

Rhode Island College
Elementary Education Undergraduate Program Review

Section IV Evidence for Meeting Standards

Assessment 4: Assessment of student teaching

Program Requirements

1. Feinstein School of Education and Human Development (FSEHD): Implemented Lesson Plan
 2. FSEHD: Faculty Disposition Evaluation
 3. FSEHD: Final Evaluation (2009)
 4. **FSEHD: Teacher Candidate Work Sample (2010)**
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Program Requirement 4 – FSEHD: Teacher Candidate Work Sample

Brief Description of the Assessment

The Teacher Candidate Work Sample (TCWS), FSEHD's current assessment tool for all programs, was fully implemented in the Spring 2010 semester. The TCWS is an all-encompassing assignment that includes multiple assessments. The TCWS requires teacher candidates to come to know the school community, its surrounding neighborhood and the community within the school walls. They must come to know their students then begin the task or organizing a unit of instruction. Candidates design preassessments in order to consider and plan for students' levels of learning, languages – first and/or second language and any possible accommodations or modifications. The TCWS assesses six teaching processes identified by research and best practice as fundamental to improving student learning, including contextual factors, learning goals, assessment planning, instructional design, instructional decision-making, and analyses of student learning. The Teacher Candidate Work Sample provides evidence of the candidates' abilities to facilitate learning as they:

- use information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment;
- set significant, challenging, varied, and appropriate learning goals and unit objectives;
- plan to use multiple forms of assessment, aligned with learning goals, to assess student learning before, during, and after instruction;
- design instruction based on their students' characteristics and needs and learning contexts;
- conduct regular and systematic evaluations of student learning to help them make instructional decisions;
- analyze assessment data to profile student learning and then communicate the information about student progress and achievement to the students, colleagues and family members;
- reflect on instruction and student learning as one way to continually improve instructional practices that will encourage increased student motivation and achievement.

This is a seminal task in the program and as noted above successful completion of student teaching demands competence in all six teaching processes. The task is assessed using seven rubrics that are aligned with the Rhode Island Professional Teaching Standards (RIPTS). Teacher candidates must obtain an overall Acceptable or Target score on each of the tasks and in total to pass student teaching.

Alignment with ACEI Standards

The TCWS is a task that allows teacher candidates to demonstrate their knowledge of content, how children develop and learn and how to use that information and other contextual factors as they design instructional tasks. The TCWS assesses the candidates' knowledge of assessment and its use to monitor children's progress and to plan for subsequent instruction. Candidates are also evaluated in the ways they reflect upon and monitor their own development as teachers. To complete the TCWS, candidates assume the role of a teacher and are held accountable for their own work by establishing a schedule to complete each section. Even though candidates write each section independently, it is important that each section relates to the other sections. The work that teacher candidates produce reflects their

professionalism, knowledge, skills, and dispositions and readiness for the responsibilities of their own classrooms (ACEI 1, 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, and 5.2).

Analysis of the Data Findings

Full-scale implementation of the Teacher Candidate Work Sample was initiated during the Spring 2010 semester. The data provides a rich dimension to the outcomes of the assessment of student teacher candidates. It is possible for candidates to earn ratings between one and six but must they earn overall scores of three or better in each category. A first examination of this data uses the mean of the means for each teaching process: the Contextual Factors mean score is 4.90, the Learning Goals and Objectives mean score is 5.29, the Assessment Plan mean score is 5.15, the Design for Instruction score is 5.13, the Analysis of Student Learning score is 5.19 and the Candidate Reflection mean score is 5.18. These general mean scores provide the first glimpse of very positive ratings.

The range of scores within each teaching process provides more information. Using overall ranges, the Contextual Factors range is 2 – 6, Learning Goals and Objectives range is 3 – 6, Assessment Plan range is 1 – 6, Design for Instruction range is 1 – 6, Analysis of Student Learning is 2 – 6 and the Candidate Reflection is 2 – 6. Assumptions could be made about the processes that show ranges that begin at 1, the Assessment Plan and the Design for Instruction, but closer examination provides information that in each of the processes only one candidate earned a rating of 1. And, in each of those ratings, the 1 was the rating for the candidate's creation of a graphic organizer.

The median score of all indicators in all teaching processes is 5 and, 58% of all ratings in all of the teaching processes fall at or above 5. Taking a closer look at the ratings of the indicators in each of the six teaching processes provides more detail. Frequencies are analyzed and organized on two scales asking the question, Which indicator in each teaching process has the highest percentage of ratings at or above 5 (Target scores) and which indicator in each teaching process has the highest percentage of ratings at or below 4 (Acceptable to Unacceptable)?

| Indicators showing the highest ratings. | | | | Indicators showing the lowest ratings. | | | |
|---|--|------|-------|--|--|------|-------|
| Teaching Process | Indicators | Mean | % ≥ 5 | Teaching Process | Indicators | Mean | % ≤ 4 |
| Contextual Factors | Knowledge of District, Community, School and Classroom Factors | 5.01 | 71% | Contextual Factors | Implications for Instructional Planning and Assessment | 4.80 | 38% |
| Learning Goals & Objectives | Classification of Unit Objectives | 5.36 | 89% | Learning Goals & Objectives | Rationale and Purpose | 5.09 | 28% |
| Assessment Plan | Alignment of Unit Objectives and Assessments | 5.29 | 86% | Assessment Plan | Adaptations Based on the Individual Needs of Students | 4.96 | 28% |
| Design for Instruction | Alignment with Learning Goals and Unit Objectives | 5.38 | 90% | Design for Instruction | Use of Technology | 4.81 | 41% |
| Analysis of St. Learning | Interpretation of Data | 5.33 | 88% | Analysis of St. Learning | Self Evaluation and Implications for Future Teaching | 5.06 | 26% |
| Candidate Reflections | Description of Effect on Student Teaching Experience | 5.43 | 90% | Candidate Reflections | Plans for Professional Development | 4.66 | 48% |

While it appears that the majority of ratings are acceptable and above with few ratings in the unacceptable range, looking more closely at these frequencies may provide information of the Elementary Education program's strengths and weaknesses. With regard to Contextual Factors, teacher candidates show strength in their abilities to collect data about the district, community and individual students but show a weakness considering the data in relation to its

implications for planning and assessing. While they show strength in classifying unit objectives their weakness lies in writing a rationale and purpose for those unit objectives. They are very able to align unit objectives with assessments but show weakness in their abilities of writing possible adaptations based on individual needs. As the candidates design their unit plans they are quite capable of aligning learning goals and unit objectives but are not including enough ways to integrate technology into instruction. Their ability to interpret the data they collect as they analyze student learning could be considered a strength while their self-evaluations and implications for future teaching could be a weakness. And, finally the candidates show strength with the ways they reflect on specific, significant instances then describe the effect these instances had on their student-teaching experiences but show weakness in their thoughts on planning for their own professional development.

Granted, the range between these strengths and weaknesses is not great, but it provides a starting point for the Department of Elementary Education to discuss next steps. Analyzing the data in this way provides a positive picture of the level of competence the Rhode Island College teacher candidates possess during their student-teaching experience.

