



Department of Education

Teacher Work Sample

Overview of Teacher Work Sample (TWS)

The Purpose

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The candidate uses information about the learning-teaching context and student individual differences to set goals, objectives, and plan instruction and assessment.
- The candidate sets significant, challenging, varied, and appropriate goals and objectives.
- The candidate uses multiple assessment modes and approaches aligned with the goals and objectives to assess student learning before, during, and after instruction.
- The candidate designs instruction for specific objectives, student characteristics and needs, and learning contexts.
- The candidate uses regular and systematic evaluations of student learning to make instructional decisions.
- The candidate uses assessment data to profile student learning and communicate information about student progress and achievement.
- The candidate reflects on his or her instruction and student learning in order to improve teaching practice.

The Assignment

You are required to plan, teach, and reflect on a comprehensive unit. This unit should be substantive enough to include introductory, developmental, and culminating/transitional lessons. The number of class periods or lesson activities devoted to the unit is normally between 5 and 10.

Before teaching the unit You will describe contextual factors, identify goals and objectives based on the state content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction.

After you teach the unit You will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Due Date

This project will be due the Friday before the last week of regular classes end. In other words, two weeks before the end of the semester.

Words of Wisdom¹

The TWS provides substantial evidence that you are ready to begin your professional career as an educator. From this point forward you will need to assume the role of a teacher and be held accountable for your own work by establishing a schedule to complete each section. Even though you are writing each section independently, it is important that each one relates to the others. Keep in mind that the work you produce is a reflection of your work ethic and the professional skills, attitudes, and knowledge you have obtained during your pre-service career. Although it may seem overwhelming, this task may help you find the job you're looking for.

Suggestions to Take Seriously

- Start Early
- Read the manual NOW and pay specific attention to
 - TWS prompts
 - Scoring Rubrics
 - Examples and Exemplars available in hard copy and on-line
 - Time Line
- Utilize the Definition of terms found in most sections
- Meet with your cooperating teacher immediately to plan the topic/goals and the dates of your 1 – 3 week unit
- Develop with your cooperating teacher a workable schedule for administering your pre-post-assessments.
- Keep samples of student work such as the entire set of pre- and post-assessments and the work generated by the two students you have selected. You will present and discuss this work in the Analysis of Student Learning section. (Remember to remove students' names from all work you include.)

Suggested Timeline (subject to adjustment based on placement)

Week #2*

Meet with Cooperating Teacher to discuss TWS schedule/requirements
Complete Contextual Factors

By the of the first ¼ of your placement:*

Plan unit with cooperating teacher
Complete the Learning Goals and Assessment Plan
Give pre-assessment to students (make a copy of student papers or work)
Analyze pre-assessment data and use result to complete Design for Instruction section

¹ Contributions from: Mark Jones, Brenda Malooly, Brenda Schipper, Megan Thompson, in collaboration with NICL Student Teaching Center 2002, Nick Pace, Coordinator, University of Northern Iowa, Cedar Falls, IA.

* Special Education candidates, if you start your student teaching experience in the special education portion of your placement, make sure contacts, communication, and planning for the TWS has started with the "regular" classroom teacher prior to starting that placement.

Select 2 students whose formative assessments you will collect during the unit

By the end of the second and third ¼ of your placement:

Teach the unit

Collect student work as needed

Take notes for the Instructional Decision Making section

By the end of your placement

Give post-assessment

Analyze post-assessment results and complete rest of TWS

The Format

Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) Huntington University, (e) ED 440 Topics and Problems.

Table of Contents. Provide a Table of Contents that lists the sections (see below Section Overview) and attachments in your TWS document with page numbers.

Charts, graphs and attachments. Charts, graphs, and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress. Pay attention to the sample charts and graph for appropriate labeling.

TWS Length. A suggested page length follows. You have some flexibility of length across components, but the total length of your TWS will be between 20 - 30 pages, double-spaced in 12-point font, with 1-inch margins. The length will vary greatly depending on charts, examples, and format used.

Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.

Presentation. Use a 3-ring binder to organize and present your TWS. **DO NOT** use plastic sheet covers.

Section Overview (*pg. length is only a guideline*)

- Contextual Factors (Narrative 1-2 pgs)
- Goals & Objectives (2 – 5 goals with respective objectives; 1-2 pgs)
- Assessment Plan (Chart; 1-2 pgs)
- Design for Instruction (Chart; 1-2 pgs)
- Instructional Decision-Making (3 Lesson Plan examples & reflections; 6-8 pgs)
- Analysis of Student Learning (Charts and Narrative; 6-8 pgs.)
- Reflections and Self-Evaluation (Narrative; 1-2 pgs.)

