

Evaluating the Effect of Instruction on Student Learning

Teachers are evaluated on their ability to measure and affect learning in their students. They are charged with meeting the identified academic standards in conjunction with “No Child Left Behind”, enacted by George W. Bush. This project will enable students who are in their teacher education programs to measure student learning before and after instruction is delivered in a remedial reading class, and learn skills to be proficient in assessment and designing learning experiences when they have their own classrooms.

Pre-service teachers will be asked to initially evaluate the literacy skills of a student they have been assigned to work with. As a result of the data collected, they will design a reading and written language program to meet the student’s literacy needs. After implementing the program for eight weeks, the pre-service teacher will reassess the learning which has occurred, and determine if progress has been made. This information will be shared with the student’s classroom teacher.

Classes will be designed to teach pre-service teachers how to address the reading and written language needs of remedial readers. These classes will be conducted in the reading clinic for eight weeks, and be based on available research with this population. After pre and post test data is analyzed, half of the pre-service teacher’s grade will be based on the assessment, implementation and success of the program they implemented with the assigned student.

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