

Completers' Assessments Regarding their Impact on P-12 Learning and Development

Spring 2019, Fall 2018, and Spring 2018 Semesters

Below are three cycles of recent qualitative data assessing completers' perceptions about their impact on P-12 learning and development.

When asked how they had made an impact on P-12 learning and development during their field experience in Spring 2019, NDMU completers provided the following qualitative commentary:

- I think I had a positive impact as evidenced by my students achieving 75% or better on classroom based assessments, and in the event this did not occur, I was able to adjust instruction to help them get there.
- I believe that I was able to build strong relationships with my students and adapt my teaching to meet the needs of my individual students. I used exit tickets frequently to measure learning and to inform instruction.
- I believe I have helped my students to learn not just about the subject area, but also to learn more about themselves their strengths and weaknesses in academic settings and in their language proficiency and cultural awareness, and how it is that they learn. I measured students learning in various ways of formative and summative assessments designed to take various lengths of times, some more formal than others, some based on rubrics, others on numerical standards. My goal is to assess students so that I did not have a method that would unfairly advantage or disadvantage students due to the assessment method, I had some that were made between me and colleagues, some that were standardized, and the bulk of which I created. I also included performance assessments and self-reflection and self-assessments throughout the year to measure what the student's perception of their learning is, and of their growth, against my perception of their learning and growth. I designed these methods to measure comprehensibility in their communications, as well as proficiency in the 5 modes of communication and culture.
- I was able to make strides with students during my action research. I measured this with pre and post testing.
- I have seen my students make incredible growth! I am so proud of them because I see them utilizing the vocabulary we have studied, even when not in my class. They make mistakes but are not afraid to play with the language, which is a major goal of mine. I measured their learning with summative and formative assessments, ranging from comprehension checks during discussions to formal Socratic exit tickets.
- I believe I had a strong impact on student learning. I measured student progress through progress reports, observational data, grades, and formative verbal assessment throughout each lesson.
- Offering a new perspective and fresh ideas helped students who were struggling with content. I feel that I developed positive relationships with my students. Many of the students that I worked with have difficult home lives and learning disabilities. Having another adult who cares about them and believes in their abilities is extremely important for these students. I feel I was able to provide that for many of my students. I measured the learning of my students through formal and informal assessment but also by observing their overall growth. Many students are

working on communication skills and social interactions. I measured these by observing their progress and noting when they are using the strategies they have been taught.

- Prior to the start of each unit, I did pre-assessments to gauge where my students were. During lessons, I did formative assessments through observations and collecting recording sheets. At the closure of each unit, I did summative assessments through exit tickets.
- I impacted the learning of my students by building relationships with them during work and play time. I made my lessons engaging by having them on both the board and the students' iPads. I measured the learning on my students by asking multiple formative assessment questions on the iPad during the lesson and taking data on the number of prompts needed (if any) students needed to complete their exit tickets at the end of the lesson.

In Fall 2018, a small cohort of NDMU completers provided these comments to the same query:

- Written assessments and observations
- In both placements I worked in morning math remediation and tutoring sessions with groups of students to help improve their math performance scores. I began the morning small group in my second placement on my own and students' scores have since gone up on tests significantly by entire grade letters.

In Spring 2018, NDMU completers offered a much more expansive array of comments as to how they had impacted P-12 learning and development, largely due to the larger cohort of completers.

- I have effectively impacted my students through my lessons by tailoring them to the students' specific needs and teaching them in an effective manner. I have measured this through their feedback, pre-/post-tests, and projects based on the lesson.
- I believe I impacted the learning of my students by demonstrating my own enthusiasm for learning and desire for each student to succeed within my instruction. I think by really taking the time to learn more about my students' interests and experiences to make the content relatable and demonstrate the real world application has really helped my students grasp the content and skills in a meaningful way. I measured my students learning frequently through both informal and formal assessments whether through observation, as I consistently circulate around the room during instruction, or through various written and oral assessments, such as with quick writes or turn and talks, for example, during instruction with an exit ticket or summative assessment at the end as a more formal assessment. By having a variety of ways to assess students' learning, I am able to identify strengths and areas of need for each student and for the class as a whole.
- I care about my students even if only there for a short while. I develop relationships with my students and they know I care about them personally as well about them as students. I spend time sharing myself and my experiences with the students. I believe in bringing context to learning. Content is not isolated information. Linking authentic experiences to content gives meaning to it. I love having students link their experiences to learning as well. I love having active learning moments, like a project based learning style to engage learning through doing. Student learning was measured through FA, observations, anecdotal records, discourse, graded work. Multiple opportunities to reveal the holistic student.
- I measured learning through assessments and interviews mostly. With one student I sat with him discussing reading activities to help him improve/work on his reading comprehension goal and as a reflection his assessment grades related to comprehension increased. I also worked

with a few students with algebra comprehension, they were visually more comfortable participating in class and showed an increased in assessment data too.

- A teacher who has observed me during my second placement told me "You're good. You teach your students as a friend, while still maintaining a respectful and professional relationship." I would agree with this statement. Through formative assessments and summative assessments (put together with my mentor teachers), I have been able to effectively measure my students' learning and growth.
- Many of my students made huge growth academically as seen in their CCSS classroom assessments. In addition, I noticed growth in smaller increments in their 4 domains of language, and applauded their little successes like grammar skills we worked on and reading abilities (as noted in formative assessments) as well as large accomplishments like PBAs and the noticeable differences in their writing skills seen in writing journals.
- I measured my students learning by using Kahoot as review and/or exit tickets. I hope I influenced students to at least not dislike math. My students appeared to not regret being in class and some even appeared excited to be there.
- I believe I impacted the learning of my students by differentiating my lessons to suit my students' needs. By differentiating and using different teaching strategies, such as direct instruction, student-led instruction, small groups, etc, I saw an improvement in students' assessment. Not only did I see students improve with assessments, students were able to explain their work and explain to the class the steps to solve these problems.