Teaching Processes Assessed by the Teacher Work Sample

Contextual Factors

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

- Knowledge of community, school, and classroom factors
- Knowledge of characteristics of students
- Knowledge of students' varied approaches to learning
- Knowledge of students' skills and prior learning
- Implications for instructional planning and assessment

Goals & Objectives

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

- Significance, challenge, and variety
- Clarity
- Appropriateness for students
- Alignment with national, state or local standards

Assessment Plan

The candidate uses multiple assessment modes and approaches aligned with goals and objectives to assess student learning before, during, and after instruction.

- Alignment with goals/objectives and instruction
- Clarity of criteria for performance
- Multiple modes and approaches
- Adaptations based on the individual needs of students

Design for Instruction

The candidate designs instruction for specific goals/objectives, student characteristics and needs, and learning contexts.

- Alignment with goals and objectives
- Accurate representation of content
- Lesson and unit structure
- Use of a variety of instruction, activities, assignments, and resources
- Use of technology

Instructional Decision-Making

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

- Sound professional practice
- Adjustments based on analysis of student learning
- Alignment between modifications and goals/objectives

Analysis of Student Learning

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

- Clarity and accuracy of presentation
- Alignment with goals and objectives
- Interpretation of data
- Evidence of impact on student learning

Reflection and Self-Evaluation

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

- Interpretation of student learning
- Insights on effective instruction and assessment
- Alignment goals/objectives, instruction and assessment
- Implications for future teaching
- Implications for professional development

Presentation

The candidate demonstrates his or her organization and professional presentation skills.

- General organization and formatting
- Professional communication

Contextual Factors

TWS Standard

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

Task

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

Prompt

In your discussion, include:

- **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 student's skills and prior learning that may influence the development of your goals/objectives, instruction, and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom, and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Definition of Terms

- **Community:** Places where students live (i.e., neighborhoods, towns, cities); school district
- **Learning styles:** A general term to describe how students naturally learn and process information
- **Learning modalities:** Usually refers to the preferred senses students use for learning, such as visual or auditory
- **Skills:** Ability to perform processes or tasks
- **Prior learning:** Student competencies, experiences, information that may affect learning.

Contextual Factors Rubric

TWS Standard:

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

	Meets Expectations 5-4	Approaching Expectations 3-2	Does Not Meet Expectations 1-0	Score
Knowledge of Community, School and Classroom Factors ACEI 5.2	Candidate displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	Candidate displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Candidate displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	
Knowledge of Characteristics of Students ACEI 1.0	Candidate displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Candidate displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Candidate displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	
Knowledge of Students' Varied Approaches to Learning ACEI 1.0	Candidate displays general and specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	Candidate displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Candidate displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	
Knowledge of Students' Skills and Prior Learning ACEI 4.0	Candidate displays general and specific understanding of students' skills and prior learning that may affect learning.	Candidate displays general knowledge of students' skills and prior learning that may affect learning.	Candidate displays little or irrelevant knowledge of students' skills and prior learning.	
Implications for Instructional Planning and Assessment ACEI 3.1	Candidate provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Candidate does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	

Goals & Objectives

TWS Standard

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

Task

Provide and justify the goals and objectives for the unit.

Prompt

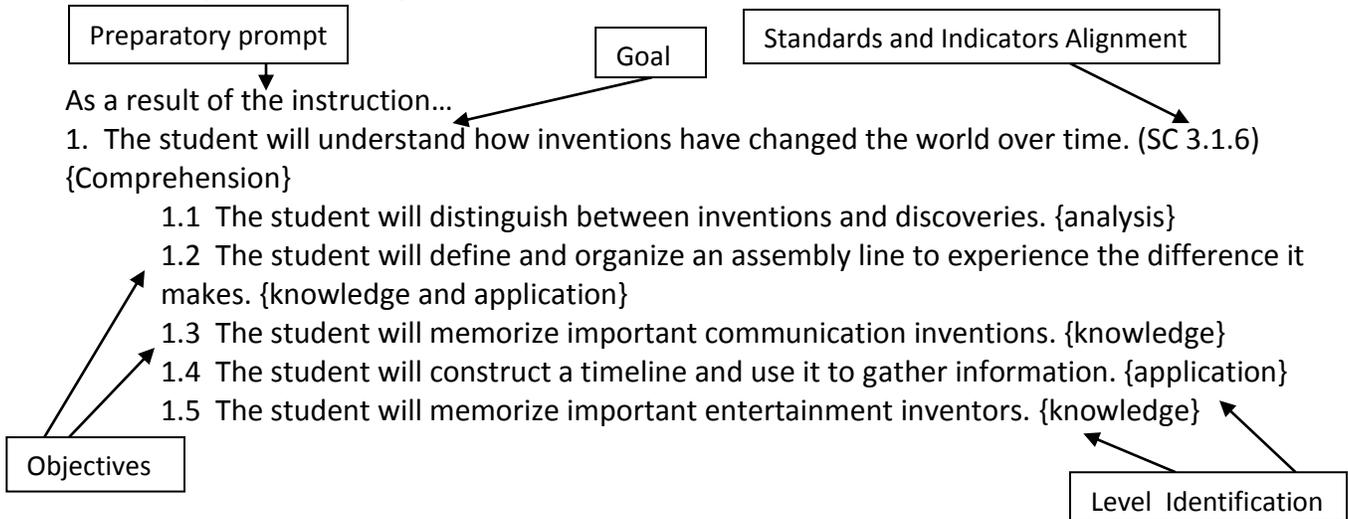
- **List the goals and objectives** (not the activities) that will guide the planning, delivery, and assessment of your unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied, and appropriate. The objectives should define what you expect students to know and be able to do at the end of the unit. There should be a sufficient number of objectives for each respective goal to provide evidence of goal achievement. Number or code each set of goals and objectives so you can reference them later.
- **Show how the goals and objectives are aligned with state standards.**
- **Identify the Blooms level of each goal and objective.**