Interpretation of How the Data Provides Evidence for Meeting Standards

The analysis of the ratings on the TCWS provides data that the Rhode Island College teacher candidates are successful in the ways they meet the ACEI Standards 1, 2.1-2.7, 3.1, 3.2, 3.3, 3.4, 3.5, 4, 5.1, and 5.2. In each indicator of each teaching process the overall ratings were at or above Acceptable. This data shows that candidates are competent as they demonstrate content knowledge, collect school district and community data and use that data to plan for instruction. It also shows teacher candidates can develop and organize units for instruction and use assessments as they monitor student learning. The final analysis of this data provides solid evidence of teacher candidates meeting these ACEI standards.

Assessment Documentation

The Teacher Candidate Work Sample is an extensive document that acts as a guideline and lays out a clearly organized plan of action for candidates to implement during this final student-teaching semester. This ***TCWS, the assessment tool, follows this section.***

Teacher candidates' work samples are assessed using the numbers one through six as ratings. While all rubrics (one for each teaching process) are scored within a one to six range the final numerical ratings fall into three categories, Target (ratings 6 and 5), Acceptable (ratings 4 and 3) and Unacceptable (ratings 2 and 1).

Teacher candidates must earn overall ratings that fall between three and six before they can exit the program successfully. Depending on the level of the difficulties, candidates who are in jeopardy of falling below these required ratings are given options; they may extend their teaching experience, stop the current experience and begin again in the coming semester or they may drop out of the program. The data included in this report addresses those who did exit the program successfully.

The following charts indicate teacher candidate ratings and the range of ratings and mean scores for each indicator in each teaching process.

**Program Requirement 4 – FSEHD: Teacher Candidate Work Sample
Spring 2010 semester, n = 80**

| Contextual Factors | TCWS Possible Range of Scores 1 – 6 | |
|--|--|-------------------------------|
| | Range of Rubric Scores | Mean Rubric Scores |
| The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning. | | |
| Knowledge of District, Community, School and Classroom Factors (RIPTS 1) | 3 – 6 | 5.01 |
| Knowledge of Characteristics of Class Members (RIPTS 4) | 3 – 6 | 4.95 |
| Knowledge of Students’ Skills and Prior Learning (RIPTS 3) | 2 – 6 | 4.81 |
| Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4) | 2 – 6 | 4.88 |
| Implications for Instructional Planning and Assessment (RIPTS 4) | 2 – 6 | 4.80 |
| Organization, readability, spelling, and grammar (RIPTS 8) | 2 – 6 | 4.96 |

**Program Requirement 4 – FSEHD: Teacher Candidate Work Sample
Spring 2010 semester, n = 80**

| Learning Goals and Unit Objectives | TCWS Possible Range of Scores 1 – 6 | |
|---|--|-------------------------------|
| | Range of Rubric Scores | Mean Rubric Scores |
| The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives. | | |
| Learning Goals (RIPTS 2) | 3 – 6 | 5.21 |
| Alignment with National, State or Local Standards (RIPTS 2) | 3 – 6 | 5.32 |
| Classification of Unit Objectives (RIPTS 5) | 3 – 6 | 5.36 |
| Clarity (RIPTS 8) | 3 – 6 | 5.40 |
| Appropriateness for Students (RIPTS 3) | 3 – 6 | 5.30 |
| Rationale/Purpose (RIPTS 4) | 3 – 6 | 5.09 |
| Organization, readability, spelling, and grammar (RIPTS 8) | 3 – 6 | 5.33 |

**Program Requirement 4 – FSEHD: Teacher Candidate Work Sample
Spring 2010 semester, n = 80**

| Assessment Plan | TCWS | |
|--|---------------------------------------|--------------------|
| | Possible Range of Scores 1 – 6 | |
| The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit. | Range of Rubric Scores | Mean Rubric Scores |
| Visual Organizer Format (RIPTS 9) | 1 – 6 | 5.20 |
| Multiple Forms of Assessment (RIPTS 9) | 3 – 6 | 5.16 |
| Alignment of Unit Objectives and Assessments (RIPTS 9) | 4 – 6 | 5.29 |
| Justification for Assessment Methods (RIPTS 9) | 3 – 6 | 5.15 |
| Adaptations Based on the Individual Needs of Students (RIPTS 4) | 3 – 6 | 4.96 |
| Rationale (RIPTS 9) | 3 – 6 | 5.14 |
| Scoring Procedures (RIPTS 9) | 3 – 6 | 5.11 |
| Organization, readability, spelling and grammar (RIPTS 8) | 3 – 6 | 5.21 |

**Program Requirement 4 – FSEHD: Teacher Candidate Work Sample
Spring 2010 semester, n = 80**

| Design for Instruction | TCWS | |
|--|---------------------------------------|--------------------|
| | Possible Range of Scores 1 – 6 | |
| The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline. | Range of Rubric Scores | Mean Rubric Scores |
| Use of Pre-Assessment Data (RIPTS 8) | 2 – 6 | 4.96 |
| Unit Visual Organizer (RIPTS 2) | 1 – 6 | 5.11 |
| Lesson Plans (RIPTS 2) | 3 – 6 | 5.29 |
| Alignment with Learning Goals and Unit Objectives (RIPTS 2) | 3 – 6 | 5.38 |
| Classroom Climate (RIPTS 6) | 3 – 6 | 5.19 |
| Use of Technology (RIPTS 2) | 2 – 6 | 4.81 |
| Organization, readability, spelling, and grammar (RIPTS 8) | 2 – 6 | 5.16 |

**Program Requirement 4 – FSEHD: Teacher Candidate Work Sample
Spring 2010 semester, n = 80**

| Analysis of Student Learning | TCWS Possible Range of Scores 1 – 6 | |
|--|--|--------------------|
| | Range of Rubric Scores | Mean Rubric Scores |
| The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching. | | |
| Alignment with Selected Unit Objectives (RIPTS 9) | 3 – 6 | 5.34 |
| Clarity and Accuracy of Presentation of Graphs (RIPTS 9) | 2 – 6 | 5.30 |
| Interpretation of Data (RIPTS 9) | 3 – 6 | 5.33 |
| Evidence of Impact on Student Learning (RIPTS 9) | 3 – 6 | 5.21 |
| Insights on Effective Instruction and Assessment (RIPTS 10) | 3 – 6 | 5.05 |
| Self Evaluation and Implications for Future Teaching (RIPTS 10) | 3 – 6 | 5.06 |
| Organization, readability, spelling, and grammar (RIPTS 8) | 2 – 6 | 5.04 |

**Program Requirement 4 – FSEHD: Teacher Candidate Work Sample
Spring 2010 semester, n = 80**

| Candidate Reflection on Student-Teaching Experience | TCWS Possible Range of Scores 1 – 6 | |
|--|--|--------------------|
| | Range of Rubric Scores | Mean Rubric Scores |
| Reflective practitioners continually and consciously evaluate their choices and actions. | | |
| Description of Incidents (RIPTS 10) | 3 – 6 | 5.43 |
| Description of Effect on Student Teaching Experience (RIPTS 10) | 4 – 6 | 5.43 |
| Description of Self Learning (RIPTS 10) | 3 – 6 | 5.30 |
| Plans for Professional Development (RIPTS 10) | 2 – 6 | 4.66 |
| Organization, readability, spelling, and grammar (RIPTS 8) | 2 – 6 | 5.06 |

Feinstein School of Education and Human Development

Teacher Candidate Work Sample

December 2009

(Adapted from The Renaissance Partnership for Improving Teacher Quality Project <http://fp.uni.edu/itq>)

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Overview of FSEHD Teacher Candidate Work Sample (TCWS)

The Vision

Teacher candidates will design a Teacher Candidate Work Sample (TCWS) centered on an instructional unit that provides evidence of their ability to facilitate student learning by:

- Using information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- Setting significant, challenging, varied, and appropriate learning goals and unit objectives.
- Using multiple forms of assessment aligned with learning goals to assess student learning before, during, and after instruction.
- Designing instruction for specific unit objectives, student characteristics and needs, and learning contexts.
- Using regular and systematic evaluations of student learning to make instructional decisions.
- Using assessment data to profile student learning and communicate information about student progress and achievement.
- Reflecting on his or her instruction and student learning in order to improve teaching practice and increase student motivation and achievement.

