

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.

Principal Investigator
Beverly A. Doyle, Ph.D.
Communication Arts, Room 110
280-2562 bdoyle@creighton.edu

Purpose of the Project

Assessment is defined as the systematic collection, review and use of information about education programs undertaken for the purpose of improving student learning and development. Under the “No Child Left Behind Act”, all schools are required to develop and administer annual tests to measure student progress. This includes measuring success in schools with high populations of poverty, race and native language differences and those having students with handicapping conditions. Teacher training institutions are faced with training pre-service teachers to design and implement effective assessments and report strategies for student improvement. This project will focus on:

Understanding students’ cultural backgrounds, interests, skills and abilities in the areas of reading and writing

Clarifying and articulating the performance outcomes expected of pupils

Planning instruction for individual students

Identifying difficulties pupils are experiencing in learning and performing

Judging the extent of pupil attainment of instructional outcomes

Teachers should be skilled in using assessment results when making decisions about individual student’s. This includes planning, teaching, and developing curriculum. The National Council for Teacher Education (NCATE) Standards evaluate teacher preparation programs on the candidate’s ability to document a positive impact on learning. Students who are enrolled in EDU 500, Remedial Reading, will be assigned a student from Liberty Elementary School. These students typically have English as a second language, are on free or reduced lunch programs, and have reading and written language disabilities. After assessing these students in reading and written language, pre-service teachers will develop and implement individualized reading and written language lessons. After completing eight weeks of instruction, the pre-service teacher will reassess the child’s skills to determine progress. Data on pre and post test assessment will be compared and reported to classroom teachers so new instructional objectives can be planned. Reports will be available documenting this process.

Timeline

January 26th – February 2nd

Students are charged with assessing children’s reading and written language skills, and planning appropriate lessons to meet their instructional needs.

February 9th – April 6th

Students implement instructional programs and attend weekly seminars designed to inform them of the most highly effective instructional programs designed to enhance literacy.

April 13th

Students are reassessed to determine progress

April 20th

Students post test results are shared via reports with classroom teachers, and new instructional plans are formulated.

Outcomes

The outcome of the project will be documented by the assessment of progress of students who attend the clinic. In addition, pre-service teachers will be assessed in their ability to produce change and growth in their students, and their ability to communicate that to others who will be charged with continuation of the program. Final reports will be produced by each pre-service teacher to document results.

Budget

Stipend for teacher trained in Reading Recovery to assist in training (Mrs. Jane Kornfeind), Council Bluffs Public Schools	\$400.00
The Sondag Program, Learning to Read, Winsor Corporation	\$700.00
Educators Publishing Service, Explode the Code Phonics Books, How to Spell Books, Syllable Plus Materials for 17 students	\$200.00
SRA Merrill Linguistic Reading Books	\$200.00
Total	\$1500.00

After the funding period, the materials will continue to be used by students enrolled in EDU 500 with other students they will be working with. Teachers who have had students enrolled in the reading clinic will have had the opportunity via reports and demonstrations to learn skills to affect change in future students who will be in their classrooms.