Definition of Terms

- **Goal:** Elementary – Unit Goal; Secondary-General Instructional Objective (GIO). A broad statement used to direct the general direction of the unit. Generally goals are not measurable but reflect big ideas addressed in the unit that are transferable to subsequent units.
- **Objective:** Elementary-Objective; Secondary-Specific Learning Outcome (SLO). A specific statement that is aligned with and clarifies a goal statement. Objectives are measurable. They should articulate the knowledge, skills, and dispositions expected as a result of the learning activities.
- **Types of learning:** Knowledge, skills, and dispositions
- **Levels of learning:** General term used to differentiate between lower levels such as memory, knowledge or a simple application; and higher levels that require more complex mental processes, such as analysis, making inferences and evaluative judgments
- **State standards:** General statements about learning expectations or what P-12 students or teacher candidates should know and be able to do as required by the Indiana Department of Education.
- **Appropriate for development:** Appropriate for the student's level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/ or prior level of achievement

Suggested Number of Goals: 2 - 5

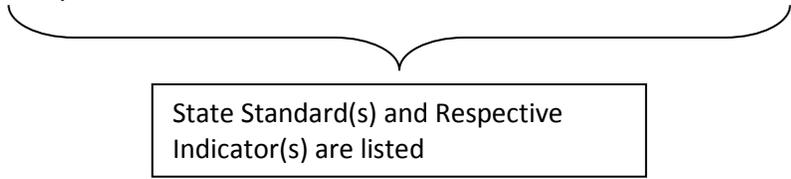
Elementary Format Example 1



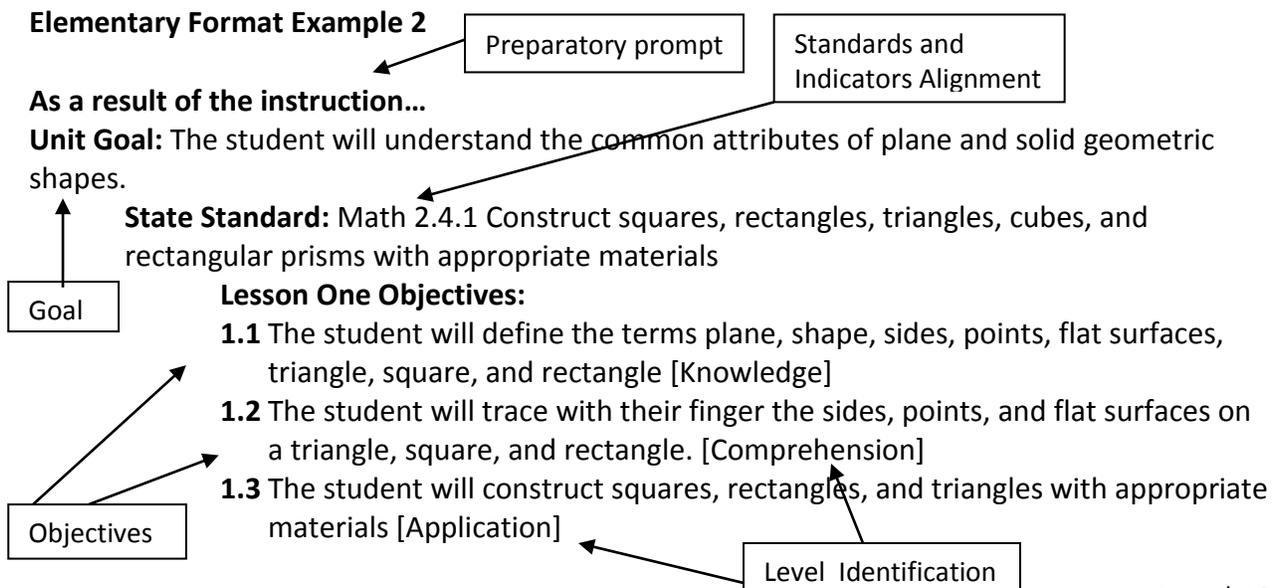
3rd Grade Science Standard 1 The Nature of Science and Technology

