**English Education Teacher Work Sample Instructions, Rubric, Data Tables**

**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 for final assessment by your university supervisor.

**Teacher Work Sample**

The unit of study contains several components identified by research and best practice as fundamental to improving student learning. Each component includes a task, a prompt (directions) and a rubric that defines various levels of performance on the component. The components and rubrics will be used to evaluate your unit of study. The prompts guide you in documenting the components and your performance as you construct and implement a teaching unit during your student teaching experience.

As part of the clinical internship experience, you are required to design and teach a comprehensive unit. (NOTE: Full block students should plan a two-week unit and then use a structured lesson plan to present instruction. Clinical interns in split block placements must design a unit in the first block; then plan structured lessons and present these as directed by the mentor teacher and supervisor in the second block.

Planning Phase: Before you teach the unit, you will describe the contextual factors, identify learning goals based on state and/or district standards, create an assessment plan to measure student performance before, during, and after instruction, and plan for the instruction. **This section should be reviewed and approved by your clinical faculty and university supervisor prior to delivery of the unit.**

Delivery and Reflection Phase: Throughout the delivery of the unit, review and reflect on each day’s events and make notes. Record personal insights, student interactions, teaching adjustments, and challenging moments as you experience them. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning using these notes as a source of information.

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

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

**Task:** Discuss relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning

**Prompt**

In your discussion, address the following factors:

* **Cover Page.** Contextual Factors, grade level, your name, banner ID, date submitted, supervisor name.
* **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
* **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
* **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/ developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address students’ skills and prior learning that may influence the development of your learning goals, instruction and assessment.

**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.*

**NCTE Standards**

2.1, 2.2

**SCU Conceptual Framework**

1A, 1B, 1C, 2A

**Oklahoma General Competencies for Teachers**

#2, #3, #5, #13

**InTASC Standards:**

#1, #2, #3, #9

**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.*

**Task:** Discuss relevant factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.

**First Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revised Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Indicator | NCTEStandard | Unacceptable | Basic | Developing | Proficient | Outstanding |
| **Knowledge of Community, School, and Classroom Factors** | 2,2 | Response indicates minimal, irrelevant, or biased information. Prompt elements requested are omitted. Response is superficial lacking depth of thought in analysis.  | Response indicates limited knowledge of prompt factors. Narrative merely describes factors without explaining how each impacts students and instruction.  | Response indicates developing knowledge regarding geographic location, population, SES, and ethnic profiles and the impact of these factors on classroom instruction.  | Response indicates understanding regarding geographic location, population, SES, and ethnic profiles and the impact of these factors on classroom instruction.  | Response indicates thorough understanding of geographic location, population, SES, and ethnic profiles and the impact of these factors on classroom instruction. Response includes discussion of stability, political climate, support.  |
| **Knowledge of Student Characteristics** | 2,2 | Response indicates a stereotypical view, irrelevant or minimal knowledge of student differences. Prompt elements are not fully addressed.  | Response indicates limited knowledge of student differences that may affect learning. Narrative merely describes factors.  | Response indicates general knowledge of age, gender, race/ ethnicity, developmental levels, language, and culture  | Response indicates general and specific knowledge of age, gender, race/ ethnicity, developmental levels, language, and culture.  | Response indicates comprehensive knowledge of age, gender, race/ethnicity, developmental levels, language, and culture. Prompt elements discussed in-depth.  |
| **Knowledge of Students’ Varied Approaches to Learning** | 2.1 | Response indicates minimal, stereotypical, or irrelevant knowledge about the different ways students learn. Response fails to identify students’ learning styles or modalities.  | Response indicates limited knowledge of special needs, learning styles, modalities and skill levels that may affect learning.  | Response indicates general understanding of special needs, learning styles, modalities and skill levels that may affect learning.  | Response indicates general and specific understanding of special needs, learning styles, modalities and skill levels that may affect learning. Response is appropriately detailed.  | Response indicates in-depth understanding of special needs, learning styles, modalities and skill levels that may affect learning for the group and individuals. Attention to approaches to maximize student learning.  |
| **Knowledge of Students’ Skills And Prior Learning** |  | Response indicates little or irrelevant knowledge of prior skills and learning.  | Response indicates prior learning is minimally addressed.  | Prior learning discussion lacks depth and detail with no connection to potential learning goals.  | Prior learning is addressed and relates to discussion of potential learning goals.  | Prior learning is thoroughly addressed and clearly relates to discussion of potential learning goals.  |
| **Implications for Instructional Planning and Assessment** |  | Response fails to discuss implications for instruction and assessment or provides inappropriate implications  | Response is simplistic in discussion for instruction and assessment.  | Response indicates general implications for instruction and assessment based on contextual factors Decisions exhibit a monocular perspective (i.e. teaching one way to all).  | Response indicates specific implications for instruction and assessment based on contextual factors. Response addresses compensatory activities for special needs.  | Response indicates thorough understanding of how contextual factors impact instructional planning and assessment. Response addresses compensatory activities for special needs.  |

