**SCU History Education Teacher Work Sample**

**Assessment 5: Teacher Work Sample  Assessment Information**

**Assessment Name: Teacher Work Sample**

Assessment Description:

SCU Teacher Work Sample – History Education

The contents of this Teacher Work Sample are a modified version of the original work developed under a Title II Teacher Quality Enhancement grant from the Oklahoma Department of Education.

Teachers should be able to demonstrate that they can deliver an effective instructional unit, employ meaningful classroom assessments and analyze and reflect on their experiences. Successful teachers should have an impact on student learning. Their students should gain substantive knowledge and skills. The purpose of this assignment is to evaluate the degree of impact you have on student learning by examining:

* Your ability to construct and deliver an instructional unit.
* Your ability to construct challenging, meaningful classroom assessments.
* Your students’ pre-test to post-test score learning gains.
* Your ability to analyze and reflect on your experience to promote your own professional growth.

This assignment not only provides teachers with feedback on their own professional development, but teachers who demonstrate evidence of their ability to impact student learning will be more professionally competitive in the job market.

**Alignment to Standards:**

#### Each section is specifically aligned to the SCU Conceptual Framework, Oklahoma General Competencies, and the InTASC Standards.

**Analysis of Data Findings:**

No students have been admitted into the SCU Teacher Education program. No data is available at this time.

**Interpretation of how data provides evidence for meeting standards:**

Each section of the Teacher Work Sample assessment is aligned to SCU Conceptual Framework, Oklahoma General Competencies, and the InTASC Standards. Data sets will be used to evaluate unit effectiveness and specific program standards will be utilized for program evaluation and improvement.

**Assessment 5: Teacher Work Sample  Assessment Documentation**

**Assessment: Each section has a set of instructions**

**Scoring Guide: Each section has a scoring guide/rubric**

#### Assignment

You are required to teach a multiple-week instructional sequence. You will describe the learning context and any specific instructional adaptations you made to meet the learning needs of individual students. Your instructional goals should be based on your state and/or district content standards. Your learning objectives must include outcomes in content knowledge, skills/performance, and reasoning abilities. You will also need to create an assessment plan designed to measure student performance before (pre-assessment), during your instructional sequence (formative assessments), and after (post-assessment). Finally, you need to analyze and reflect on your instructional design, educational context and degree of learning gains demonstrated by your students. P-12 and secondary majors will select one of their classes for the TWS. Recognize that some classes will not meet every day. When addressing modifications, you should include students on IEP’s and students involved in Response to Intervention.

**Format**

The following are format requirements for your work (Do not delete or add to this format):

* Your completed work should be 20 – 25 pages, must not exceed **25 pages** (12 point font, one-inch margins).
* Number pages sequentially.
* You must use the cover page provided as an attachment with this document.
* Do not include any student names anywhere in your completed assignment. Refer to students by number or alias.
* Your clinical teacher must provide documentation that you have prepared and taught your TWS on your own. clinical teacher must sign and date this documentation. Place documentation immediately following the cover page.
* This assignment must be submitted in narrative format with the following section headings indicated in bold print (suggested page length in parentheses):

**Sections**

The TWS includes seven components, which you will use as an outline to plan and teach a unit during your final internship You must address several questions when constructing a response for each section. Each section is further described below:

**COMPONENTS PAGES**

1. Contextual Information and Learning Environment Adaptations 2

2. Unit Learning Goals and Objectives 2

3. Assessment Plan 2

4. Instructional Design 5

5. Instructional Decision Making 2

6. Analysis of Learning Results 3

7. Reflection on Teaching and Learning 4

Attachments:

* Assessments: A copy of your assessments and scoring criteria (e.g., answer key, scoring rubric, etc.).
* Learning Gain Scores: Completed calculations of pre-post score gains (instructions on page 12).
* Lesson Plans: Provide a copy of all lesson plans designed for your TWS.

**Purpose**

Use of these components will help you identify your students’ characteristics and needs, develop learning goals, decide how you will assess your students’ learning, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students’ learning outcomes.

**Directions**

Complete the seven components of the Teacher Work Sample described below during your 16 week clinical internship as you plan, teach, and assess your instructional unit. Complete each component and give it to your university supervisor by the date that s/he indicates to you. Space has been provided below for you to record the date that each of your components is due to your coordinator. After all seven components have been completed and approved by your supervisor; compile the components into a single document. Then submit the assignment in LiveText for final assessment by your university supervisor.

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**Component 1: Contextual Information and Learning Environment Decisions Instructions**

*The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction, and assess learning.*

**Week 2 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Part A Learning context** - What are some important characteristics of the learning context for your students in your classroom environment?

1. General - the number of students, grade level and the type of classroom and/or content area in which you are teaching.

2. Students - ethnicity, culture, gender, learning styles, prior learning levels

3. Students - special needs, English Language Learners, students with exceptionalities

4. Students – development characteristics (intellectual, social, physical)

5. School - socio-economic status (SES) make-up, parental involvement

6. Classroom Environment - furniture, arrangement, available technology, classroom rules and routines, grouping patterns, scheduling, and classroom arrangement

7. Community Environment - address, geographical location, community, school population, socioeconomic profile and race/ethnicity, stability of community, political climate, community support for education, and other environmental factors, per capita income and/or household income, educational background, employment level and types, type of housing – describe (e.g., apartments, single dwellings, etc.), crime rates, location in city

**Part B Instructional Implications -** What influences do these components have on your selection of activities (if any)?