Students, working collaboratively, carry out investigations. They question, observe, and make accurate measurements. Students increase their use of tools, record data in journals, and communicate results through chart, graph, written, and verbal forms.

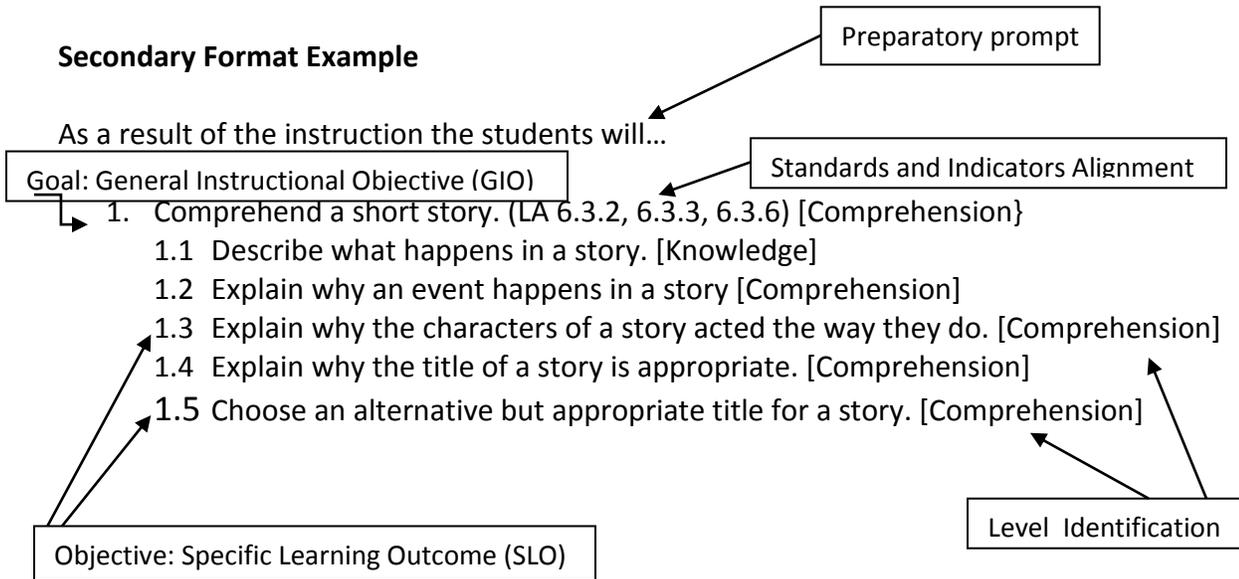
3.1.6 Give examples of how tools, such as automobiles, computers, and electric motors, have affected the way we live.



Elementary Format Example 2



Secondary Format Example



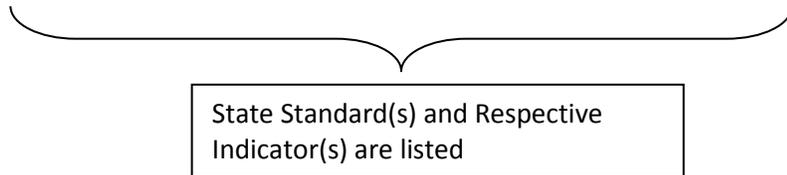
6th Grade Language Arts Standard 3 Reading: Comprehension and Analysis of Literary Text

Students read and respond to grade-level-appropriate historically or culturally significant works of literature.