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

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

**Task:** Identify and provide a rationale for the learning goals/objectives for the unit.

**Prompt:** In your **discussion**, address the following factors:

* **Cover Page**. Learning Goals, grade level, your name, banner ID, date submitted, and supervisor name.
* **Clarity of learning goals**. List the learning goals / outcomes (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. List specific objectives under each goal. Number or code each learning goal and objective so you can reference them later.
* **Significance, Challenge and Variety.** Describe the types and levels of your learning goals. Your discussion should include correlation to Bloom’s taxonomy and can include other conceptual arrangements such as cognitive, affective, psychomotor OR visual, aural, kinesthetic OR another set of categories applicable to your field.
* **Appropriateness for students.** Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.
* **Alignment.** Show how the goals are aligned with state NCTE standards, PASS/Common Core/C3 skills, and/or national standards. (Identify the source of the standards – chart optional).

**Example of Learning Goals/Objectives Chart**

**Eighth Grade English**

|  |  |  |  |
| --- | --- | --- | --- |
| Code | Goal/Objective | Bloom’s Taxonomy | Alignment/Score |
|  |  |  |  |
| 1 | Demonstrate knowledge of and an appreciation for various forms of literature, such as narrative and lyric poetry  | Knowledge Comprehension  | District Goal: Eng 8NCTE 3.5PASS/Common Core/C3 Grade 8 – Language Arts – Standard 4  |
| 1.1 | Define a narrative poem, lyric poem, sonnet and ballad  | Knowledge Comprehension  | See Above |
| 1.2 | Define the following basic elements of poetry: refrain, stanza, rhythm, rhyme, rhyme scheme & repetition  | Knowledge Comprehension  | See Above |
| 1.3 | Identify and distinguish between a narrative poem, lyric poem, sonnet and ballad  | Knowledge Comprehension  | See Above |
| 2 | Comprehend and use figurative language and sound devices in speaking and writing  | Comprehension Application  | District Goal 9 PASS/Common Core/C3 Grade 8 – Language Arts – Standard 4.3  |
| 2.1 | Define several forms of figurative language including: alliteration, assonance, connotation, metaphor, simile, symbol  | Knowledge Comprehension  | See Above |
| 2.2 | Identify and distinguish between various forms of figurative language in poetry  | Knowledge Comprehension  | See Above |
| 2.3 | Create original figurative language and use it own poetry  | Synthesis | See Above |

**Example of Learning Goals/Objectives Outline**

**Third Grade Science**

**Goal 1:** The students will gain a basic understanding of electrical elements including circuits, conductors, and insulators and why they are important for electricity.

**Knowledge/Comprehension/Analysis**

*OK PASS/Common Core/C3 – Grade 3 – Process Standard 3*

 Objective 1.1 Students will be able to observe, measure, & identify properties.

**Application**

 Objective 1.2 Students will be able to draw conclusions about circuits from the results of experiments. **Analysis**

**Goal 2:** The students will locate and describe the parts of a simple circuit and describe the function of each part.

 Objective 2.1 Students will explore alternative ways to create a circuit.

**Application**

 Objective 2.2 Students will be able to identify conductors and insulators.