The Assignment

During Student Teaching, candidates are required to teach a comprehensive unit for the purpose of the TCWS. The TCWS contains six teaching processes identified by research and best practice as fundamental to improving student learning. These six teaching processes fit into the FSEHD Conceptual Framework themes of Knowledge, Pedagogy, Diversity, and Professionalism. As a reflective practitioner, the teacher candidate also plans, acts, and reflects to inform practice.

Each Teaching Process of the TCWS is followed by the Task, a Prompt, and a Rubric that defines various levels of performance. The Rubrics are used to evaluate the TCWS. The prompts/directions/tips support the construction of the TCWS.

The components of the TCWS include*:

PLANNING

- Contextual factors related to the community and students to be taught;
- Learning goals and unit objectives aligned with state or district content standards;
- An assessment plan designed to assess student learning before, during and after instruction, and;
- A design for instruction;

ACTING

- Instructional decision-making that facilitates student learning;

REFLECTING

- Analysis of student learning and evaluation of self as teacher of the unit.
- The final component of the TCWS is a comprehensive reflection on the overall Student Teaching experience and a plan for future professional development.

Examples of units might include:

The writing process in a special education placement;

A poetry unit in an elementary classroom for language arts;

Linear equations unit in a middle school mathematics classroom;

The solar system in a science classroom;

The short story as a literary genre in middle/secondary English;

Tobacco prevention in a health education class.

Your program may require additional components.

Teaching Processes Assessed by the TCWS

The following Teaching Processes and Indicators are adapted from the Renaissance Candidate Work Sample.

Process 1: Contextual Factors

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

- Demonstrates knowledge of district, community, school, and classroom factors
- Presents knowledge of characteristics of class members
- Describes knowledge of students' skills and prior learning
- Demonstrates knowledge of characteristics of specific students and approaches to differentiate learning
- Includes implications for instructional planning and assessment

Process 2: Learning Goals

The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

- Sets unit learning goals and unit objectives
- Aligns unit objectives with national, state or local standards
- Selects unit objectives that are significant, challenging and varied
- Describes unit objectives clearly
- Chooses unit objectives that are appropriate for students
- Provides a coherent rationale for teaching the unit

Process 3: Assessment Plan

The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

- Includes multiple forms of assessment
- Aligns unit objectives and assessments
- Justifies assessment methods
- Adapts assessments based on the individual needs of students
- Provides visual organizer of assessment plan
- Demonstrates technical soundness
- Provides a rationale for the assessment plan

Process 4: Design for Instruction

The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline.

- Aligns instruction with Learning Goals and Unit Objectives
- Demonstrates accurate representation of content
- Includes lesson and unit structure
- Uses a variety of instructional strategies and techniques
- Uses contextual information and data to select appropriate and relevant activities, assignments and resources
- Uses technology
- Articulates intended behavior, social interaction, and student engagement

Process 5: Instructional Decision-Making

The candidate uses ongoing analysis of student learning to make instructional decisions.

- Rethinks plans for a group of students
- Modifies plans for a group of students based on analysis of student learning
- Explains the modifications made for a group of students (re: learning goals & unit objectives)
- Rethinks plans for an individual student
- Modifies plans for an individual student based on analysis of student learning
- Explains the modifications made for an individual student (re: learning goals & unit objectives)

Process 6: Analysis of Student Learning

The candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

- Aligns analysis with selected unit objectives
- Presents graphs accurately and clearly
- Includes evidence of impact on student learning
- Describes insights on effective instruction and assessment
- Evaluates own role and describes implications for future teaching

Final TCWS Component: Candidate Reflection on Student Teaching Experience

Reflective practitioners continually and consciously evaluate their choices and actions.

- Describes learning gained in the Student Teaching experience.
- Connects RIPTS and SPA standards to Student Teaching experience.
- Connects FSEHD Conceptual Framework to Student Teaching experience.
- Provides plans for professional development

General Advice for Completing the TCWS

The TCWS provides substantial evidence that candidates are ready to begin their professional careers as educators. To complete the TCWS, candidates need to assume the role of a teacher and be held accountable for their own work by establishing a schedule to complete each section. Even though candidates write each section independently, it is important that each one relates to the others. The work that candidates produce reflects their work ethic and the professional skills, attitudes, and knowledge obtained during the pre-service career.

Some Useful Suggestions

1. Start early.
 2. Read the following materials NOW
 - the TCWS task and prompts
 - the scoring rubrics
- Meet with your cooperating teacher immediately to plan the topic/goals and the dates the unit will be taught, with attention to the suggested timeline.
 - Develop a workable schedule with your cooperating teacher for administering the pre- and post- assessments.
 - Begin a journal and/or add comments to lesson reflections to record valuable successes, failures, frustrations, surprises, insights, and changes that are used later. (Example: "I need to know more about earthquakes because the students asked so many questions." This comment may be useful later when writing the Analysis of Student Learning and Candidate Reflection on Student Teaching Experience sections of the TCWS.)
 - Keep samples of student work, including the entire class set of pre- and post-assessments and work generated by two selected students. The work is presented and discussed in the Analysis of Student Learning section. All students' names must be removed from all work that is included.
 - As each section is completed, keep in mind it is not finished. Sections will require updating as you learn more in your Student Teaching experience.
 - Follow the suggested timeline for completing each section.
 - Keep in mind that completion of the TCWS is practice to help you internalize what expert teachers do.

Submission Reminders

- **Ownership**
Complete the cover page template (to be provided)
- **Anonymity**
In order to insure anonymity, use pseudonyms for names of students, teachers, schools, and districts. Fictitious or code names may be used, and a notation to that effect must be included in the document.
- **Table of Contents**
Provide a Table of Contents with page numbers that lists the sections and appendices in the TCWS document.
- **Narrative length**
A suggested page length for the narrative is given at the end of each section. There is some flexibility of length across sections, but the total length of the written narrative (excluding references and appendices) should not exceed twenty-five (25) word-processed pages, double-spaced in 12-point font, with 1-inch margins. Be sure to include page numbers.
- **References and Credits**
References to another person's ideas or material in the TCWS are to be cited under References and Credits in a separate section immediately following the narrative. Use the standard form for citing references for your content area (e.g., APA, MLA, Chicago, etc.).
- **Appendices**
Charts, graphs, lesson plans, and assessment instruments are required as part of the TCWS document and are not included in narrative length. Include these and any other supporting documentation in appendices after the narrative.