6.3.2 Analyze the effect of the qualities of the character on the plot and the resolution of the conflict

6.3.3 Analyze the influence of the setting on the problem and its resolution.

6.3.6 Identify and analyze features of themes conveyed through characters, actions, and images.



Goals & Objectives Rubric

TWS Standard

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

	Meets Expectations 5-4	Approaching Expectations 3-2	Does Not Meet Expectations 1-0	Score
Significance, Challenge, and Variety ACEI 3.3	Goals & objectives reflect several types or levels of learning and are significant and challenging.	Goals & objectives reflect several types or levels of learning but lack significance or challenge.	Goals & objectives reflect only one type or level of learning.	
Clarity ACEI 3.5	All of the goals & objectives are clearly stated as learning outcomes.	Some of the goals & objectives are clearly stated as learning outcomes.	Goals & objectives are not stated clearly and are activities rather than learning outcomes.	
Measurable ACEI 4.0	All of the objectives are measurable.	Some of the objectives are measurable.	None of the objectives are measurable.	
Appropriateness For Students ACEI 3.4	All of the goals & objectives are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs.	Some of the goals & objectives are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs	The goals & objectives are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs.	
Alignment with National, State or Local Standards ACEI 2.1 – 2.7	All of the goals are explicitly aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Goals are not aligned with national, state or local standards.	

Assessment Plan

TWS Standard

The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

Task

Design an assessment plan to monitor student progress toward the goal(s)/objectives. Use multiple assessment modes and approaches aligned with objectives to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt

- **Provide an overview of the assessment plan using a graphic organizer.** For each objective 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 contextual factors. The purpose of this overview is to depict the alignment between the goals/objectives and assessments and to show adaptations to meet the individual needs of students or contextual factors.
- **Describe the pre- and post-assessments that are aligned with your goals and objectives.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the objectives. At least 50% of the objectives should be represented in the pre- and post assessments. The balance of objectives should be addressed using other assessment modes. Include 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).

Definition of Terms

- **Criteria for performance:** The evidence you are going to use to determine the extent to which the student will demonstrate performance relative to the objectives.
- **Assessment mode:** Variety of assessment methods used.
- **Valid:** An assessment instrument is valid if it measures the objective.

Kindergarten Assessment Plan Example (Science)

Goal 1 The student will compare wild animal and human characteristics.			
	Assessments	Format of Assessment	Adaptations
Objective 1: The student will link wild animals with their habitats.	Pre-Assessment	Checklist: game with 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 a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q & A picture Journals	
	Post-Assessment	Checklist: game with animal masks & centers representing habitats	Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q & A.
Objective 2:			

Fourth Grade Assessment Plan Example (Math)

Goal 1 The student will analyze and solve narrative problems.			
	Assessments	Format of Assessment	Adaptations
Objective 1: The student will analyze and solve multiplication and division problems.	Pre-Assessment	Paper and pencil, selected response and performance questions with use of manipulatives	Read aloud questions/directions to all students. Allow use of baseten blocks to solve problems. Students may show knowledge through illustrations. Review rubrics for open responses as a class.
	Formative Assessment	Questioning and observation; Division word Problems worksheet; Online division solving activity; POD problems; Division centers group activity	Read aloud questions /directions to all students. Incorporate online activity to increase student interests . Allow use of baseten blocks and illustrations to solve problems. Allow students to work in small groups during centers . Provide concrete models for demonstrations . Show examples of what is expected for each activity.
	Post-Assessment	Paper and pencil, selected response and performance questions with use of manipulatives	See adaptations for pre-assessment.
Objective 2:			

Secondary Assessment Plan Example (Social Studies)

General Instructional Objective 1: Recognize the relationship between events and changes pertaining to WWI.			
	Assessments	Format of Assessment	Adaptations
Specific Learning Outcome 1: Sequence events leading to the declaration of the war.	Pre-Assessment Formative Assessment Post-Assessment	Quiz: Questions 1, 2, 5, and 15 Identification Assignment Map Assignment Creative Writing Assignment Unit Test: Questions 1, 2, 5, 15, and 18-25	Due to the substantial amount of “Gifted and Talented” students in the classroom, I decided to include various tasks that require higher-level thinking tasks. I also incorporated the Creative Writing assignment in order to give the higher functioning students an opportunity to learn through self-exploration.
Specific Learning Outcome 2: Sequence events leading to the development of ally relationships.			

Assessment Plan Rubric

TWS Standard

The candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

	Meets Expectations 5-4	Approaching Expectations 3-2	Does Not Meet Expectations 1-0	Score
Alignment between Goals/Objectives and Instruction ACEI 4.0	Each of the objectives is assessed through the assessment plan; assessments are congruent with the objectives in content and cognitive complexity.	Some of the objectives are assessed through the assessment plan, but many are not congruent with objectives in content and cognitive complexity.	Content and methods of assessment lack alignment with objectives or lack cognitive complexity.	
Clarity of Criteria and Standards for Performance ACEI 4.0	Assessment criteria are clear and are explicitly linked to the objectives.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the objectives.	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	
Multiple Modes and Approaches ACEI 4.0	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	
Adaptations Based on the Individual Needs of Students ACEI 4.0	Candidate makes adaptations to assessments that are appropriate to meet the individual needs of most students.	Candidate makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Candidate does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	

Design for Instruction

TWS Standard

The candidate designs instruction for specific goals and objectives, student characteristics and needs, and learning contexts.