**Knowledge/Comprehension**

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

**NCTE Standards**

4.1, 4.2, 4.3, 4.4, 4.7, 4.8, 4.9

**SCU Conceptual Framework**

4B, 4C, 1C, 2C

**Oklahoma General Competencies for Teachers**

#1, #7, #11, #14, #15

**InTASC Standards:**

#4, #7, #3, #9

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

Learning Goals Rubric

**Task:** Identify and provide a rationale for the learning goals for the unit.

First Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revised Submission \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | NCTEStandard | **Unacceptable** | **Basic** | **Developing** | **Proficient** | **Outstanding** |
| **Clarity of Learning Goals / Objectives**  | 4.2 | Goals / objectives are not stated clearly and are activities rather than learning outcomes.  | Learning goals/objective statements are merely restatements of goals / objectives from other sources.  | Some (1-2) goals are clearly stated as learning outcomes. Objectives are not closely related to goals.  | Most goals are clearly stated as learning outcomes, specifically identifying student knowledge and performances. Objectives relate closely to goals.  | All goals are clearly stated as learning outcomes, specifically identifying student knowledge and performances. Objectives clearly build toward learning goals.  |
| **Significance, Challenge and Variety**  | 2.4 | Goals reflect only one type or level of learning. Learning levels are not keyed to Bloom’s taxonomy. Objectives missing.  | Goals reflect one or two types of learning. Learning levels are at the knowledge level of Bloom’s taxonomy. Objectives are simple and lack variety.  | Goals reflect several types of learning. Levels of learning move beyond knowledge and comprehension. At least 1/3 of objectives are above knowledge & comprehension levels.  | Goals reflect several types of learning and are significant and appropriately challenging. At least ½ of objectives are above knowledge & comprehension levels.  | Goals reflect several types of learning and are significant and challenging. Goals are balanced to include all levels of Bloom’s taxonomy. Objectives for each goal include upper level reasoning & skills.  |
| **Appropriateness for Students**  | 2.1 | Goals/objectives are not appropriate for the development; pre-requisite knowledge, skills experiences or other student needs.  | Goals/objectives address development, but fail to consider pre-requisite knowledge, skills, and student needs.  | Some goals/objectives are appropriate for the development, pre-requisite knowledge, skills and student needs.  | Most goals/objectives are appropriate for the development, pre-requisite knowledge, skills and student needs  | All goals/objectives are appropriate for the development, prerequisite knowledge, skills, and student needs.  |
| **Alignment with National, State or Local Standards**  |  | Goals are not aligned with national, state, or local standards  | Goal alignment is attempted but is inaccurate and/or inappropriate.  | Some goals are aligned with national, state PASS/Common Core/C3 skills and/ or local standards. Chart or outline attempts to illustrate goal alignment but is unclear  | Most goals are aligned with national, state PASS/Common Core/C3 skills, and/or local standards. Chart or outline clearly illustrates goal alignment. References to standards sources are identified.  | All goals aligned with national, state PAS/Common Core/C3 S skills, AND local standards. Chart or outline clearly illustrates goal alignment. References to standards sources are identified.  |
| NCTE 4.1 | 4.1 | Shows little experience in examining, and selecting resources for instruction appropriate for supporting the teaching of English language arts. |  | Demonstrates ability to examine and select resources for instruction such as textbooks, other print materials, videos, films, records, & software, appropriate for supporting the teaching of English arts. |  | Understands the purposes and characteristics of different kinds of curricula & related teaching resources and selects or creates instructional materials that are consistent with what is currently known about student learning in ELA. |
| NCTE 4.2 | 4.2 | Shows little ability to design instruction to meet the needs of all students and provide for students’ progress and success. |  | Demonstrates ability to align curriculum goals and teaching strategies with the organization of classroom environments and learning experiences to promote whole-class, small-group, and individual work. |  | Skillfully creates literate classroom communities by presenting varied structures and techniques for group interactions by employing effective classroom management strategies by providing students with opportunities for feedback and reflection. |
| NCTE 4.3 | 4.3 | Shows little or no evidence of using interdisciplinary teaching strategies and materials |  | Demonstrates ability to integrate interdisciplinary teaching strategies and materials into the teaching and learning process for students. |  | Appropriately works with teachers in other content areas to help students connect important ideas, concepts, and skills within ELA with similar ones in other disciplines. |
| NCTE 4.4 | 4.4 | Shows little or no evidence of ability to create learning environments that promote respect for, and support of, individual difference of ethnicity, race, language, culture, gender, and ability. |  | Demonstrates ability to create and sustain learning environments that promote respect for, and support of, individual differences of ethnicity, race, language, culture, gender and ability. |  | Skillfully creates opportunities for students to analyze how social context affects language and to monitor their own language use and behavior in terms of demonstrating respect for individual differences of ethnicity, race, language, culture, gender, and ability.  |
| NCTE 4.7 | 4.7 | Uses little instruction that promotes understanding of varied uses and purposes for language in communication.  |  | Demonstrates ability to engage students in learning experiences that consistently emphasize varied uses and purposes for language in communication.  |  | Skillfully integrates throughout the ELA curriculum learning opportunities in which students demonstrate their abilities to use language for a variety of purposes in communication.  |
| NCTE 4.8 | 4.8 | Shows little or no evidence of the ability to engage students in making meaning of texts through personal responses.  |  | Demonstrates ability to engage students in making meaning of texts through personal responses.  |  | Skillfully engages students in discovering their personal responses to text and ways to connect such responses to other larger meanings and critical stances.  |
| NCTE 4.9 | 4.9 | Shows little or no evidence of the ability to provide students with relevant reading strategies that permit access to, and understanding of, a wide range of print and non-print texts. |  | Demonstrates that his/her students can select appropriate reading strategies that permit access to, and understanding of, a wide range of pri nt and non-print texts.  |  | Demonstrates how reading comprehension strategies are flexible for making and monitoring meaning in both print and non-print texts and teaches a wide variety of such strategies to all students.  |