Suggested Timeline for Completion of the TCWS

Students whose FSEHD program leads to a single degree or single certification complete one TCWS; students whose FSEHD program leads to dual degrees and/or dual certifications complete a TCWS for each degree/placement. Students who earn Middle Level Endorsement in addition to a single elementary or secondary certification complete one TCWS.

The timeline below presents a suggested order for completion of the tasks in the Teacher Candidate Work Sample that is connected to length of placement. However, the timeline and sequence of tasks within the timeline are flexible and may be adapted to reflect the structure and philosophy of individual teacher preparation programs.

| 14-WEEK PLACEMENT | 7-WEEK PLACEMENT |
|--|---|
| <i>Prior to Teaching Lessons in the Teacher Candidate Work Sample</i> | |
| Week 1 – 3 Identify unit to be taught. Submit draft of Contextual Factors and Learning Goals and Objectives by week 4. | Week 1 or 2 Identify unit to be taught. Submit draft of Contextual Factors and Learning Goals and Objectives by week 3. |
| Week 4 – 6 Administer pre-assessment to your students. Submit drafts of Assessment Plan and Design for Instruction by week 6. | Week 2 or 3 Administer pre-assessment to your students. Submit drafts of Assessment Plan and Design for Instruction by week 4. |
| <i>Teaching of Unit</i> | |
| Week 7 – 10 Teach unit. Submit drafts of Instructional Decision Making and Analysis of Student Learning by Week 10. | Week 4 – 6 Teach unit. Submit drafts of Instructional Decision Making and Analysis of Student Learning by Week 6. |
| <i>Post Teaching Activities</i> | |
| Week 11-14 Complete Candidate Reflection on Student Teaching Experience. Submit completed TCWS for scoring by date assigned. | Week 6-7 Complete Candidate Reflection on Student Teaching Experience. Submit completed TCWS for scoring by date assigned. |

(Timeline adapted from: West, L.S. and Rudden, J.F., *What is the Teacher Work Sample? Who Is Responsible?*
 Available at: www.millersville.edu/studentteaching/files/what-is-the-tws-sample.doc)

Contextual Factors

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

Task

Set the context for the unit to be taught within the district, community, school and classroom.

Prompt

In your discussion, include:

- District, community, school and classroom factors. Address geographic location of the district, community and school population, socio-economic profile and racial/ethnic breakdown. Include components such as stability of community, support for education (including funding and parental support), school mission and administrative structure, and curriculum. Describe the physical classroom, including technology and resources, rules and routines, grouping patterns, social climate, and scheduling. Use pseudonyms for names of district, community, and school.
- Characteristics of class members. Address general characteristics of the classroom population, including age, gender, race/ethnicity, special needs, culture, and language as they relate to development of students.
- Students' skills and prior learning. Describe students' skills, prior knowledge, achievement, and proficiency levels.
- Specific student characteristics. Describe interests, abilities/disabilities, and learning styles/modalities that affect differentiated instruction and learning for selected students, e.g., students who are gifted, who have IEPs, who are ELL, etc. Use pseudonyms to protect the identity of students.
- Instructional implications. Explain how knowledge of the contextual characteristics of the district, community, school, classroom and students influence instructional planning and assessment. Include specific instructional decisions for at least two students based on general or specific student characteristics (identified by pseudonyms).

Suggested Page Length: 4-6 pages; include graphs and charts where appropriate.

Contextual Factors Rubric

Teaching Process: The candidate uses information about the learning/teaching context and student individual differences to set learning goals and unit objectives, plan instruction and assess learning.

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|---|---|--|---|-------|
| Knowledge of District, Community, School and Classroom Factors (RIPTS 1) | Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the district, community, school, and classroom. | Candidate displays a general understanding of the characteristics of the district, community, school, and classroom that may affect learning. | Candidate displays a comprehensive understanding of the characteristics of the district, community, school, and classroom that may affect learning. | |
| Knowledge of Characteristics of Class Members (RIPTS 4) | Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of class members and how it may affect learning. | Candidate displays a general understanding of characteristics of class members and how it may affect learning. | Candidate displays a thorough and explicit understanding of characteristics of class members and how it may affect learning. | |
| Knowledge of Students' Skills And Prior Learning (RIPTS 3) | Candidate displays little or irrelevant knowledge of students' skills and prior learning. | Candidate displays a general understanding of students' skills and prior learning that may affect learning in the current context. | Candidate displays a thorough and explicit understanding of students' skills and prior learning that may affect learning in the current context. | |
| Knowledge of Characteristics of Specific Students and Approaches to Differentiate Learning (RIPTS 4) | Candidate displays minimal, stereotypical, or irrelevant knowledge of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/modalities). | Candidate displays a general understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/modalities). | Candidate displays a thorough and explicit understanding of characteristics of specific students and approaches to learning (e.g., interests, abilities/disabilities, learning styles/modalities) for the individual student. | |
| Implications for Instructional Planning and Assessment (RIPTS 4) | Candidate does not provide implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics OR provides inappropriate implications. | Candidate provides general implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics. | Candidate provides specific implications for instruction and assessment based on student individual differences and district, community, school, and classroom characteristics. | |
| Organization, readability, spelling, and grammar (RIPTS 8) | This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation. | This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation. | This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation. | |

TOTAL _____/36

Comments:

Learning Goals and Unit Objectives

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

Task

Provide and justify the learning goals and objectives for the unit.

Prompt:

List the learning goals and unit objectives (not the activities) that will guide the planning, delivery and assessment of your unit.

Part I

Learning goals are broad and lofty and reflect the big ideas or structure of the discipline. The goals serve as an overarching umbrella to guide all instruction within the unit. The learning goals should be significant, challenging, varied and appropriate. In the chart, number or code each learning goal so you can reference it later.

Part II

The unit objectives are statements that describe the specific knowledge, attitudes, and/or skills students acquire as they progress toward learning goals. They must be observable and measurable. When appropriate, unit objectives should include a range of cognitive, affective, and psychomotor domains. The unit objectives do not have to be sequential or chunked into lessons. In the chart, number or code each unit objective so you can reference it later.

- Align the unit objectives with state and/or national standards. Identify the source of the standards. For each unit objective, note the related standard.
- Classify the unit objectives as appropriate to your discipline (e.g., by domain and by level of cognitive complexity). See Bloom's Taxonomy of Cognitive and Affective Objectives, Webb's Depth of Knowledge, or Harrow's Taxonomy of Psychomotor Objectives for examples of domains and levels. Objectives should be significant, varied, challenging, and appropriate for the students.
- Write your unit objectives clearly according to the specifications of your discipline.

Part III

Prepare a statement of rationale that explains the value and purpose of this unit for the intended population. This statement should clearly and thoughtfully explain the benefits students will experience as a result of participation in this unit. Draw connections to the information presented in the Contextual Factors section. Cite professional sources in your rationale.

Additionally, discuss why the objectives are appropriate in terms of the following: development, pre-requisite knowledge and skills, and other student needs. Questions to consider include: Are the unit objectives developmentally appropriate? Are they appropriate for students' prerequisite knowledge, skills, and experience? Do the unit objectives meet the needs of the students? Do the unit objectives help to bring students toward meeting the learning goals?

Part III should be between 3-4 paragraphs in length.

Note: It is entirely possible that you may end up revising your learning goals and unit objectives both for form and for content as you proceed into your experience. These learning goals / unit objectives should help guide your planning, but do not have to be set in stone at this point.