Task

Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the objectives*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each objective assessed. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the goals and objectives.
- **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. The overview should be divided into introductory, developmental, and culminating/transitional lessons. Include the topic and activities you are planning for each day/period. Also indicate the goals/objectives (coded from your Goals & Objectives section) that you are addressing in each activity. Make sure that every objective is addressed by at least one activity and that every activity relates to at least one goal.
- **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.

Definition of Terms

- **Topic:** the primary theme, concept, or generalization, focused on for a particular day/period.
- **Activity:** the instructional strategies used within a learning model to activate learning.
- **Technology:** Electronic tools; computers, calculators, cameras, audio-visual recorders, assistive technology, or other tools of the discipline (e.g., microscopes, probes).
- **Introductory:** shares overall goals of the unit and sequence, assess or engages students' prior knowledge regarding the unit content, provides a starting point for new information
- **Developmental:** learning experiences logically sequenced toward the unit goal, new information presented, prior information reinforced.
- **Culminating/Transitional:** secure or reinforce newly developed knowledge, skills or dispositions, offer transitional keys to the next topical unit or knowledge in general.

Secondary Example (Social Studies)

Day 1 Introductory

Topic: The Outbreak of War and The Role of Women, Blacks, and Laborers

Activities:

1. Introduction – Great War (Objective 1)
2. Lecture/discussion – Women/Blacks/Laborers – assess prior knowledge (Objective 2 & 3)
3. Jig-saw Cooperative project – Women/Blacks/Laborers (Objective 2 & 3)

Day 2 Developmental

Topic: The Role of Women, Blacks, and Laborers and The Events of Warfare in Europe

Activities:

1. Group Sharing from Jigsaw Results (Objective 2 & 3)
2. Charting of involvement Women, Blacks, and Laborers (Objective 2 & 3)
3. Analysis of Women, Blacks, and Laborers involvement – written summary based on charts (Objective 4)

Secondary Example (Science)

Introductory:

Explanation of the forces occurring on earth – (Temperature – effects on Wind, Water & Soil)
Review the transfer of energy along with the concepts of equilibrium & disequilibrium (1.1, 1.3, 1.4)

Developmental:

Inquiry Project: Erosion (over several days) – how are forces and energy related to erosion, how can we examine the differences of temperature on erosion – how will this examination be recorded

Developing conclusions and generalizations based on inquiry (1.3, 1.4, 2.1, 2.2)

Conclusion/Transitional:

Small Group & Large Group Sharing: How can we apply our conclusions to other areas of scientific study (1.3, 1.4, 2.2, 2.4)

Elementary Example (Language Arts)

Monday-Introductory	Topic: Metaphor
Introduce metaphor – mini-lesson	Objective 2
Computer lab – identify alliteration in narrative examples	Objective 2
Daily Oral Language (DOL) Sentences 1 & 2	Objective 4
Tuesday – Introductory	Topic: Simile
Introduce simile – mini-lesson	Objective 1
Computer lab – identify simile in narrative examples	Objective 1
Venn Diagram – compare metaphor and simile	Objective 1 & 2
Wednesday - Introductory	Five step writing process
Discuss and model 5-step writing process	Objective 3
Students complete rough draft of 5-step process	Objective 3
DOL Sentences 3, 4, 5	Objective 4
Thursday – Developmental	Topic: Five step writing & figurative language
Pair Share – using rough draft brainstorm inclusion of metaphor or simile	Objective 1, 2, 3
Individual – complete rough draft incorporating metaphor and/or simile	Objective 1, 2, 3
DOL Sentences 6, 7	Objective 4
Friday – Developmental	Topic: Five step writing & figurative language
Individual – complete final draft	Objective 1, 2, 3
Peer evaluation of final draft	Objective 1, 2, 3
DOL Sentences 8, 9, 10, 11	Objective 4

Elementary Example (Science)

Day 1: Introduction

Topic: Solar System Vocabulary and Introduction (Objective 1a)

- Introduction. Give an overview of the unit to the student
- Pass out Pre-assessment and have students complete to the best of their ability
- Activity: split the students into groups of two. Each group will get a sentence strip and a vocabulary term. The groups will write the definition and provide an illustration.
- Post the sentence strips on the chalkboard, explaining each vocabulary word to the students.

Day 2: Developmental

Topic: Patterns that repeat every day. (Objective 1c)

- Introduce the concept of a rotating and revolving Earth.
- Use Smartboard lessons, discovery channel video, and graphics to teach daily patterns.