**Component 3: Assessment Plan Instructions**

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

**Task:** Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning throughout instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or other means such as observations, personal interactions, etc. Describe why your assessments are appropriate for measuring learning.

**Prompt:** In your narrative, address the following factors:

* **Cover Page.** Assessment Plan, grade level, your name, banner ID, date submitted, supervisor name.
* **Alignment overview / Adaptation Plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and/or contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
* **Clarity of criteria / Modes of assessment / Technical soundness**. Clearly explain how you will evaluate or score assessments, including criteria you will use to determine if the students’ performance meets the learning goals. In an appendix, attach copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
* **Plan for formative assessment.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task is to predict at what points in your teaching it will be important to assess students’ progress toward learning goals.

**Example of Assessment Plan Table: Kindergarten**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Goal | Assessment | Format of Assessment | Adaptations |
| 1. Student will link wild animals with their habitats
 | Pre-Assessment | Checklist: Game w/animal masks & centers representing habitats (tree, lake, burrow, cave)  | Repeat and modify instructions as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of mask and model how to move to habitat centers. Keep activities high-interest and brief.  |
|  | Formative Assessment | Animal puppets & habitat (e.g. bird & nest) Anecdotal records of Q & A Picture journals  | Provide concrete models and assistance w/fine motor tasks as needed. Provide multiple explanations and model performances. Provide verbal cues and allow plenty of wait time for Q & A  |
|  | Post-Assessment | Checklist: Game w/animal masks & centers representing habitats  |  |
| 2. The student will explain the difference between a farm animal and wild animal.  | Pre-Assessment | Flannel board activity – sorting animals  | Demonstrate and provide an example of the sort. Use parent helper to keep record of number correct.  |

**Example of Assessment Plan Table: High School History**

|  |  |  |  |
| --- | --- | --- | --- |
| Learning Goal | Assessment | Format of Assessment | Adaptations |
| 1. The student will identify the three roles of Congress  | Pre-Assessment | Multiple choice pre-test | Assist special needs students with directions, etc. Allow ESL students to use dictionaries, etc.  |
|  | Formative Assessment | Newspaper search to identify impact of Congress on everyday life.  | Provide sample articles for special needs students. Allow ESL student to use native language newspaper if available. Provide multiple explanations as needed.  |
|  | Formative Assessment | Visit Senate and House of Representative websites for electronic scavenger hunt.  | Assist students with low technology skills if needed.  |
|  | Post-Assessment | Multiple choice and short essay post-test.  |  |
| 2. Distinguish between and identify examples of implied and expressed powers  | Pre-Assessment | Multiple choice pre-test | Assist special needs students with directions, etc. Allow ESL students to use dictionaries, etc.  |

**Component 3: Assessment Plan Alignment**

**NCTE Standards**

1.1, 4.10,

**SCU Conceptual Framework**

2C, 2B

 **Oklahoma General Competencies for Teachers**

#7, #8, #14, #15

**InTASC Standards:**

#7, #6, #9

**Component 3: Assessment Plan Assessment**

Assessment Plan Rubric

Task: Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning throughout instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or other means such as observations, personal interactions, etc. Describe why your assessments are appropriate for measuring learning.

First Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revised Submission

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Indicator  | NCTEStandard | 1.Unacceptable  | 2.Basic  | 3.Developing  | 4.Proficient  | 5.Outstanding  |
| Alignment with Learning Goals and Instruction  | 1.1 | Content and methods of assessment lack congruence with learning goals or lack cognitive complexity  | Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content or cognitive complexity  | Most learning goals are assessed through the assessment plan; assessments are nearly congruent with learning goals in content but may lack cognitive complexity.  | Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and complexity.  | Each of the learning goals is assessed through the assessment plan that clearly details the content and cognitive complexity. Assessment matches the conditions in the goal/objectives.  |
| Clarity of Criteria and Standards for Performance  | 4.10 | Assessments contain no clear criteria for measuring student performance relative to learning goals.  | Assessment criteria are not fully developed for each goal. Assessment is overly easy  | Assessment criteria have been developed, but they are not clear and do not detail student performances. Assessment is not uniformly challenging.  | Assessment criteria are clear and explicitly linked to learning goals. Assessment is appropriately challenging.  | Assessment criteria illustrate strong knowledge of assessment principles and clearly delineate student performance levels.  |
| Multiple Modes and Approaches  | 4.10 | Assessment plan includes only one assessment mode and uses only post-instruction assessment.  | Assessment plan includes only one assessment mode and does not assess students before, during and after instruction.  | Assessment plan includes multiple modes but all are pencil/paper based and do not require the integration of knowledge, skills, and reasoning ability. Assessment is irregular throughout the instructional sequence.  | Assessment plan includes multiple assessment modes requiring integration of knowledge, skills & reasoning. Plan assesses student performance throughout the instructional sequence.  | Assessment plan includes appropriate and creative assessments that measure student performance in ways that emphasize assessment as learning throughout the instructional sequence.  |
| Technical Soundness  |  | Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are missing.  | Assessments appear to have some validity. Scoring procedures are unclear; directions and procedures are confusing to students.  | Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.  | Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.  | Assessments appear to be valid and unbiased; scoring procedures are explained. Items and prompts are well written; directions and procedures are clear.  |
| Adaptations Based on the Individual Needs of Students  |  | No adaptations for assessments are planned.  | Adaptations are state, but are inappropriate to meet individual student needs.  | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.  | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.  | Teacher makes adaptations to assessments that meet the needs of all students.  |

**Component 4: Instructional Design Instructions**

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

**Task:** Describe how you will design your unit instruction related to unit goals, students’ characteristics and needs, and learning contexts.

**Prompt**

* **Cover Page.** Design for Instruction, grade level, your name, banner ID, date submitted, and supervisor name.
* **Results of pre-assessment.** After conducting the pre-assessment activity, analyze student performance *relative to the learning goals.* Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each earning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
* **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
* **Lesson Plans.** Complete all lesson plans. Select three (3) for more specific detail and activities. These should reflect a variety of instructional strategies/techniques using lesson plan formatting from your methods class or student teaching handbook. In each lesson plan, include the following:
* how the content relates to your instructional goal(s),
* how the activity stems from your pre-assessment information and contextual factors,
* what materials/technology you will need to implement the activity, and
* how you plan to assess student learning during and/or following the activity (i.e., formative assessment). Though not a part of the unit of study, every lesson taught must have a written plan including objectives and how assessment will be made.
* **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

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.

**Component 4: Instructional Design Alignment**

**NCTE Standards**

4.2, 4.3

**SCU Conceptual Framework**

4A,1A, 1B, 4B

**Oklahoma General Competencies for Teachers**

#1, #3, #4, #7, #14

**InTASC Standards**

#4, #1, #2**,** #7, #5

**Component 4: Instructional Design Assessment**

Design for Instruction Rubric

**Task:** Describe how you will design your unit instruction related to unit goals, students’ characteristics and needs, and learning contexts.

