

Evidence of Clinical Practice Impact on Student Learning
Berry College Graduate Teacher Education

Name _____ School _____

Grade _____ Subject Area _____ Month/Year _____ Number of students _____

Class composition: _____ Males, _____ Females, _____ ESOL, _____ White, _____ Hispanic,
_____ African-American, _____ Other

Course _____ Professor Signature _____

Brief description of the activity:

CCGPS/GPS standards addressed:

Specific Learning Objectives (referenced to above standards):

Approximate duration of lesson (time estimate):

Pre-condition(s) of Students:

Post-condition(s) of Students:

Statement of documentation of learning supported by samples of student work:

Reflection on teacher performance in the context of theories of teaching and learning, and specification of strategies for improving student learning:

Grade: the grade level in which this activity took place

Month/Year: the date on which this experience occurred

Professor's signature---verifies the accuracy of the information and the clinical practice experience

Subject area: biology, math, spelling, etc.

Activity: brief description of what took place, including the role of the student teacher (assisting teaching, total responsibility for teaching, monitoring, etc.)

CCGPS/GPS objectives or other standards addressed: actual listing of standards addressed in this activity

Specific Learning Objectives: Objectives stated in observable, measurable terms, referenced to standards above.

Pre-condition(s) of students: indicate the cognitive status of students with regard to the learning that is intended to occur during the activity. You may use a pre-assessment such as a KWL chart, discussion, questions/answer, etc., to gather the needed information to describe the pre-condition of students. Student scores may be shown in a table delineating Pre-conditions, Post-conditions, and Gains.

Post-condition(s) of students: after the instruction has taken place, indicate the cognitive status of students relative to the specific area of instruction.

Statement of documentation of learning: how do you know students achieved the objectives/standards you stated above? Provide analysis of data that evidences student learning. Include samples of student work to support your answer.

Reflection on teacher performance in context of teaching and learning theories and strategies for improving learning: Given the information stated above, how will you, the teacher improve your teaching based on educational theories of teaching and learning; how will you work with students concerning this activity/lesson in the future learning? Why?