Suggested Page Length: 2 pages including chart

Suggested Format

| | | |
|---|---|--|
| Part I: Learning Goals | | |
| Learning Goals: (usually 2-4 depending on the depth of your unit) | | |
| <ul style="list-style-type: none"> • • • | | |
| | | |
| Part II: Unit Objectives | | |
| | Related Content Standards (state and/or SPA) | Domain/Level/Classification/Other |
| <i>Example</i> Objective: 3 rd grade students will be able to list at least 10 different healthy breakfast options by the end of the unit. | <i>R.I. Health Education Standard 1: Knowledge</i> | <i>Cognitive domain; Level-Recall</i> |
| Objective 1: | | |
| Objective 2: | | |
| Objective 3: | | |
| Objective 4: | | |
| Continue with as many objectives as appropriate. | | |
| | | |
| Part III: Rationale / Purpose (3-4 paragraphs) | | |
| | | |

Learning Goals and Unit Objectives Rubric

Teaching Process: The candidate sets significant, challenging, varied and appropriate learning goals and unit objectives.

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|--|--|--|--|-------|
| Part I | | | | |
| Learning Goals (RIPTS 2) | Learning goals do not reflect the big ideas and outcomes of the unit. They are less than significant, challenging, varied and appropriate. | Learning goals reflect the big ideas and outcomes of the unit. They are somewhat significant, challenging, varied and appropriate. | Learning goals reflect the big ideas and outcomes of the unit. They are significant, challenging, varied and appropriate. | |
| Part II | | | | |
| Alignment with National, State or Local Standards (RIPTS 2) | Unit objectives are not aligned with national, state or local standards. | <i>Some</i> unit objectives are aligned with national, state or local standards. | <i>Most</i> of the unit objectives are explicitly aligned with national, state or local standards. | |
| Classification of Unit Objectives (RIPTS 5) | Unit objectives are not significant, challenging, or varied. | <i>Some</i> unit objectives are somewhat significant, challenging, and varied. | <i>All</i> unit objectives are significant, challenging, and varied. | |
| Clarity (RIPTS 8) | Unit objectives are not stated clearly and are activities rather than learning outcomes. | <i>Some</i> of the unit objectives are clearly stated as learning outcomes. | <i>Most</i> of the unit objectives are clearly stated as learning outcomes. | |
| Appropriateness For Students (RIPTS 3) | Unit objectives are not appropriate for the development, pre-requisite knowledge, skills, experiences, or other student needs. Few unit objectives will move students towards meeting learning goals. | <i>Some</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Some</i> unit objectives will move students towards meeting learning goals. | <i>Most</i> unit objectives are appropriate for the development, pre-requisite knowledge, skills, experiences, and other student needs. <i>Most</i> unit objectives will move students towards meeting learning goals. | |
| Part III | | | | |
| Rationale / Purpose (RIPTS 4) | A superficial statement of rationale is included. The rationale requires more detail to explain why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is superficial or inaccurate. | A statement of rationale is included. The rationale partially explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is clear and somewhat accurate. | A clearly written, rich statement of rationale is included. The rationale explains why this unit is important to teach to the intended population. Explanation of appropriateness of objectives is rich, insightful and mostly accurate. | |
| Organization, readability, spelling, and grammar (RIPTS 8) | This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation. | This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation. | This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation. | |

TOTAL _____/42

Comments:

Assessment Plan

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

Task

Design a pre- and post-assessment plan that includes formative and summative measures to monitor student progress toward your unit objectives. The formative and summative assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication (e.g. observation, interview). Conclude this task with a rationale that indicates why your assessments are appropriate for measuring learning, how they support the unit objectives, and how you will evaluate student performance.

Prompt

Part I

Create a visual organizer that outlines an assessment plan for each unit objective that includes: assessments that will judge student performance, format of each assessment, justifications for selection of assessment methods, and any necessary adaptations of the assessments. See the sample visual organizer provided. The assessment plan should include multiple forms of assessment and depict the alignment between unit objectives and assessments. Be sure to:

- Align your assessments with unit objectives in terms of content and cognitive complexity.
- Justify your pre- and post-assessments. This may involve using the same pre-assessment and post-assessment instruments may be the same. However, if a unit objective is to be assessed by an authentic project, it may be impractical to have students do the project as a pre-assessment. In such cases, you may pre- and post-assess the conceptual understandings required in the project. Otherwise, you may use a completely different task for the pre-assessment, but one that can be scored with the same rubric as used in the post assessment (Jones, et al., 2002).
- Show how you will adapt assessments (which include accommodations and/or modifications) that meet the needs of students identified in the Contextual Factors section.

Part II

Discuss the formative assessment pieces that will help you determine student progress throughout the unit. Refer to your visual organizer as you 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 include various points that you anticipate needing to assess student learning.

- For each unit objective, describe the appropriateness of the assessments you plan to use and the importance of collecting that particular evidence for the unit objective. Discuss how the assessments will help you to understand student learning.
- Explain your anticipated scoring criteria. Clearly describe how you will evaluate or score pre- and post-assessments. Include criteria you will use to determine if the students' performances meet the objectives. Include copies of the forms of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, assignment sheets/tasks, answer key, observation checklists, rating scales, item weights, test blueprint) in an appendix.

Note: The rater will look at the visual organizer, your narrative, your assessment instruments, and your scoring criteria to assess Parts I and II.

Suggested Page Length: One to two page narrative, visual organizer, copies of all assessment instruments, (e.g., scoring rubrics, assignment sheets/tasks, answer key, observation checklists, rating scales, item weights, test blueprint).

Sample Assessment Plan Visual Organizer

| Unit Objectives | Assessments | Justification for Assessment Methods | Adaptations |
|--|--|--|---|
| <p>Students will accurately perform computation involving multiplication of integers</p> | <p>☑ <u>Pre-Assessment</u> Sample exam set</p> <p>☑ <u>Formative Assessment</u> Personal communication Class Discussion</p> <p>Selected response Problem set 3.5 <i>Integer multiplication</i></p> <p>☑ <u>Post-Assessment</u> Selected Response Short answer End of chapter exam.</p> | <p>☑ <i>Selected response, short answer</i> has been chosen as the pre-assessment type. This method is typically used to test math comprehension as problem completion showing all work provides information on understanding of math properties and accurate processing.</p> <p>☑ Formative Assessment consists of ongoing steps to insure that students are gaining knowledge. These are: <i>Informal questioning</i> allows for understanding and clarity. <i>Class discussion</i> allows the teacher to clarify and provide new information to the students. The <i>problem set</i> as homework will allow the students independent practice manipulating integers (focus on negative integers). Reviewing homework daily provides valuable feedback on missed concepts.</p> <p><i>Selected response</i> showing work is an excellent method of quickly identifying if the student can successfully complete a math problem. By showing work, I will be able to identify processing problems or lack of understanding with properties of negative numbers.</p> | <p>Preferred seating for Joe S. and Vania L. with attentional and/or relational needs.</p> <p>Oral assessment as needed for Scott R.</p> <p>Classroom environment choices for students are available: large class or separate classroom; individual, small or whole group options as well.</p> <p>Scott R. and Carolina G. are given the option of having the assignments and/or assessments read to them. Scribing is also provided as needed.</p> <p>Extended time for writing can be given if Scott R., Carolina G., and Sara F. are struggling to complete assignments and/or assessments in the time allowed.</p> <p>Students will be provided with numerous options to demonstrate competence: talking, drawing, writing, checklist, and role-play.</p> |

Assessment Plan Rubric

Teaching Process: The candidate uses multiple forms of assessment aligned with unit objectives to assess student learning throughout the unit.