**First Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revised Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Indicator | NCTEStandard | 1.Unacceptable | 2.Basic | 3.Developing | 4.Proficient | 5.Outstanding |
| Alignment with Learning Goals |  | Few learning goals are covered in the design. Lessons, activities and assignments not aligned with goals. Activities and assignments do not relate to goals.  | Not all learning goals are covered in the design. Lessons not explicitly linked to goals. Some irrelevant activities and assignments designed.  | Most learning goals covered in design. Most lessons explicitly linked goals. Most activities, assignments, and resources are aligned with goals.  | All learning goals covered in design. All lessons explicitly linked to goals. All learning activities, assignments and resources aligned with goals.  | All proficient elements met with clarity of presentation for easy tracking of goals, objectives, lessons, activities, assignments and resources.  |
| Accurate Representation of Content | 4.3 | Use of content appears to contain numerous inaccuracies.  | Use of content appears to have minor errors. Content viewed as isolated skills and facts rather than part of larger structure.  | Use of content appears to be mostly accurate. Design shows awareness of big ideas or discipline structure  | Use of content appears to be accurate. Focus of content is congruent with big ideas or structure of the discipline.  | Use of content involves research and consideration of individual & class needs. Design draws on interdisciplinary concepts as appropriate.  |
| Lesson and Unit Structure | 4.2 | Evidence of organizational structure missing.  | Lessons not logically sequenced.  | With few exceptions, lessons have logical sequence and move students toward learning goals.  | All lessons logically sequenced and facilitate students in achieving learning goals.  | All proficient elements met with clarity of presentation and organization.  |
| Use of a Variety of Instructional Strategies, Activities, Assignments, and Resources |  | Repetitious use of a single instructional strategy, activity, assignment or resource to the exclusion of more effective means.  | Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (i.e. work sheets).  | Some variety in instruction, activities, assignments, or resources, but with limited contribution to learning.  | Appropriate variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.  | Variety across instruction, activities, assignments, and/or resources. This variety has been targeted to meet particular needs of the learners in the classroom.  |
| Use of Contextual Information & Data to Select Appropriate & Relevant Activities, Assignments & Resources  |  | Instruction has not been designed with references to contextual factors and pre-assessment data  | Instruction mentions minimal contextual factors without consideration of individual learners.  | Some instruction has been designed with reference to contextual factors. Some activities and assignments appear productive & appropriate for each student.  | Most instruction has been designed with reference to contextual factors. Most activities and assignments appear productive & appropriate for each student.  | All instruction has been designed with reference to contextual factors. Activities and assignments are targeted to meet particular needs of the learners in the classroom.  |
| Use of Technology |  | Technology is inappropriately used OR teacher does not use technology and no rationale is provided.  | Technology is used but it does not contribute to learning OR limited rationale for not using technology is provided.  | Technology somewhat integrated but contribution to learning is unclear OR limited rationale for not using technology provided.  | Technology integrated appropriately and contributes to learning OR adequate rationale for not using technology is provided.  | Technology integrated appropriately and contributes significantly to learning OR strong rationale for not using technology is provided.  |

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

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

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

**Prompt**

* **Cover Page.** Instructional Decision Making, grade level, your name, banner ID, date submitted, and supervisor name.
* 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**

**NCTE Standards**

No standards are measured directly.

**SCU Conceptual Framework**

1A, 1B, 1C, 4C, 2C

**Oklahoma General Competencies for Teachers**

#3, #6, #7, #15

**InTASC Standards**

#1, #2, #3, #7, #9

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

Instructional Decision-Making Rubric

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

**First Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revised Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Indicator | NCTEStandard | Unacceptable | Basic | Developing | Proficient | Outstanding |
| Sound Professional Practice |  | Many instructional decisions are inappropriate and not pedagogically sound. No evidence is used to support response.  | Instructional decisions are somewhat appropriate, but many decisions are not pedagogically sound. Evidence cited does not support response.  | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. Evidence cited supports response.  | Most instructional decisions are pedagogically sound and lead to student learning. Evidence cited supports response.  | Instructional decisions reflect skills in decision-making characteristic of experienced teachers. Evidence cited clearly illustrates and strongly supports response.  |
| Modification Based on Analysis of Student Learning |  | Teacher treats class as “one plan fits all” with no modifications.  | Limited modifications of the instruction plan are made, but not based on data or analysis.  | 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.  | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practices or contextual factors.  | All proficient elements met and response includes an explanation of why the modifications would improve student progress.  |
| Congruence Between Modifications and Learning Goals |  | No modifications in instruction were made.  | Modifications in instruction lack congruence with learning goals.  | Modifications in instruction are somewhat congruent with learning goals.  | Modifications in instruction are 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.  |

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

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

**Task:** Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflections and Self-Evaluation” section.

**Prompt**

* **Cover Page.** Analysis of Student Learning, grade level, your name, banner ID, date submitted, and supervisor name.

*In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.*

* **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).
* **Subgroups.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
* **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students’ work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection. ***Not****e: You will provide possible reasons for why your students learned (or did not learn) in the next section, “Reflection and Self-Evaluation.”*

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

**NCTE Standards**

No standards are measured directly.