Day 3: Developmental

Topic: Daily Patterns Investigation (Objective 1b and 1d)

- Use flashlights and straws on paper to simulate the day cycle and its effect on shadows.

Design for Instruction Rubric

TWS Standard

The candidate designs instruction for specific goals and objectives, student characteristics and needs, and learning contexts.

	Meets Expectations 5-4	Approaching Expectations 3-2	Does Not Meet Expectations 1-0	Score
Alignment with Goals/Objectives ACEI 2.1-2.7/3.1	All lessons are explicitly linked to goals/objectives. All learning activities, assignments and resources are aligned with goals/objectives. All learning goals/objectives are addressed in the design.	Most lessons are explicitly linked to goals/objectives. Most learning activities, assignments and resources are aligned with goals/objectives. Most learning goals/objectives are addressed in the design.	Few lessons are explicitly linked to goals/objectives. Few learning activities, assignments and resources are aligned with goals/objectives. Not all goals/objectives are covered in the design.	
Accurate Representation of Content ACEI 2.1-2.7/3.1	Candidate's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	Candidate's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Candidate's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	
Lesson and Unit Structure ACEI 2.1-2.7	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the goals/objectives.	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the goals/objectives.	The lessons within the unit are not logically organized organization (e.g., sequenced).	
Use of a Variety of Instruction, Activities, Assignments and Resources ACEI 2.1-2.7/3.3	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	
Use of Technology ACEI 2.1-2.7/3.4	Candidate integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a <u>strong</u> rationale for not using technology.	Candidate uses technology but it does not make a significant contribution to teaching and learning OR candidate provides limited rationale for not using technology.	Technology is inappropriately used OR candidate does not use technology, and no (or inappropriate) rationale is provided.	

Instructional Decision Making

TWS Standard

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

Task

Provide three reflective lesson plans as examples of instructional decision-making based on students’ learning or responses.

Prompt

- 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.
- Format: Choose three lesson plans to include with the TWS followed by a paragraph reflection based on the suggested prompts above.

Instructional Decision Making Rubric

	Meets Expectations 5-4	Approaching Expectations 3-2	Does Not Meet Expectations 1-0	Score
Sound Professional Practice ACEI 3.1	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Many instructional decisions are inappropriate and not pedagogically sound.	
Modifications Based on Analysis of Student Learning ACEI 3.2	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 practice, or contextual factors. Include explanation of why the modifications would improve student progress.	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.	Candidate treats class as “one plan fits all” with no modifications.	

Analysis of Student Learning

TWS Standard

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

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit goals and objectives. 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 "Reflection and Self-Evaluation" section.

Prompt

In this section, you will analyze data to explain progress and achievement toward goals/objectives demonstrated by your whole class and selected 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 objective. 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).
- **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.

Note: *You will provide possible reasons for why your students learned (or did not learn) in the next section "Reflection and Self-Evaluation."*

Table and Chart (Figure) Captions: All Tables and Charts should have a corresponding caption (see examples below).

Tables include any set of columnar and/or horizontal presentation of numbers (words) and should have the caption Table 1, Table 2 etc. along with a description (title) to allow quick referencing in text.

Table Example

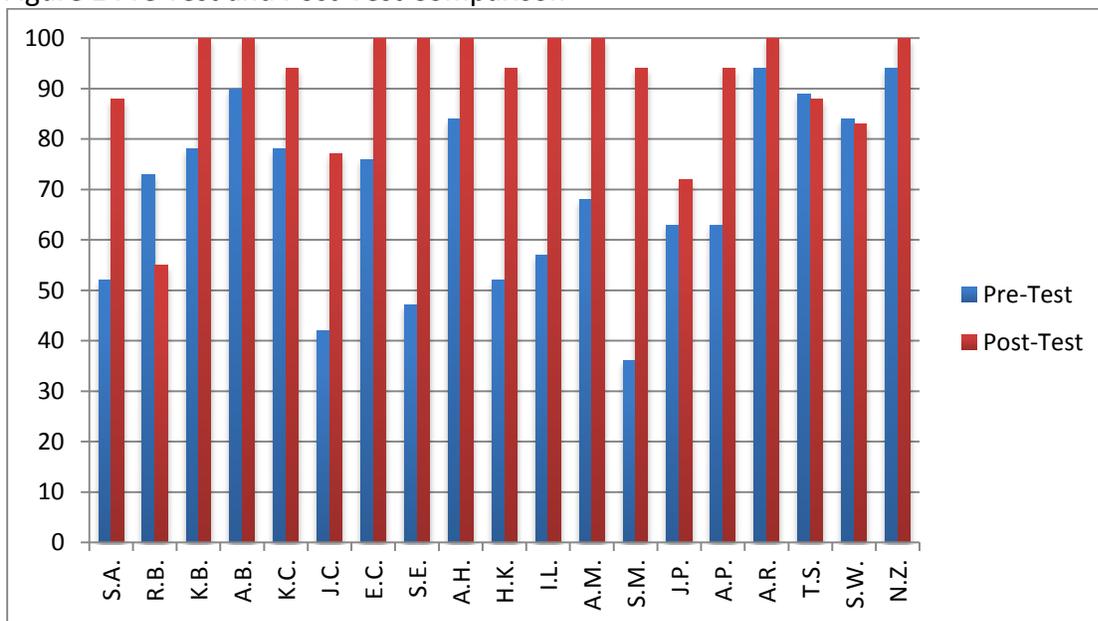
Table 1 Pre-test Post-test Gain

Student Name	NWEA	Post-Test	Pre-Test	Gain
S.A	At	88%	52%	36%
L.B.	At	55%	73%	18%
J.B	Above	100%	78%	22%
A.B.	Above	100%	90%	10%
M.D	Below	94%	78%	16%
J.F	At	77%	42%	35%
K.K.	At	100%	76%	24%
A.M.	At	100%	47%	53%
A.N.	Above	100%	84%	16%
T.S	At	94%	52%	42%

Figures include any type of graphic presentation of data and should have the caption Figure 1, Figure 2 etc. along with a description (title) to allow quick referencing in text.

Figure Example

Figure 1 Pre Test and Post-Test Comparison



Analysis of Student Learning Rubric

TWS Standard

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

	Meets Expectations 5-4	Approaching Expectations 3-2	Does Not Meet Expectations 1-0	Score
Clarity and Accuracy of Presentation ACEI 4.0	Presentation is easy to understand and contains no errors of representation.	Presentation is understandable and contains few errors.	Presentation is not clear and accurate; it does not accurately reflect the data.	
Alignment with Goals & Objectives ACEI 4.0	Analysis is fully aligned with goals/objectives and provides a comprehensive profile of student learning for the whole class and two individuals.	Analysis of student learning is partially aligned with goals/objectives and/or fails to provide a comprehensive profile of student learning relative to the goals/objectives for the whole class and two individuals.	Analysis of student learning is not aligned with goals/objectives.	
Interpretation of Data ACEI 4.0	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is inaccurate and conclusions are missing or unsupported by data.	
Evidence of Impact on Student Learning ACEI 4.0	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each goal/objective.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward goals/objectives.	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 goals/objective.	

Reflection and Self-Evaluation

TWS Standard

The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

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

- Select the goal and respective objectives 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 goal and respective objectives 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 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.

Reflection and Self-Evaluation Rubric

TWS Standard:

The candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

	Meets Expectations 5-4	Approaching Expectations 3-2	Does Not Meet Expectations 1-0	Score
Interpretation of Student Learning ACEI 5.1	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet goals/objectives.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	
Insights on Effective Instruction and Assessment ACEI 5.1	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 or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Provides no rationale for why some activities or assessments were more successful than others.	
Alignment Among Goals, Instruction, and Assessment ACEI 5.1	Logically connects goals/objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	Connects goals/objectives, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Does not connect goals/objectives, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	
Implications for Future Teaching ACEI 5.1	Provides ideas for redesigning goals/objectives, instruction, and assessment and explains why these modifications would improve student learning.	Provides ideas for redesigning goals/objectives, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides no ideas or inappropriate ideas for redesigning goals/objectives, instruction, and assessment.	
Implications for Professional Development ACEI 5.1	Presents at least two professional goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	Presents professional goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Provides no professional goals or goals that are not related to the insights and experiences described in this section.	

Presentation Rubric

TWS Standard:

The candidate demonstrates his or her organization and professional presentation skills.

	Meets Expectations 5-4	Approaching Expectations 3-2	Does Not Meet Expectations 1-0	Score
General Organization and Formatting	The TWS is well-organized using the prescribed format. It is attractive, easy to understand, and representative of professional quality.	The TWS is generally organized using the prescribed format. It is organized, relatively easy to understand, and representative of passing quality.	The TWS is not organized using the prescribed format. Some components are either not prepared or missing. Overall quality is poor or inconsistent.	
Professional Communication	The communication skills represented in written and graphic form demonstrate careful attention to standard conventions, mechanics, clarity and flow. Work contains no errors or very few errors.	The communication skills represented in written and graphic form demonstrate some attention to standard conventions, mechanics, clarity and flow. However, the work contains multiple errors.	The communication skills represented in written and graphic form demonstrate little attention to standard conventions, mechanics, clarity and flow. The work contains numerous errors.	