1. Discuss how these contextual components inform how you will design and deliver instruction and assess learning.

* Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment.
* Include specific instructional implications for at least two characteristics and any other components that will influence how you plan and implement your unit.
* Your response will be judged on the specificity of your decisions. If no instructional changes are made, a rationale must be stated and supported.

Use a narrative format to answer each question and use a table to illustrate the relationship between Part A and B above. Example:

|  |  |  |
| --- | --- | --- |
| **Contextual Component** | ***Instructional Implications*** | **Modifications** |
| Gender: 12 boys, 13 girls | Provide mixed gender grouping during cooperative learning activities, 2 shy girls need extra encouragement |  |
| Achievement: 3 below, 17 at grade level, 5 above grade level | The 3 below sometimes require peer or adult assistance and more time, 2 of the 5 above are in the gifted program. I provided challenging activities within each unit such as… | Below: provide assistance, possibly read instructions  Above: find resources that will keep students engaged |
| (Additional contextual components) | (Additional *instructional implications*) | (additional modifications) |

[Suggested total page length for **Contextual Information**: 2 pages]

Participant ID: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Component 1: Contextual Information and Learning Environment Decisions Alignment**

*The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction, and assess learning.*

**SCU Conceptual Framework**

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

1C - A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

2A - reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

**Oklahoma General Competencies for Teachers**

#2. The teacher understands how students learn and develop, and can provide learning opportunities that support their intellectual, social and physical development at all grade levels including early childhood, elementary, middle level, and secondary.

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#5. The teacher uses best practices related to motivation and behavior to create learning environments that encourage positive social interaction, self-motivation and active engagement in learning, thus, providing opportunities for success.

#13. The teacher understands the legal aspects of teaching including the rights of students and parents/families, as well as the legal rights and responsibilities of the teacher.

**InTASC Standards:**

#1 **Learner Development** - The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2 **Learning Differences** - The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#3 **Learning Environments** - The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#9 **Professional Learning and Ethical Practice** - The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 1: Contextual Information and Learning Environment Decisions Assessment**

*The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction, and assess learning.*

**Checklist- Learning context**

**Teacher describes: N Y**

1. General - # of students, grade, type, content area......................................................... 0 1

2. Students - ethnicity, cultural and gender make-up, age, learning styles........................ 0 1

3. Students - special needs, ELL, exceptionalities ............................................................ 0 1

4. Students - developmental characteristics (intellectual, social, physical)……………….. 0 1

5. School - socio-economic status (SES) make-up, involvement...................................... 0 1

6. Classroom Environment.................................................................................................. 0 1

7. Community Environment................................................................................................. 0 1

**Total Checklist Score**: \_\_\_\_\_/ **7**

**Rubric:**

**Instructional Implications-**-The degree to which the teacher candidate specifically describes and uses contextual information to plan and describe instruction.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Prior Knowledge and Skills** | Evidence of using prior knowledge and skills is not present. | Evidence of using prior knowledge and skills is present, but decisions exhibit a monocular perspective (i.e., teaching one way to all). | Evidence that the teacher recognizes the variance of beginning knowledge/skills levels in the class and engages in compensatory activities related to the lesson objectives (e.g., does more to define words in a vocabulary unit for students with deficits in comprehension). | **2** | **/4** |
| **Specificity** | Teacher does not address implications of contextual information in planning instruction and assessment. | Teacher addresses implications of context for instruction and assessment but does not link to specific student individual differences and community, school and classroom characteristics. | Teacher addresses implications of context for instruction and assessment and links them to specific student individual differences and community, school and classroom characteristics. | **2** | **/4** |

**Total Rubric Score: \_\_\_\_/ 8**

**Total Score for Component 1: \_\_\_\_/ 15**

(Evaluator comments may be made on the back of this page)

**Component 2: Unit Learning Goals and Objectives Instructions**

*The teacher sets significant, challenging, varied, and appropriate learning objectives.*

**Week 4 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

List and describe all your *unit learning* objectives for this instructional sequence. Use higher level objectives when possible. 2/3 of your objectives should be higher level. Remember, your lesson objectives should be clearly stated, developmentally appropriate, aligned with Oklahoma Academic C3 STANDARDS and/or district standards and described in terms of pupil performance – NOT activities. Illustrate (show) the alignment between your objectives and NCSS standards, Oklahoma C3 STANDARDS and/or district goals. Identify the specific NCSS Standards addressed in the Instructional Plan.

Include a description of subject matter your students will gain if your unit learning *objectives* are met.

***Example****: 6th – 8th Grade History*

(Description of what 6th – 8th grade students will gain in subject matter knowledge, skills, and reasoning ability if the unit learning objectives are met.)

**CCSS Standard RH 6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**Component 2: Unit Learning Goals and Objectives Alignment**

*The teacher sets significant, challenging, varied, and appropriate learning objectives.*

**NCSS Standards**

1.1: Culture and Cultural Diversity: The study of culture prepares students to answer questions such as:

* What are the common characteristics of different cultures? How do belief systems, such as religion or political ideals, influence other parts of culture?
* How does the culture change to accommodate different ideas and beliefs?
* What does language tell us about culture?