**SCU Conceptual Framework**

1A, 1B 1C, 4C, 2C

**Oklahoma General Competencies for Teachers**

#3, #6, #7, #15

**InTASC Standards**

#1 **,** #2, #3, #7, #9

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

Analysis of Student Learning Rubric

**Task:** Analyze your assessment data, including pre/post assessments and formative assessments to determine students’ progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the “Reflections and Self-Evaluation” section.

**First Submission \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revised Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Indicator | NCTEStandard | Unacceptable | Basic | Developing | Proficient | Outstanding |
| Clarity of Accuracy of Presentation |  | Presentation lacks required elements (table, graphic summary, narrative). Data are inaccurately reflected  | Presentation includes all required elements. Presentation is unclear and inaccurate; it does not accurately reflect the data.  | Presentation includes all required elements. Presentation is understandable and contains few errors. Table and graphic summary is readable, but weak.  | Presentation includes all required elements. Presentation is easy to understand and contains no errors of representation. Table and graphic summary are clear.  | All proficient criteria are met; narrative is insightful and shows depth of thought.  |
| Alignment with Learning Goals |  | Analysis of student learning not addressed. Response fails to include data on achievement of individual goals/objectives.  | Analysis of student learning is not aligned with learning goals / objectives, but discussed generally with only whole group achievement data.  | Analysis of is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning for the whole class, subgroups, and two individuals.  | Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals  | All proficient criteria are met; narrative is insightful and shows depth of analysis characteristic of an experienced teacher.  |
| Interpretation of Data |  | Interpretation is inaccurate, and conclusions are missing or unsupported by data.  | Interpretation is inconsistently accurate and conclusions are missing.  | Interpretation is technically accurate, but conclusions are not fully supported by data.  | Interpretation is accurate and includes appropriate conclusions drawn from the data.  | Interpretation is meaningful and highlights significant findings drawn from the data.  |
| Evidence of Impact on Student Learning |  | Analysis fails to include evidence of impact in terms of numbers of students who achieved and made progress toward learning goals.  | Analysis includes weak evidence of the impact in terms of numbers of students who achieve and progressed toward learning goals.  | Analysis includes incomplete evidence of the impact in terms of numbers of students who achieved and progressed toward learning goals.  | Analysis includes evidence of impact in terms of the numbers of students who achieved and made progress toward learning goals.  | Analysis includes evidence of impact and clearly articulates explanations of progress and achievement to draw complete picture of student performance.  |

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

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

**Task:** Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

**Prompt**

* **Cover Page.** Reflection & Self Evaluation, grade level, your name, banner ID, date submitted, supervisor name.
* **Select the learning goal where your students were most successful**. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
* **Select the learning goal where your students were least successful**. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students’ performance.
* **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

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

**NCTE Standards**

No standards are measured directly.

**SCU Conceptual Framework**

1A, 1B, 4C

**Oklahoma General Competencies for Teachers**

#3, #7

**InTASC Standards**

#1, #2, #7

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

Reflection and Self-Evaluation Rubric

**Task:** Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

**First Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Revised Submission\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Indicator | NCTEStandard | Unacceptable | Basic | Developing | Proficient | Outstanding |
| Interpretation of Student Learning |  | No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning Section.”  | Provides evidence with some simplistic or superficial support of conclusions drawn in “Analysis of Student Learning” section. No hypothesis regarding student achievement levels.  | Provides evidence with some simplistic or superficial support of conclusions drawn in “Analysis of Student Learning” section. Hypothesis regarding student achievement levels not related to evidence.  | Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Offers single hypothesis for why some students did not meet learning goals.  | Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.  |
| Insights on Effective Instruction and Assessment |  | Merely describes activities or fails to address effectiveness component.  | 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 success level without 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.  | Identifies successful and unsuccessful activities and assessments and synthesizes theory and research to highlight reasons for their success or lack thereof.  |
| Alignment Among Goals, Instruction, and Assessment |  | Does not connect learning goals, instruction, and assessment results in the discussion.  | Discussion of connections and alignment is irrelevant or inaccurate.  | Connects learning goals, instruction and assessment results, but conceptual gaps or misunderstandings are present.  | Logically connects learning goals, instruction, and assessment results.  | Discussion of connections among goals, instruction and assessment results is insightful and reflects teaching maturity and experience  |
| Implications for Future Teaching |  | Provides no ideas for redesigning learning goals, instruction, and assessment.  | Provides inappropriate or illogical ideas for redesigning learning goals, instruction, and assessment.  | Provides ideas for redesigning learning goals, instruction and assessment but offers no rationale for why these would improve student learning.  | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve learning.  | Provides creative ideas for redesigning learning goals, instruction, and assessment with detailed explanation of why these modifications would be effective.  |
| Implications for Professional Development |  | Does not address professional learning goals OR presents only one goal.  | Presents1-2 goals not related to the insights and experiences described in this section.  | Presents 1-2 professional learning goals that are somewhat related to experiences described. Provides vague plan for meeting goals.  | Presents two professional learning goals that clearly emerge from experiences described. Describes steps to meet these goals.  | Presents more than two professional learning goals that clearly emerge from experiences and details challenging professional development goals.  |

