supervising practitioner, in coordination with the program supervisor and candidate, should select this measure and set impact parameters during Stage 1 of the CAP process. The measure should be collected at the appropriate time in students’ learning. Outcomes may be recorded along with the candidate’s analysis and reflection on the next page.

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| **Measure(s) of Student Learning** |

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| Which measure of student learning, growth, or achievement has been selected to assess a meaningful sample of the content the candidate is primarily responsible for teaching? | My measure of student learning will be student participation (i.e., time in class). Most of my students have IEP goals related to staying physically present in the classroom and participating in the lesson. To that effect, teachers and paraprofessionals collect daily data for time present in class and participation at the end of every class period. "Student participation" is defined as the student actively learning, following instructions, and remaining on task. |
| How and when will the measure of student learning be administered? | I will be collecting data on whether my students' participation rates will change between February 3, 2025 and March 28, 2025. Assuming my instruction is effective, I anticipate increasing my student participation rates during that time period. As I do not have a consistent classroom, and work with 30+ students on a daily basis, I will select 8 students who have at least 2 class periods with me per day, or who I work with extensively in a pull-out setting. |

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| **Expected Outcomes** |

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| What range of learning, growth, or achievement outcomes will be considered higher than expected? | Out of 8 students, 5 or more students will experience participation rate gains of at least 5%. |
| What range of learning, growth, or achievement outcomes will be considered as meeting expectations? | Out of 8 students, 5 or more students will experience participation rate gains of at least 3%. |
| What range of learning, growth, or achievement outcomes will be considered lower than expected? | Out of 8 students, 5 or more students will experience participation rate gains of at least 1%. This would demonstrate the lowest possible increase in student participation rate. |

**Candidate Name:**

**Date Completed:**

## Candidate Reflection on Student Learning Outcomes

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| **Actual Outcomes** |

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| What range of learning, growth, or achievement did the students accomplish? | Given my school’s data collection platform, it was not possible to determine the actual percentage amount, by which my students increased their participation. However, out of 8 students that I closely worked with, 6 experienced significant improvements in class participation time, consistent with meeting my expectations for student learning (evidence of data collection attached below the reflection).Notably, student B’s class participation rose to 100% in the month of March, and a number of other students experienced a decrease in the percent of days their participation was categorized as “some,” “minimal,” or “none.” |

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| **Candidate Reflection** |

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| What patterns or trends in the range of outcomes do you notice? | My review of the data underscores the importance of finding an individualized approach for each student; throughout the data collection period, each of the students experienced unique challenges, and my role as a student teacher involved coming up with unique strategies and interventions that could help each student stay in class and participate appropriately. I also noted that February was a very difficult month for many of my students (e.g., student A & C in particular); February was the month of spirit week, February break, as well as the month I was getting settled into student teaching and setting up my behavioral expectations. I think that some of the dips in student participation during that time are due to having less structured class time and a newer routine - as my weeks of student teaching progressed, I became better at having clear expectations and following a consistent routine, which helped create a safe environment and increase student participation. |
| Are there patterns in these outcomes that may indicate inequitable experiences for students based on their background or identity? | One pattern that is of note is the fact that a number of students who experienced declines in participation in February are low-income students, or students with family challenges. Over the course of my student teaching, I found that students who experience difficulties at home tend to have a dip in participation and engagement around school breaks, as they feel nervous about spending an extended period of time at home. This underscores the importance of being mindful about the fact that holidays and vacations are not a time of cheer for every student because for some, school staff may be their only safe and consistent people. |
| What were the specific strategies, skills, or actions you used that contributed to these outcomes? | These results reinforce the importance of finding a personalized approach to each student. For instance, student A, and student C both experienced some personal challenges in the month of February, leading to worse attendance and participation in class. However, the strategies I used for working with each student differed dramatically - while student A benefitted from an incorporation of motor breaks, student C experienced bouts of anxiety that could be best supported by creating a predictable classroom environment, where they clearly understood what the expectations were, and setting an expectation that there would be no cold calling or mandatory group-work in my classes. Additionally, student E experienced a number of major behavioral challenges in February, limiting their ability to participate in class - what has worked well was implementing a three-strike behavioral system, where if the student did behave appropriately, they would be asked to take space after three strikes. Given that staying in class is a preferred activity for the student, the three-strike system has helped them self-monitor and ensure that they behave appropriately so that they are able to stay in class. Additionally, a number of other strategies applied to all students, contributed to these outcomes. These strategies include having established classroom routines (e.g., keeping all work in student binders, having a clear makeup work policy), offering multiple ways to show participation (e.g., journaling, orally discussing topics, etc.), and bringing in real-world, applicable educational experiences into the classroom. I am committed to making my teaching relevant and inclusive of all students’ interests, giving them opportunities to provide me with feedback and to make class more personalized. |
| What would you do differently next time? | One thing I would do differently next time is establish consistent behavioral expectations from the beginning of student teaching, and reminding students of policies and expectations in the beginning of such activities as discussions and debates. Sometimes, I would find myself doing redirections post-fact; for instance, during one lesson, a student began listening to music during a class debate, and I had to pull them aside. Looking back, I should have reminded the students about the no-headphone policy for classroom discussions before the activity began. Another thing I would have done differently is to have begun working more closely with specialists such as SLPs and OTs earlier on in my student teaching. For instance, in the case of student C, I worked closely with the SLP to come up with ways to make my classroom more welcoming for this student. The SLP gave me a number of recommendations such as using clear, few-word instructions, and avoiding open-ended questions when talking to the student; these suggestions were instrumental in establishing good rapport with the student. |
| Based on the outcomes, what next steps will you (or your supervising practitioner) take? | As I continue my employment at XXXX. I will focus on diversifying my toolkit of strategies and interventions that work for all students; this includes learning from other special educators and specialists, such as OTs and SLPs. Additionally, I will continue developing clear classroom routines and expectations, while also learning when to introduce flexible supports. When working in a therapeutic school, it is essential to know when I can push and challenge my students to participate in class, and when I should seek clinical support for a student in need and offer them space and comfort. |