*This theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum.*

1.2: Time, Continuity, and Change: Human beings seek to understand their historical roots and to locate themselves in time. Knowing how to read and reconstruct the past allows one to develop an historical perspective and to answer questions such as:

* Who am I? What happened in the past? How am I connected to those in the past?
* How has the world changed and how might it change in the future?
* Why does our personal sense of relatedness to the past change?

*This theme typically appears in courses in history and others that draw upon historical knowledge and habits.*

1.3: People, Places, and Environments: The study of people, places and human-environment interactions assists students as they create spatial views and geographic perspectives of the world beyond their personal locations. Students need the knowledge, skills, and understanding provided by questions such as:

* Where are things located? Why are they located where they are: What do we mean by "region"?
* How do landforms change? What implications do these changes have for people?

*This theme typically appears in units and courses dealing with area studies and geography.*

1.10: Civic Ideals and Practices: An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies. Students confront such questions as:

* What is civic participation and how can I be involved? How has the meaning of citizenship evolved?
* What is the balance between rights and responsibilities?
* What is the role of the citizen in the community and the nation, and as a member of the world community? How can I make a positive difference?

*This theme typically appears in units or courses dealing with history, political science, cultural anthropology, and fields such as global studies, law-related education, and the humanities.*

**SCU Conceptual Framework**

4B - A scholarly teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard #4).

4C - A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

1C - A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

2C - A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

**Oklahoma General Competencies for Teachers**

#1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#11. The teacher shall have an understanding of the importance of assisting students with career awareness and the application of career concepts to the academic curriculum.

#14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

#15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

**InTASC Standards:**

#4 Content Knowledge - The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#7 Planning for Instruction - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#3 Learning Environments - The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

#9 Professional Learning and Ethical Practice - The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 2: Unit Learning Goals and Objectives Assessment**

*The teacher sets significant, challenging, varied, and appropriate learning objectives.*

**Checklist**: **All objectives and goals are: N Y**

Clearly Stated................................................................................................................................. 0 1

Developmentally Appropriate given classroom context.................................................................. 0 1

Aligned with NCSS, Oklahoma Standards. Objectives and/or District Standards........................... 0 1

Described in terms of pupil performance, Not Activities (also see assessment table in section 3)....… 0 1

**Total Checklist Score**: \_\_\_\_/ **4**

**Rubric:**

A. **Level of Objectives**--The degree to which the objectives are challenging for the population of pupils or avoid over-reliance on simple memorization of facts. Typically, higher level objectives require the pupil to transform, integrate, reflect and apply what they learned. Use Bloom’s Taxonomy to categorize objectives.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Content Knowledge Objectives** | Absent (no knowledge objectives listed) | Majority of objectives are low level knowledge objectives (e.g., simple facts, recall, recognition, or identification **versus** high level objectives (e.g.,comprehension or constructed responses). | Objectives represent either a balance of low and high level objectives OR are mostly high level objectives. | **2** | **/4** |
| **Skill/ Performance Objectives** | Absent (no skill/  performance objectives listed) | Majority of objectives are low level skill objectives (e.g., simple behaviors, rote movements, simple repetition of modeled behavior) **versus** high level objectives (e.g., complex behaviors, authentic tasks, combining skills). | Objectives represent either a balance of low and high level objectives OR are mostly high level objectives. | **2** | **/4** |
| **Reasoning Objectives** | Absent (no reasoning objectives listed) | Majority of objectives are low level reasoning objectives (e.g., simple reactions, no reflection, no integration with student background) **versus** high level objectives (e.g., evaluation, decision making, integration with student background, problem solving transfer)**.** | Objectives represent either a balance of low and high level objectives OR are mostly high level objectives. | **2** | **/4** |

\*Note: Objectives that are mislabeled (e.g., a knowledge objective is labeled as a reasoning objective) should be re-categorized by the evaluator before scoring. Corrective feedback should be given to the teacher in the comments section at the end of this rubric.

**B. Concentration of Objectives**--The degree of balance between knowledge, skill and reasoning objectives.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| Content Objectives | All objectives are knowledge objectives | More than half of the stated objectives are knowledge objectives (versus skill and reasoning objectives). | Knowledge objectives represent 1/3 or less of the stated objectives. | **1** | **/2** |
| Alignment to NCSS Standards | Writes unit and lesson plans that do not address the NCSS theme, do not develop it in a meaningful way, or do not address it where it should be taught. | Content, key ideas and concepts only minimally address the NCSS theme and/or is primarily drawn from the textbook alone. | Systematically selects content, key ideas and concepts appropriate to the NCSS theme that are comprehensive, explore complex interconnections, reflect conceptual understanding of the subject matter. |  |  |
| 1.1: Culture and Cultural Diversity |  |  |  | 2 | /4 |
| 1.2: Time, Continuity, and Change: |  |  |  | 2 | /4 |
| 1.3: People, Places, and Environments |  |  |  | 2 | /4 |
| 1.10: Civic Ideals and Practices: |  |  |  | 2 | /4 |

**Total Rubric Score:** **\_\_\_\_\_\_/30**

**(Evaluator comments may be made on the back of this page) Total Score for Component 2: \_\_\_\_\_\_/ 34**

Component 3: Assessment Plan Instructions

*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. The teacher uses on-going analysis of student learning to make instructional decisions.*

**Week 5 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Design an assessment plan to monitor student progress toward learning goal(s).