**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)**

**Teacher Work Sample Component Assessment Totals**

**Candidate Data Chart: Teacher Work Sample**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Term****201x-201x****N =** | **NCTE Standard** | **Standard Not Met** | **%** | **Standard Partially Met** | **%** | **Standard Met** | **%** |
| **Component 1:Contextual Information and Learning Environment Decisions**  |  |  |  |  |  |  |  |
| Knowledge of Community, School, and Classroom Factors | **2.2** |  |  |  |  |  |  |
| Knowledge of Student Characteristics | **2.2** |  |  |  |  |  |  |
| Knowledge of Students’ Varied Approaches to Learning | **2.1** |  |  |  |  |  |  |
| Knowledge of Students’ Skills And Prior Learning |  |  |  |  |  |  |  |
| Implications for Instructional Planning and Assessment |  |  |  |  |  |  |  |
| **Component 2:Unit Learning Goals and Objectives** |  |  |  |  |  |  |  |
| Clarity of Learning Goals / Objectives  | **4.2** |  |  |  |  |  |  |
| Significance, Challenge and Variety  | **2.4** |  |  |  |  |  |  |
| Appropriateness for Students  | **2.1** |  |  |  |  |  |  |
| Alignment with National, State or Local Standards  |  |  |  |  |  |  |  |
| NCTE 4.1 | **4.1** |  |  |  |  |  |  |
| NCTE 4.2 | **4.2** |  |  |  |  |  |  |
| NCTE 4.3 | **4.3** |  |  |  |  |  |  |
| NCTE 4.4 | **4.4** |  |  |  |  |  |  |
| NCTE 4.7 | **4.7** |  |  |  |  |  |  |
| NCTE 4.8 | **4.8** |  |  |  |  |  |  |
| NCTE 4.9 | **4.9** |  |  |  |  |  |  |
| **Component 3:Assessment Plan** |  |  |  |  |  |  |  |
| Alignment with Learning Goals and Instruction | **1.1** |  |  |  |  |  |  |
| Clarity of Criteria and Standards for Performance | **4.10** |  |  |  |  |  |  |
| Multiple Modes and Approaches | **4.10** |  |  |  |  |  |  |
| Technical Soundness |  |  |  |  |  |  |  |
| Adaptations Based on the Individual Needs of Standards |  |  |  |  |  |  |  |
| **Component 4:Instructional Design** |  |  |  |  |  |  |  |
| Alignment with Learning Goals |  |  |  |  |  |  |  |
| Accurate Representation of Content | **4.3** |  |  |  |  |  |  |
| Lesson and Unit Structure | **4.2** |  |  |  |  |  |  |
| Use of a Variety of Instructional Strategies, Activities, Assignments, and Resources |  |  |  |  |  |  |  |
| Use of Contextual Information & Data to Select Appropriate & Relevant Activities, Assignments & Resources  |  |  |  |  |  |  |  |
| Use of 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** |  |  |  |  |  |  |  |
| Clarity of Accuracy of Presentation |  |  |  |  |  |  |  |
| Alignment with Learning Goals |  |  |  |  |  |  |  |
| Interpretation of Data |  |  |  |  |  |  |  |
| Evidence of Impact on Student Learning |  |  |  |  |  |  |  |
| **Component 7:Reflection on Teaching and Learning** |  |  |  |  |  |  |  |
| Interpretation of Student Learning |  |  |  |  |  |  |  |
| Insights on Effective Instruction and Assessment |  |  |  |  |  |  |  |
| Alignment Among Goals, Instruction, and Assessment |  |  |  |  |  |  |  |
| Implications for Future Teaching |  |  |  |  |  |  |  |
| Implications for Professional Development |  |  |  |  |  |  |  |

# *NCTE Standards have been aligned to the TWS components where appropriate. Blanks mean there was not a direct alignment.*