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|--|---|--|--|-------|
| Part I | | | | |
| Visual Organizer Format (RIPTS 9) | The organizer does not clearly present: how the objectives are aligned with the assessments; and/or the justification for the method of each assessment; and/or any appropriate adaptations of the assessments. | The organizer clearly presents: how <i>some</i> of the objectives are aligned with the assessments; and/or the justification for the method of some assessments is incomplete or inappropriate; and/or some assessment adaptations are missing or inappropriate. | The organizer clearly presents: how <i>all</i> the objectives are aligned with the assessments; and the justification for the method of all assessments; and appropriate adaptations for all assessments within this context with these students | |
| Multiple Forms of Assessment (RIPTS 9) | The assessment plan: includes only one assessment form; does not assess students before, during, or after instruction. | The assessment plan: includes multiple forms of assessment; <i>some</i> are performance-based; and assess before, during, and after instruction. | The assessment plan: includes multiple forms of assessment (including performance assessments, lab reports, research projects, etc.); assesses student performance before and after instruction. | |
| Alignment of Unit Objectives and Assessments. (RIPTS 9) | <i>None</i> of the objectives: are aligned with the overall assessment plan: <i>none of the</i> assessments are congruent with objectives in terms of content and cognitive complexity. | <i>Some</i> of the objectives: are aligned with the overall assessment plan: <i>some</i> assessments are congruent with objectives in terms of content and cognitive complexity. | <i>All</i> of the objectives: are aligned with the overall assessment plan; <i>all</i> assessments are congruent with the objectives in terms of content and cognitive complexity. | |

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|--|--|---|---|-------|
| Justification for Assessment Methods (RIPTS 9) | The assessment methods selected do not seem capable of doing the job—one finds oneself asking, “Why did the candidate assess the unit objective that way?”; or, there is no evidence that unit objectives or student characteristics played a part in determining assessment method. | Matching of assessment methods to unit objectives and context seems adequate, but this information has to be inferred or searched for; or, some of the methods might be improved. | The assessment methods match the unit objectives and context; the rationale for the choice mentions the unit objective and/or student characteristics. | |
| Adaptations Based on the Individual Needs of Students (RIPTS 4) | Candidate does not adapt assessments at all or adaptations are limited in scope to meet the individual needs of students; these assessments are inappropriate. | Candidate makes adaptations to <i>some</i> assessments that are appropriate to meet the individual needs of <i>some</i> students. | Candidate makes adaptations to <i>all</i> assessments that are appropriate to meet the individual needs of <i>all</i> students. | |
| Part II | | | | |
| Rationale (RIPTS 9) | Provides no statement about the assessments and their appropriateness for measuring learning within this context with these students. | Provides some statement about the assessments and their appropriateness for measuring learning within this context with these students. | Provides clear and accurate statement about the assessments and their appropriateness for measuring learning within this context with these students. | |
| Scoring Procedures (RIPTS 9) | Scoring procedures are absent or inaccurate; items or prompts are poorly written; directions or procedures are confusing to students | <i>Some</i> scoring procedures are explained; items or prompts are clearly written; <i>some</i> directions or procedures are clear to students | <i>All</i> scoring procedures are explained; <i>all</i> items or prompts are clearly written; <i>all</i> directions or procedures are clear to students | |
| Organization, readability, spelling, and grammar (RIPTS 8) | This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation. | This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation. | This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation. | |

TOTAL ___
___/48
Comments:

Design for Instruction

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics and needs, learning contexts, and standards of the discipline.

Task

Based on your analysis of your pre-assessment results, design your unit of instruction.

Prompt

After administering the pre-assessment, analyze student performance relative to the unit objectives. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to unit objectives. You may use a table, graph, or chart. Include a narrative that explains the relationship between the results of the pre-assessment and your design for instruction. For example, describe patterns in the data that will guide your instruction, explain how unit objectives will be modified based on pre-assessment data, and/or explain how the data influences how you will present content related to specific unit objectives.

Provide a visual organizer such as a block plan, outlines, or calendar to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the unit objectives that you are addressing in each lesson/task. Make sure that every unit objective is addressed in at least one lesson/task and that every lesson/task relates to the unit objectives. Follow the format required in your program.

Provide three lesson plans taught during the unit reflecting a variety of instructional strategies/techniques. At a minimum, each lesson should include the following components in addition to requirements in your program:

- Objectives
- Alignment with content standards (state and/or SPA)
- Materials you will need to implement the activity
- A description of the set induction, lesson body, and closure
- How your lesson differentiates instruction so that all learners are challenged and can succeed, including ELLs, students with disabilities, resistant learners, Gifted and Talented, and students who have diverse learning styles
- How you plan to assess student learning during and/or following the lesson/task (i.e., formative assessment)

Provide a narrative describing the following:

- a. Alignment with learning goals: Explain how the unit helps students meet learning goals
- b. Classroom climate: Explain how you will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.
- c. 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 a clear rationale for its omission AND how planning and/or instruction could be enhanced with the use of technology.

Technology is defined as any high tech or low-tech mechanical aid that makes learning more inclusive and effective for all students. Technology is not limited to the use of the computer.

Suggested Page Length: maximum 4 pages and visual organizer.

Design for Instruction Rubric

Teaching Process: The candidate designs instruction as is required in the particular program in order to meet broad learning goals and specific unit objectives. The design takes into account student characteristics, needs, learning contexts, and standards of the discipline.

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|---|--|--|--|-------|
| Use of Pre-Assessment Data (RIPTS 8) | <p>Pre-assessment data is presented but the format is difficult to navigate.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p> | <p>Pre-assessment data is presented in an organized format.</p> <p>A clear explanation of how pre-assessment data influenced instructional design is lacking.</p> | <p>Pre-assessment data is presented in an organized, detailed format.</p> <p>A rich, insightful explanation of how pre-assessment data influenced instructional design is provided.</p> | |
| Unit Visual Organizer (RIPTS 2) | <p>The visual organizer is difficult to navigate.</p> <p>The lessons within the unit are not logically organized (e.g., sequenced).</p> | <p>An organized visual organizer is provided.</p> <p>Most of the lessons within the unit are logically sequenced.</p> <p>Lessons appear to be somewhat useful in moving students toward achieving the learning goals.</p> | <p>An organized, detailed visual organizer is provided.</p> <p>All lessons within the unit are logically sequenced.</p> <p>Lessons are useful in moving students toward achieving the learning goals.</p> | |
| Lesson Plans (RIPTS 2) | <p>Lesson plans are missing required components.</p> <p>Candidate's use of content appears to contain numerous inaccuracies.</p> <p>Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</p> <p>Instruction incorporates little variety of instructional strategies and techniques across instruction, activities, assignments, and resources.</p> <p>Heavy reliance on textbook or single resource (e.g., work sheets).</p> | <p>Lesson plans contain required components.</p> <p>Candidate's use of content appears to be mostly accurate.</p> <p>Shows some awareness of the big ideas or structure of the discipline.</p> <p>Instruction incorporates some variety of instructional strategies and techniques across instruction, activities, assignments, or resources.</p> <p>Some reliance on textbook, some variety of resources.</p> | <p>Lesson plans contain required components in rich detail.</p> <p>Candidate's use of content appears to be accurate.</p> <p>Focus of the content is congruent with the big ideas or structure of the discipline.</p> <p>Instruction incorporates a significant variety of instructional strategies and techniques across instruction, activities, assignments, and/or resources.</p> <p>The use of a variety of resources makes a clear contribution to learning.</p> | |