1. **Provide a table** (see Assessment Plan Table below) outlining the pre-, post- and at least 2 *formative assessments* to be administered to each child. These assessments should measure the progress of students in your class toward your learning objective(s). List assessments in the order in which they will be administered.

*The table should include:*

A) Type of assessments (e.g., pre, formative, or post).

B) The learning objectives; these are specific to the learning activities.

C) Format of assessments (e.g., essay, multiple choice, listing, short answer, performance,

matching, T/F, etc.).

*(You may create the table using landscape page formatting if wider columns are needed)*

**B. Provide a narrative description which:**

* Explains how the assessments specifically addresses each of the goals/objectives and why the format of each of the assessments is appropriate for the learning objectives and for the students you have assessed.
* Explains why you have chosen each of these assessments to attain your stated learning objectives.
* Describes the degree to which you think the assessment is challenging.
* Describes why you think your test is reliable and valid, and accurately measures knowledge, skills and reasoning ability.
* Provides assessment instructions that are understood by all students.
* Explains the minimal level of acceptable student performance (i.e., the point at which the student successfully meets the learning objective) in measurable terms.
* Explain special adaptations for special needs students (e.g. cognitive, language, developmental, and content).

*It is encouraged that you use the same post-assessments as pre-assessments after you have finished the educational sequence*.

**Component 3: Assessment Plan Table**

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of Assessments** | **Learning Objectives** | **Format of Assessment** | **Modifications** |
| Pre-Assessment |  |  |  |
| Formative Assessment |  |  |  |
| (Use additional spaces as needed to list assessments used.) |  |  |  |
| Post Assessment |  |  |  |

**Submit a clean copy of your assessment(s) and scoring criteria (e.g., keys, rubrics, etc.) as Attachment #1.**

Suggested total page length for the **Assessment Plan**: 2 Pages]

**Component 3: Assessment Plan Alignment**

*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. The teacher uses on-going analysis of student learning to make instructional decisions.*

**SCU Conceptual Framework**

2C: A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

2B: A reflective teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways context (InTASC Standard #8).

**Oklahoma General Competencies for Teachers**

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#8. The teacher understands and uses a variety of assessment strategies to evaluate and modify the teaching/learning process ensuring the continuous intellectual, social and physical development of the learner.

#14. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

#15. The teacher understands the State teacher evaluation process, “Oklahoma Criteria for Effective Teaching Performance,” and how to incorporate these criteria in designing instructional strategies.

**InTASC Standards:**

#7 **Planning for Instruction**  
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#6**- Assessment**  
The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making

#9 **Professional Learning and Ethical Practice**  
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 3: Assessment Plan Assessment**

*The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. The teacher uses on-going analysis of student learning to make instructional decisions.*

**Checklist**: **The Teacher: N Y**

Explains and defends choice of assessment as relevant to development level and content.....…………......... 0 1

Uses identical pre/post assessments………................................................................................……………. 0 1

Explains how assessment instructions are understandable to ALL students..........….................................….. 0 1

Assessment adaptations are made for Special Needs students ………………………....……………….…… 0 1

Employs formative assessments congruent with pre/post tests...……..……………............………………… 0 1

**Total Checklist Score:** \_\_\_\_\_\_\_/  **5**

**Rubric:**

**A. Assessment Plan and Assessment Quality-**-The degree to which students use pre-assessment results to guide instruction and the degree to which their assessments are challenging, match stated objectives and are comprised of multiple formats (e.g., are not all multiple choice questions).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Assessment**  **Format** | The assessment plan includes only one assessment format. | The assessment plan includes multiple formats but all formats are either pencil/paper based (i.e., they are not performance assessments) **and/or** do not require the integration of knowledge, skills and reasoning ability. | The assessment plan includes multiple assessment formats including either performance assessments **or** tasks which require integration of knowledge, skills and reasoning ability. | **2** | **/4** |
| **Assessment Plan** | No description of assessment plan. | Response includes only 1 or 2 of the criteria listed to the right. | The assessment(s) specifically addresses each of the objectives.  The plan demonstrates the use of assessment throughout the instructional sequence.  Assessment format matches the condition specified in the objectives. | **2** | **/4** |
| **Assessment**  **Challenge** | The assessment is overly easy (e.g., requires only simple responses, gives answers away, easy to guess, etc.) or too difficult. | The assessment is not uniformly challenging. | The assessment is challenging.  (e.g., tasks are not simplistic; test can discriminate between students who attain the outcome and those that cannot. Students should not be able to answer correctly if they have missed class, not paid attention, guessed, etc.) | **2** | **/4** |
| **Assessment Criteria** | No evidence**.** | Response includes only 1 or 2 of the criteria listed to the right. | Measurable-all criteria for assessment are described in measurable terms.  (e.g., not “performance” “activity” “worksheet” as descriptive criteria).  Comprehensive-Covers essential content and skills from all those covered during instruction. Does not assess irrelevant content and skills.  Criteria Level-Specifies the point at which students successfully meet the attainment of the learning objective. | **2** | **/4** |

