Impact on Student Learning – Component of Teacher Work Sample

During the student teaching semester, candidates complete a professional portfolio that is reflective of their clinical experience. One section of that portfolio mirrors the requirements of the Louisiana Teacher Assistance and Assessment Program (LATAAP). In particular, LATAAP

requires new teachers to conduct pre/post analyses of student learning. This requirement, among others, was adapted for MSU teacher education candidates' clinical experiences during the 2007-2008 academic year. During their clinical experience, candidates must select a unit of instruction, administer a pre/post assessment on that unit of instruction, and analyze the student performance results. That analysis requires the candidates to compare the pre/post results and calculate the difference in student performance. Information from this assessment is used by program faculty to develop student-teaching seminars and course-embedded workshops to support candidates in the creation of future work samples.

Although the data show solid evidence that our candidates demonstrate an impact on student learning at the end of the student teaching experience, it does not fully reflect the impact the candidates have prior to the student teaching experience. Throughout the degree program there are many opportunities for candidates to engage in lessons and activities that impact student achievement; however this data has not been amassed in a manner where this is reflected.

This information is clearly embedded in the field experience and could perhaps be more fully developed in order to provide further data to support the success of our candidates' impact on student learning.