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|--|--|--|--|-------|
| Alignment with Learning Goals and Unit Objectives (RIPTS 2) | <p>Few lessons are explicitly linked to unit objectives.</p> <p>Few learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Not all unit objectives are covered in the design.</p> | <p>Most lessons are explicitly linked to unit objectives.</p> <p>Most learning tasks, assignments and resources are aligned with unit objectives.</p> <p>Most unit objectives are covered in the design.</p> | <p>All lessons are explicitly linked to unit objectives.</p> <p>All learning tasks, assignments and resources are aligned with unit objectives.</p> <p>All unit objectives are covered in the design.</p> | |
| Classroom Climate (RIPTS 6) | <p>Candidate does not articulate how s/he will create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p> | <p>Candidate articulates plans in which some aspects contribute to a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p> | <p>Candidate consistently articulates plans that are likely to create a supportive learning environment that encourages appropriate standards of behavior, positive social interaction, active engagement in learning, and self-motivation for all students.</p> | |
| Use of Technology (RIPTS 2) | <p>Technology is inappropriately used OR candidate does not use technology or provide a rationale for its omission.</p> <p>A description of how planning and/or instruction could be enhanced with the use of technology is absent.</p> | <p>Candidate uses technology appropriately.</p> <p>Technology contributes to teaching and learning.</p> <p>OR</p> <p>Candidate provides a clear rationale for omission of technology AND describes how planning and/or instruction could be enhanced with the use of technology.</p> | <p>Candidate consistently integrates appropriate technology.</p> <p>Use of technology makes a significant contribution to teaching and learning.</p> | |
| Organization, readability, spelling, and grammar (RIPTS 8) | <p>This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors.</p> <p>Unprofessional presentation.</p> | <p>This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors.</p> <p>Adequate presentation.</p> | <p>This section is well organized, readable, and uses appropriate spelling and grammar.</p> <p>Highly professional presentation.</p> | |

TOTAL _____/42

Comments:

Instructional Decision-Making

Teaching Process : The candidate uses on-going analysis of student learning to make instructional decisions.

Task

Provide two examples of instructional decision-making prompted by students' learning or responses on a planned assessment or other task. For one example the group of students (small, large, or whole class) within the class prompts the revision, while in the other an individual student prompts the adjustment.

Prompt

Part I

Think of a time during your unit when learning or responses for a group of students within the class caused you to modify your original design for instruction. (The resulting revision may affect students besides those who prompted the change.)

- Generally describe the students' learning, motivation, engagement, or other responses that caused you to *rethink your plans* for class instruction. The students' learning or response may come from a planned assessment (**not** the pre-assessment) or another task.
- Describe the *revisions* in the instructional unit that you made and *explain* why you thought your decision would improve students' progress toward the learning goals and unit objectives.
- Include specific evidence that supports your decision-making and describes the effect on student progress.

Part II

Now, think of another time during your unit when an individual student's learning or response caused you to revise a different portion of your original design for instruction. (The resulting revision may affect students besides the one who prompted the change.)

- Describe this student's learning or response that caused you to *rethink your plans*. The student's learning or response may come from a planned assessment (**not** the pre-assessment) or another task.
- Describe what *revisions* you made and *explain* why you thought your decision would improve this student's progress toward the learning goals and unit objectives.
- Include specific evidence that supports your decision-making and describes the effect on student progress.

Suggested Page Length: 3-4 pages.

Instructional Decision-Making Rubric

Teaching Process: The candidate uses on-going analysis of student learning to make instructional decisions.

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|---|--|--|--|-------|
| Part I | | | | |
| Rethinking Your Plans for a Group of Students (RIPTS 3) | Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound. | Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound. | Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound. | |
| Revisions for a Group of Students Based on Analysis of Student Learning (RIPTS 4) | Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to students’ responses or learning. | <i>Some</i> revisions of the instructional plan are made: to address student needs; based on the analysis of student learning; based on best practice; based on contextual factors. | <i>Many</i> appropriate revisions of the instructional plan are made: to address student needs; are informed by a thorough and thoughtful analysis of student learning/performance; based on best practice; based on contextual factors. | |
| Explanation of the Modifications Made for a Group of Students (re: Learning Goals & Unit Objectives) (RIPTS 4) | Explanation of revisions is not connected to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent. | Explanation of the revisions made provides <i>some</i> connection to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are appropriate. | Explanation of revisions made specifies connection to learning goals & unit objectives clearly and completely. The connections between the revisions and learning goals/unit objectives are significant and insightful. | |
| Part II | | | | |
| Rethinking Your Plans for an Individual Student (RIPTS 3) | Instructional decisions lack evidence that support the need for a change in plans; are inappropriate and not pedagogically sound. | Instructional decisions show <i>some</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound. | Instructional decisions show <i>significant</i> evidence that support the need for a change in plans; are appropriate and pedagogically sound. | |

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|---|---|--|--|-------|
| Revisions for an Individual Student Based on Analysis of Student Learning (RIPTS 4) | Candidate treats class as “one plan fits all” with no revisions or revisions of the instructional plan are not connected to this student’s responses or learning. | <i>Some</i> revisions of the instructional plan are made: to address this student’s needs; based on the analysis of this student’s learning; based on best practice; based on contextual factors. | <i>Many</i> appropriate revisions of the instructional plan are made: to address this student’s needs; are informed by a thorough and thoughtful analysis of this student’s learning/performance; based on best practice; based on contextual factors. | |
| Explanation of the Revisions Made for an Individual Student (re: Learning Goals & Unit Objectives) (RIPTS 4) | Explanation of revisions made lack detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are superficial or absent. | Explanation of revisions made provide <i>some</i> detail with respect to learning goals & unit objectives. The connections between the modifications and learning goals/unit objectives are appropriate. | Explanation of revisions made provide <i>much</i> detail with respect to learning goals & unit objectives. The connections between the revisions and learning goals/unit objectives are significant and insightful. | |
| Organization, readability, spelling, and grammar (RIPTS 8) | This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation. | This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation. | This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation. | |

TOTAL _____/42

Comments:

Analysis of Student Learning

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

Task

Analyze your assessment data, including pre-, formative, and post-assessments, to determine students' progress related to TWO unit objectives. When considering which objectives to analyze, choose one that most students were able to meet and one that presented problems for some students. Use visual representations (such as charts and graphs) and narrative to communicate the performance of the whole class, subgroups, and two individual students.

Reflect upon and evaluate the relationship among unit objectives, your instruction, and student learning in order to improve your teaching practice. In this narrative, make specific references to your analysis of the assessment data and student work samples to draw your conclusions.