**Total Rubric Score: \_\_\_\_/ 16**

(Evaluator comments may be made on the back of this page) **Total Score for Component 3: \_\_\_\_/** **21**

|  |
| --- |
| Administrative purposes only: The assessment(s) used in this sample include the following formats (check all that apply):  \_\_\_T/F \_\_\_Short Answer \_\_\_Performance Assessment and Rubric  **\_\_\_**Listing \_\_\_Essay \_\_\_Matching \_\_\_Other (specify):\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Component 4: Instructional Design Instructions**

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

**Week 6 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

A. *Pre-Assessment* Analysis

* Provide a graphic representation of your pre-assessment data within the text of this section.
* What did you learn about the prior knowledge/skills/abilities of the students in your class as individuals and as a whole based on your pre-assessment data?
* Disaggregation of Data: What did you learn about the selected subgroups of students (e.g., students who perform similarly on the pre-assessment)? Cite specific evidence from the assessment data that led you to these conclusions about the class and about the subgroups of students.
* How did your analysis of the pre-assessment data influence how you designed the learning activities for your class as a whole and for the students in your subgroups? Be specific.

[Suggested total page length for the **Pre-Assessment Analysis**: 1 page not including attachments]

B. Instructional Design Table

Provide an Instructional Design Table outlining your instructional design for the unit in the

order you plan to present the instructional activities. (You may create the table using landscape

page formatting if wider columns are needed.)

**Instructional Design Table**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Time** | **Learning Objectives** | **Instructional Activities** | **Assessment(s)** | **Modifications** |
| Day 1 |  |  |  |  |
| Day 2 |  |  |  |  |
| Day 3 |  |  |  |  |
| Day 4 |  |  |  |  |

##### Instructional Design Plan

* Why were the activities sequenced in this way?
* Discuss how the instruction addressed different learning strategies. Address use of Gardner’s multiple intelligences and/or learning styles.
* How did you encourage students’ use of critical thinking, problem solving, and performance?
* Explain your use of best practices to promote positive social interaction, self-motivation, and active engagement in learning. Provide evidence of group work (assigned and self-selected).
* What communication techniques are used to foster active inquiry, collaboration, and supportive classroom interaction?
* How was technology (e.g., audio-video, overhead, computers, calculators, adaptive, etc.) integrated into your activities?
* Describe your instructional resources and why you included them.
* How did your actual implementation of the instruction differ from your original design for instruction? Explain the reasons for modifications (if any) of your original design for instruction. Include changes in your use of instructional resources.
* What feedback did you give to students based on your analysis of their work? Refer to your written comments on the students’ work and explain any other form of feedback you gave to students. Include evidence for checking for understanding.

[Suggested total page length for the **Instructional Design**: 5 pages]

**Component 4: Instructional Design Alignment**

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

**SCU Conceptual Framework**

4A - A scholarly teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content (InTASC Standard #4).

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

4B - A scholarly teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues (InTASC Standard #5).

**Oklahoma General Competencies for Teachers**

#1. The teacher understands the central concepts and methods of inquiry of the subject matter discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#4. The teacher understands curriculum integration processes and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills and effective use of technology.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#14. The teacher understands and is able to develop instructional strategies/plans based on the core curriculum

**InTASC Standards**

#4 **Content Knowledge** - The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

#1 **Learner Development** - The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2**- Learning Differences** - The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#7 **Planning for Instruction** - The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#5 **Application of Content** - The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Component 4: Instructional Design Assessment**

*The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

**Checklist:** **Instructional Design: N Y**

Provides graphic representation of pre-assessment data ………………………… 0 1

Is aligned with unit learning goals and objectives and are the stated objectives in component 0 1

Is progressively sequenced (if appropriate)………………………………………………… 0 1

Includes evidence of deliberate checking for understanding ………………………………. 0 1

Is developmentally appropriate…………………………………………………………….. 0 1

Provides evidence that context data is used in instructional decisions…………………….. 0 1 **Total Checklist Score: \_\_\_\_\_\_/6**

**A. Rubric: Instructional Design**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | 0  Standard Not Met | 1  Standard Partially Met | 2  Standard Met | X | Score |
| **Assessment-**  **based**  **adaptations**  **(formative and**  **pre-**  **assessment)** | No plan stated or no adaptations made based on pre-assessment, formative assessment **or** results or teacher does not adequately  defend their choice to not  make adaptations (e.g., teacher  treats class as “one size fits all”) | Teacher describes  general adaptations based on  pre-assessment results but  does not link specific results  to specific adaptations. | Teacher describes specific  adaptations for specific students  and sub-groups based on pre-  assessment results or teacher adequately defends the  choice to not make adaptations. | 1 |  |
| **Multiple**  **learning**  **strategies** | Only 1 or 2 strategies  are incorporated throughout  the unit **and/or** the strategies  reflect only the more common/  traditional types/levels of  learning. (e.g., relies mostly  on direct instruction, visual,  verbal-linguistic, paper-pencil) | A variety of instructional  strategies are incorporated  throughout the unit. The  strategies reflect a variety of  types/levels of learning but  **most** are of the more  common/traditional type. Some strategies actively involve students in critical thinking, problem solving, or authentic performance. | Multiple instructional strategies  utilizing multiple types/levels of  learning are incorporated  throughout the unit. Application  of multiple intelligences and  learning styles is evident. **Most**  strategies actively involve  students in critical thinking,  problem solving, or authentic  performance tasks. | 1 |  |
| **Active**  **Inquiry** | Unit design does not include  procedures for engaging  students in active inquiry. | Unit design includes some procedures for engaging students in active inquiry but **most** procedures rely on C3 Standardive, rote, recall strategies for the learner. | Unit design includes a majority of procedures that actively engage students in questioning concepts, developing learning strategies, seeking resources and conducting independent investigations. | 1 |  |
| **Collaborative**  **/Instructional**  **groups** | Plans do not include provisions for collaborative/instructional groups and use of groups instructional goals. | Plans include provisions for varied collaborative/instructional groups as appropriate to the different instructional goals. Teacher maintains control of grouping patterns. | Plans include provisions for varied collaborative/instructional groups as appropriate to the instructional goals. There is evidence of some student choice in selecting different patterns of grouping. | 1 |  |
| **Motivational**  **elements** | All activities, topics, etc. are  pre-planned by the teacher with no procedures included for giving students responsibility for the learning success of the unit. Motivation strategies are based on external rewards and punishments only. | Students are given some responsibility for their own learning. Teacher maintains control of the vast majority of choices. Most strategies are based on extrinsic motivational procedures. | Procedures for giving students responsibility for their own learning are pervasive. The unit is challenging and includes procedures that promote student self-direction, accountability, and collaboration with others (e.g., students’ interests are incorporated, students set goals, initiate topics, and/or self-assess) | 1 | **/2** |
| Technology | Instructional design does not include technology or a rationale for the exclusion of technology. | Technology is used without due regard to learning outcomes (i.e., it is just an add-on to fulfill the requirement). | Technology is integrated throughout instruction or makes a meaningful contribution to learning (i.e., it had a purpose or was needed) or an instructionally sound rationale is given for the exclusion of technology. | 1 | **/2** |

**Total Rubric Score: \_\_\_\_/12**

**Total Score for Component 4: \_\_\_**Component 5: Instructional Decision-Making Instructions

*Provide two examples of instructional decision-making based on students’ learning or responses.*

**Week 10 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

* Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
* Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Now, think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:

* Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source (not the pre-assessment).
* Describe what you did next and explain why you thought this would improve student progress toward the learning goal

**Component 5: Instructional Decision-Making Alignment**

*Provide two examples of instructional decision-making based on students’ learning or responses.*

**SCU Conceptual Framework**

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

1C - A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

4C - A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

2C - A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

**Oklahoma General Competencies for Teachers**

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#6. The teacher develops knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#15. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

**InTASC Standards**

#1 **Learner Development**  
The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2 **Learning Differences**  
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#3**- Learning Environments**  
The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

#7 **Planning for Instruction**  
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

#9 **Professional Learning and Ethical Practice**  
The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 5: Instructional Decision-Making Assessment**

*Provide two examples of instructional decision-making based on students’ learning or responses.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Sound Professional Practice** | Many instructional decisions are inappropriate and not pedagogically sound. No evidence is used to support response. | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. Evidence cited supports response. | Instructional decisions reflect skills in decision-making characteristic of experienced teachers. Evidence cited clearly illustrates and strongly supports response. | 2 | /4 |
| **Modifications Based on Analysis of Student Learning** | Teacher treats class as “one plan fits all” with no modifications. | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice or contextual factors. | All proficient elements met and response includes an explanation of why the modifications would improve student progress. | 2 | /4 |
| **Congruence Between Modifications and Learning Goals** | No modifications in instruction were made. | Modifications in instruction are somewhat congruent with learning goals. | Modifications in instruction are congruent with learning goals and reflect sensitivity to individual students’ needs. Modifications influence future planning and instruction. | 2 | /4 |

**Total Score for Component 5: \_\_\_\_\_ / 16**

**Component 6: Analysis of Learning Results Instructions**

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

**Week 11 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Provide a graphic representation showing the comparison between the pre and post assessments

within the text of this section.

Calculate *learning gain scores* using the learning gain worksheet and submit the worksheet and

gain scores as an attachment.

1. What did your analysis of the learning results tell you about the degree to which **each**

of your learning goal(s) and objective(s) were achieved for the class as a whole and for

each **subgroup** of students? Discuss specific evidence from the pre and post assessment

data to support your answer. Make sure you address and evaluate the learning of all

students.

1. Was the available instructional time adequate to cover all the stated learning goals and objectives?
2. Do the assessment results accurately reflect the degree of learning students demonstrated

during the classroom activities? Explain.

[Suggested total page length for **Analysis of Learning Results**: 3 pages not including attachments]

**Component 6: Analysis of Learning Results Alignment**

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

**SCU Conceptual Framework**

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

1C - A caring teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation (InTASC Standard #3).

4C - A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

2C - A reflective teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner (InTASC Standard #9).

**Oklahoma General Competencies for Teachers**

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#6. The teacher develops knowledge of and uses a variety of effective communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

#15. The teacher understands and is able to develop instructional strategies/plans based on the Oklahoma core curriculum.

**InTASC Standards**

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The teacher candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation

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The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

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The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Component 6: Analysis of Learning Results Assessment**

*The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

**Checklist**: **The** **Teacher: N Y**

Presents graphics and data that are easily read and interpreted........................................... 0 1

Uses narrative which reflects the degree of learning students demonstrated

during the classroom activities compared to assessment results.............................. 0 1

Includes accurate calculations of gain scores in a completed worksheet............................. 0 1

Has covered and assessed all learning objectives in the available instructional time frame....................0 1

**Total Checklist Score**: \_\_\_\_/  **4**

**A. Rubric**: **Analysis of Learning Results**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard** | **X** | **Score** |
| **Analysis of learning** | The teacher provides no data on the achievement of individual learning objectives  **or**  The teacher provides whole-group achievement data only. | The teacher provides evidence of achievement for sub-groups, whole-groups and for individual students **but does not** provide evidence on the degree that each met individual outcomes/objectives. | The teacher evaluates how each individual and subgroup (identified in contextual and pre-assessment analysis) has performed on each objective/outcome (i.e. the teacher provides evidence that they know both the “who” **and** “what” in: “who got what” and “who didn’t get what’). | **2** | **/4** |

**Total Rubric Score: \_\_\_\_\_/4**

**Total Score for Component 6: \_\_\_\_/ 8**

**Component 7: Reflection on Teaching and Learning Instructions**

*The teacher reflects on his or her instruction and student learning in order to improve teaching practice.*

**Week 12 Due Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

You should address the following topics within your reflection:

A. Interpretation of student learning:

* Conclusions made about the extent to which each of the learning goals were met.
* Explain the greatest barriers to achieving learning results.

1. Insights on best practices and assessments as related to students (cite theorist):

* Student motivation and behavior to create learning environment.
* Student social interaction and self-motivation.
* Active engagement of student learning.

C. Alignment of learning goals with assessment data:

* Connect learning goals, instruction, and assessment with assessment data.

D. Implications for future teaching:

* Identify two successful activities or learning experiences and explore reasons for their success.
* Identify two activities needing strengthening, modification, etc., and explain your rationale.

##### E. Implications for professional development:

* Reflect on your own abilities and identify what professional knowledge, skills, or dispositions (e.g., attitudes, values, and beliefs) would improve your performance in teaching this unit.
* Select and discuss your most significant learning insight from teaching this unit.
* Describe your plan for meeting your professional goals. (Cite a workshop or class. Be specific.)

[Suggested total page length for **Reflection on Teaching and Learning**: 4 pages]

**Component 7: Reflection on Teaching and Learning Alignment**

*The teacher reflects on his or her instruction and student learning in order to improve teaching practice.*

**SCU Conceptual Framework**

1A - A caring teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences (InTASC Standard #1).

1B - A caring teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards (InTASC Standard #2).

4C - A scholarly teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context (InTASC Standard #7).

**Oklahoma General Competencies for Teachers**

#3. The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners.

#7. The teacher plans instruction based upon curriculum goals, knowledge of the teaching/learning process, subject matter, students’ abilities and differences, and the community; and adapts instruction based upon assessment and reflection.

**InTASC Standards**

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The teacher candidate understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2**- Learning Differences**  
The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#7 **Planning for Instruction**  
The teacher candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Component 7: Reflection on Teaching and Learning Assessment**

*The teacher reflects on his or her instruction and student learning in order to improve teaching practice.*

**Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **0**  **Standard Not Met** | **1**  **Standard Partially Met** | **2**  **Standard Met** | **X** | **Score** |
| **Interpretation of Student Learning** | No evidence or reasons provided to support conclusions drawn in Analysis of Student Learning section. | Provides evidence but no reasons or hypotheses (or they are simplistic, superficial), to support conclusions drawn in nalysis of Student Learning section. | Uses evidence to support conclusions drawn in Analysis of Student Learning section. Explores multiple hypotheses for why some students or sub-groups did not meet specific learning goals. | **2** | **/4** |
| **Insights on**  **Best Practices**  **and Assessments** | Provides no ideas or inappropriate ideas for redesigning instruction. | Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning. | Provides ideas for redesigning instruction and explains why these modifications would improve student learning. (Cites a theorist.) | **2** | **/4** |
| **Alignment of Learning Goals, Instruction with Assessment** | Discussion shows no alignment among goals, instruction, and assessment results. | Discussion displays some sense of alignment, but misunderstanding or conceptual gaps are present. | Discussion connects learning goals, effective instruction and assessment results. | **2** | **/4** |
| **Implications for Future Teaching** | Provides no rationale for why some activities or assessments were more successful than others. | Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). | Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof. | **2** | **/4** |
| **Implications for Professional Development** | Provides no professional learning goals or inappropriate learning goals. | Presents professional learning goals, which are either vague or not strongly related to the insights and experiences described in this section. | Presents professional learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals. (Cites a workshop.) | **2** | **/4** |

**Total Score for Component 7: \_\_\_\_/ 20**

(Evaluator comments may be made on the back of this page)

**Southwestern Christian University Teacher Work Sample:**

**Analysis of Student Learning**

|  |  |
| --- | --- |
| **Candidate Name:** |  |
| **Date Submitted:** |  |
| **Name of School where data was collected:** |  |
| **TWS Content Area:** |  |
| **Grade level:** |  |

This is verification that the candidate submitting this Teacher Work Sample has designed and taught this unit of study. To the best of my knowledge, this unit was an original work compiled by the student teacher.

**Signature of Clinical Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Printed Name of Clinical Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

My signature indicates that this is original work completed during my clinical internship at Site 1. I understand that obtaining, or attempting to obtain, a passing grade on my TWS by falsification or misrepresentation may result in a failing grade and/or expulsion from the teacher education program.

**Signature of Teacher Candidate:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Submit a copy of your completed TWS to SCU Department of Education office two weeks prior to the last day of the semester. A successfully completed TWS is a requirement to graduate.**

**Instructions for Learning Gain Scores**

You must calculate a learning gain score for each individual student. When an individual student has score higher on their post-test than they did on the pre-test (which is the common case), you must use the first formula given below to determine their individual gain score. When a student scores lower on their post-test than they did on their pre-test, you must use the second formula given below to calculate their individual gain score. Once you have figured every students gain score, you must calculate the average gain score for the class.

**Formula for positive gain (i.e., when an individual student scores higher on their post-test than on their pre-test):** Post-assessment – Pre-assessment

(100% - Pre-assessment)

Pre-assessment is the **percent correct** on pre-unit assessment; post-assessment is the **percent correct** on the post unit assessment.

Ex. For student #1 below: 70 - 45 = 25

100 – 45 = 55 = .45

Student #1 demonstrated a gain of 25 percentage points out of a potential 55 percentage points that they could have gained. Thus, they gained .45 (or 45%) of the possible percentage points they could have gained from pre to post assessment.

**Formula for negative gain (i.e., when an individual student scores higher on their pre-test than their post test):**

Ex. For student #2 below: 50 – 75 = -25

100 – 75 = 25 = -1.00

Student #2 could have gained up to 25 percentage points, but instead lost 25 percentage points (or 100% of what they could have gained.

Student scores below are in percentage correct.

|  |  |  |  |
| --- | --- | --- | --- |
| Student # | Pre-assessment score | Post-assessment score | Student gain score |
| 1 | 45% | 70% | .45 |
| 2 | 75% | 50% | -1.00 |
| 3 | 60% | 80% | .50 |
| 4 | 40% | 40% | .00 |
| 5 | 65% | 70% | .14 |
| 6 | 90% | 95% | .50 |
| 7 | 53% | 59% | .13 |
| 8 | 60% | 90% | .75 |
| 9 | 40% | 95% | .92 |
| 10 | 42% | 45% | .05 |
| 11 | 58% | 88% | .71 |
| 12 | 24% | 30% | .08 |
| 13 | 45% | 89% | .80 |

**Total Average Gain Score .31 (or 31% learning gain for the entire class on average)**

**Candidate Data Chart: Teacher Work Sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Term**  **201x-201x**  **N =** | **NCSS Standard** | **Standard Not Met** | **%** | **Standard Partially Met** | **%** | **Standard Met** | **%** |
| **Component 1:Contextual Information and Learning Environment Decisions** |  |  |  |  |  |  |  |
| Prior Knowledge and Skills |  |  |  |  |  |  |  |
| Specificity |  |  |  |  |  |  |  |
| **Component 2:Unit Learning Goals and Objectives** |  |  |  |  |  |  |  |
| Content Knowledge Objectives |  |  |  |  |  |  |  |
| Skill/ Performance Objectives |  |  |  |  |  |  |  |
| Reasoning Objectives |  |  |  |  |  |  |  |
| Content Objectives |  |  |  |  |  |  |  |
| Alignment to NCSS Standards |  |  |  |  |  |  |  |
| 1.1: Culture and Cultural Diversity | **1.1** |  |  |  |  |  |  |
| 1.2: Time, Continuity, and Change: | **1.2** |  |  |  |  |  |  |
| 1.3: People, Places, and Environments | **1.3** |  |  |  |  |  |  |
| 1.10: Civic Ideals and Practices: | **1.10** |  |  |  |  |  |  |
| **Component 3:Assessment Plan** |  |  |  |  |  |  |  |
| Assessment Format |  |  |  |  |  |  |  |
| Assessment Plan |  |  |  |  |  |  |  |
| Assessment Challenge |  |  |  |  |  |  |  |
| Assessment Criteria |  |  |  |  |  |  |  |
| **Component 4:Instructional Design** |  |  |  |  |  |  |  |
| Assessment-based adaptations  (formative and pre-assessment) |  |  |  |  |  |  |  |
| Multiple learning strategies |  |  |  |  |  |  |  |
| Active Inquiry |  |  |  |  |  |  |  |
| Collaborative/Instructional groups |  |  |  |  |  |  |  |
| Motivational elements |  |  |  |  |  |  |  |
| Technology |  |  |  |  |  |  |  |
| **Component 5:Instructional Decision-Making** |  |  |  |  |  |  |  |
| Sound Professional Practice |  |  |  |  |  |  |  |
| Modifications Based on Analysis of Student Learning |  |  |  |  |  |  |  |
| Congruence Between Modifications and Learning Goals |  |  |  |  |  |  |  |
| **Component 6:Analysis of Learning Results** |  |  |  |  |  |  |  |
| Analysis of learning |  |  |  |  |  |  |  |
| **Component 7:Reflection on Teaching and Learning** |  |  |  |  |  |  |  |
| Interpretation of Student Learning |  |  |  |  |  |  |  |
| Insights on Best Practices and Assessments |  |  |  |  |  |  |  |
| Alignment of Learning Goals, Instruction with Assessment |  |  |  |  |  |  |  |
| Implications for Future Teaching |  |  |  |  |  |  |  |
| Implications for Professional Development |  |  |  |  |  |  |  |