Prompt

Part I

For the TWO unit objectives that you select, analyze assessment data for the whole class, subgroups of students, and two individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre-, formative, and post-assessment data on every student for the two unit objectives you have chosen. Then, create a visual representation (e.g., charts and graphs) that shows the extent to which your students made progress (from pre- to post-) toward the achievement of these unit objectives in your Assessment Plan section. Interpret what the graph tells you about your students' learning for the objectives selected.
- **Subgroups.** Select a group characteristic (e.g., gender, pre-test performance level, socio-economic status, language proficiency) to analyze in terms of your two chosen unit objectives. Provide a rationale for your selection of this characteristic to form subgroups. Create a visual representation (e.g., charts and graphs) that compares pre-, formative, and post-assessment results for the subgroups on these two unit objectives. Interpret what these data show about student learning for these selected objectives.
- **Individuals.** Select two students who demonstrated different levels of performance. In a narrative, Explain why these particular students performed the way they did. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about student performance on the two unit objectives. Create a visual representation (e.g., charts and graphs) that compares pre-, formative, and post-assessment results for the subgroups on these two unit objectives. Interpret what these data show about student learning for these selected objectives.

Part II

Discuss the unit objective that most students were able to meet. Provide two or more possible reasons for this success. Which instructional tasks best-supported student engagement and learning? Consider the selected unit objectives, instruction, and assessment along with student characteristics and other contextual factors not under your control. Support these conclusions with data from Part I and student work samples.

Discuss the unit objective that presented problems for some students. Provide two or more possible reasons for this lack of success. Which instructional tasks could have been redesigned or discarded? Consider the selected unit objectives, instruction, and assessment along with student characteristics and other contextual factors not under your control. Support these conclusions with data from Part I and student work samples.

Given your analysis of the two unit objectives, provide an honest and thoughtful self-evaluation in which you offer specific ideas for enhancing student learning, either by restating unit objectives, revising instruction, and/or developing new assessments. Give a rationale for why these revisions would improve student learning.

Suggested Page Length: 2-4 pages plus charts/graphs. Provide samples of student work in an Appendix.

Analysis of Student Learning Rubric

Teaching Process: The teacher candidate uses assessment data to profile student learning, communicate information about student progress and achievement, and evaluate his/her own teaching.

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|--|--|--|--|-------|
| Part I | | | | |
| Alignment with Selected Unit Objectives (RIPTS 9) | Analysis of student learning: is not aligned with selected unit objectives; and/or provides a superficial profile of student learning relative to the objectives for the whole class, subgroups, and two individuals. | Analysis of student learning: is partially aligned with selected unit objectives; provides a somewhat comprehensive profile of student learning relative to the objectives for the whole class, subgroups, and/or two individuals. | Analysis of student learning: is fully aligned with selected unit objectives; provides a comprehensive profile of student learning for two of the following groups: the whole class, subgroups, and/or two individuals. | |
| Clarity and Accuracy of Presentation of Graphs (RIPTS 9) | Presentation is not clear; does not accurately reflect the data. | Presentation is clear and logical; reflects the data somewhat accurately. | Presentation is clear and logical; accurately reflects the data. | |
| Interpretation of Data (RIPTS 9) | Interpretation is inaccurate; conclusions are missing or unsupported by data. | Interpretation is somewhat accurate; some conclusions supported by data. | Interpretation is meaningful and technically accurate; appropriate conclusions are supported by the data. | |
| Evidence of Impact on Student Learning (RIPTS 9) | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made. | Analysis of student learning includes some evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward the selected unit objectives and the amount of improvement they made. | Analysis of student learning includes clear evidence of the impact on student learning in terms of proportion of students who made progress toward the selected unit objectives and the amount of improvement they made. | |
| Insights on Effective Instruction and Assessment (RIPTS 10) | Lacks reasonable hypotheses for why some students did not meet the selected objectives. Provides an inaccurate or no description of why some tasks or assessments were more successful than others. | Explores reasonable hypotheses for why some students did not meet the selected objectives. Provides a basic description of successful and unsuccessful tasks or assessments. | Explores reasonable hypotheses for why all 3 categories of students did not meet the selected objectives. Provides a detailed explanation of successful and unsuccessful tasks and assessments. | |
| Self Evaluation and Implications for Future Teaching (RIPTS 10) | Provides few or no ideas or inappropriate ideas for redesigning unit objectives, instruction, and assessment. Lacks rationale. | Provides some ideas for redesigning unit objectives, instruction, and assessment. Offers a general rationale for why these changes would improve student learning. | Provides ideas for redesigning unit objectives, instruction, and assessment. Offers a specific rationale as to why these modifications would improve student learning. | |
| Organization, readability, spelling, and grammar (RIPTS 8) | This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation. | This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation. | This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation. | |

TOTAL _____/42

Comments:

Candidate Reflection on Student Teaching Experience

Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.

Task

Draw upon your teaching journal/blog, lesson reflections, and/or other sections of this Work Sample to write a thoughtful, coherent reflection of your professional growth throughout the Student Teaching experience.

Prompt

- Think back to 2-3 critical/significant incidents that occurred during Student Teaching and write a reflection that describes the incidents;
- describes how they affected the Student Teaching experience;
- describes what you learned about yourself (examples may include what you learned about working with students, how school structures impact teaching, your habits and tendencies in the teaching role, interactions with colleagues and family, and/or other issues that were of significance this semester);
- addresses your plans/needs for future professional development in specific, concrete terms, based on what you learned about yourself.

Suggested Page Length: 4-6 pages.

Candidate Reflection on Student Teaching Experience Rubric

Teaching Process: Reflective practitioners continually and consciously evaluate their choices and actions.

| Rating → Indicator ↓ | 1-2 Unacceptable | 3-4 Acceptable | 5-6 Target | SCORE |
|--|--|---|--|-------|
| Description of Incidents (RIPTS 10) | Candidate provides a general description that lacks examples of incidents to tell what was learned during the Student Teaching experience. | Candidate provides a description containing some examples to tell what was learned during the Student Teaching experience. | Candidate provides a detailed description using specific and concrete examples to tell what was learned in Student Teaching. | |
| Description of effect on Student Teaching experience (RIPTS 10) | Candidate provides little or no description of how the incidents affected the Student Teaching experience. | Candidate provides superficial description of how the incidents affected the Student Teaching experience. | Candidate provides rich, in depth description of how the incidents affected the Student Teaching experience. | |
| Description of self learning (RIPTS 10) | Candidate provides little or no description of self-learning. | Candidate provides some description of self-learning, but it lacks connection to description of incidents and their affect on Student Teaching. | Candidate provides rich, thoughtful description of self-learning that connects to description of incidents and their affect on Student Teaching. | |
| Plans for Professional Development (RIPTS 10) | Candidate demonstrates no or vague plans for professional development. | Candidate describes some general plans for professional development, but they may not reflect self-learning. | Candidate describes some specific, concrete plans for professional development that reflect self-learning. | |
| Organization, readability, spelling, and grammar (RIPTS 8) | This section is unorganized, difficult to read, and/or has many spelling and/or grammar errors. Unprofessional presentation. | This section is organized, readable, and uses appropriate spelling and grammar. Contains few errors. Adequate presentation. | This section is well organized, readable, and uses appropriate spelling and grammar. Highly professional presentation. | |

TOTAL _____/30

Comments: