

Teacher Work Sample

Performance Assessment for Student Teacher Effectiveness



**Department of Education
William Jewell College**

Revised August 25th, 2008

**By Dr. Cynthia Green,
Jeanine Haistings**

Notice: The materials in this document may not be used or reproduced without citing William Jewell College and The Renaissance Partnership for Improving Teacher Quality Project.

Overview of William Jewell Teacher Work Sample

The Objectives

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:

CONTEXTUAL FACTORS

The teacher discusses relevant factors and how they may affect the teaching-learning process.

LEARNING GOALS AND ASSESSMENT PLAN

The teacher sets significant, challenging, varied, and appropriate goals that are assessed through multiple modes and approaches, before, during, and after instruction.

FAMILY INVOLVEMENT PLAN

The teacher involves students' families in their learning. A strong home-school connection is important for the student's success.

DESIGN FOR INSTRUCTION

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

CLASSROOM MANAGEMENT & LEARNING ENVIRONMENT

The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning and self-motivation.

RESPONSE TO STUDENT LEARNING

The teacher uses on-going analysis of student learning to make instructional decisions, resulting in modified teaching strategies.

ANALYSIS OF STUDENT LEARNING

The teacher uses assessment data to analyze student learning and communicate information about student progress.

REFLECTION AND SELF-EVALUATION

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

Your Assignment

The TWS contains eight teaching processes identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each standard.

You are required to reach a 10- instructional day unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on the state/district 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.

Format

- Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) your college, (e) course number and title.
- Table of Contents. Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
- Charts, graphs, and attachments. Charts, graphs, students' work, and assessment instruments are required as part of the TWS document. Be very selective to ensure that attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- Format of text. Use Times New Roman Font. Double Space all text, and use 1-1 ½ margins. All attachments should be labeled in the text.
- References and Credits. The American Psychological Association (APA) style is the required format (explained in the manual entitled "Publication Manual of the American Psychological Association").
- 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.
- Final Submission: The final copy of the entire TWS document will be turned in to the William Jewell College Education Department by the due date set by the EDU 401 course instructor(s). The final copy of the TWS should be in digital form on a CD/DVD. The CD/DVD should include a file for each piece of the TWS (8 total with all attachments for that piece included in that file). One file should also include the unit in its entirety. (ie. lessons, tests, quizzes, sheet music, worksheets, etc)

CONTEXTUAL FACTORS

TWS Standard

The teacher discusses relevant factors and how they may affect the teaching-learning process.

Task

The teacher provides a detailed description of the context in which the teaching will occur. The description should include factors of the community, school district, school, classroom, and students. This description should address contextual factors that will affect teaching and learning. The implications these contextual factors will have on this specific learning environment and the unit planning should be discussed as well. Within this description is a study of two specific students.

Prompt

Community, school district, and school: Address geographic location, community, school population, and community support.

Classroom Factors: Address physical features (including classroom arrangement), availability of technology equipment, instructional resources, classroom rules, routines, grouping patterns, and scheduling (if applicable).

Classroom Students: Address student characteristics you must consider as you design instruction and assess learning. Include such factors as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles, learning intelligences, and prior learning that may influence the development of your learning goals, instruction, and assessment.

Case Study Students: Address the characteristics of two specific students. Select two students with varied characteristics. Describe these characteristics (see previous bullet) in detail as they relate directly to each student.

Implications for Instructional Assessment and Planning: Address how contextual characteristics of community, school district, school, 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.

**CONTEXTUAL FACTORS
Rubric**

TWS Standard

The teacher discusses relevant factors and how they may affect the teaching-learning process.

	Indicator Minimally Met 1	Indicator Met 3	Exceeds Expectations 5	Score
Knowledge of Community, School District, and School	Teacher explains minimal, irrelevant, or biased knowledge of the characteristics of the community, school district, and school.	Teacher identifies general knowledge of the characteristics of the community, school district, and school.	Teacher demonstrates an informed understanding of the characteristics of the community, school district, and school.	
Knowledge of the Classroom Factors	Teacher explains superficial knowledge of the classroom factors.	Teacher explains general knowledge of the classroom factors.	Teacher explains specific knowledge of the classroom factors that will affect learning.	
Knowledge of Characteristics of Classroom Students	Teacher explains minimal, irrelevant, stereotypical or biased knowledge of the characteristics of the classroom students. (see TWS prompt for details)	Teacher explains general knowledge of the characteristics of the classroom students. (see TWS prompt for details)	Teacher demonstrates informed knowledge of the characteristics of the classroom students. (see TWS prompt for details)	
Knowledge of Characteristics of Two Case Study Students	Teacher recognizes differences in students, but lacks specific details that effect learning.	Teacher recognizes general differences in students giving information that effects assessment and planning.	Teacher recognizes specific differences in students that will explicitly effect assessment and planning.	
Implications for Instructional Assessment and Planning	Teacher provides implications for instruction and assessment based on <u>one</u> type of community, school district, school, classroom, and/or student characteristics.	Teacher provides implications for instruction and assessment based on <u>two</u> types of community, school district, school, classroom, and/or student characteristics	Teacher provides implications for instruction and assessment based on <u>more than two</u> types of community, school district, school, classroom, and/or student characteristics	

****As noted in the overview, all references and credits should be documented in your narrative.**

LEARNING GOALS AND ASSESSMENT PLAN

TWS Standard

The teacher sets significant, challenging, varied, and appropriate goals that are assessed through multiple modes and approaches, before, during, and after instruction.

Task

Provide and justify the learning goals for the unit. Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning 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

- **Clarity:** List the learning goals (not activities) that will guide the planning, delivery, and assessment of the unit. These goals should define what you expect students to know and be able to do at the end of the unit. Number or code each learning goal so can reference it later.
- **Importance, Challenge and Variety of Levels:** The goals included should be important (reflect big ideas or structure of the discipline), challenging, varied, and appropriate. They should reflect the different levels of learning. Each goal should be labeled with the appropriate Depth of Knowledge.
- **Appropriateness Goals for Students:** Explain why your goals are appropriate in terms of development, pre-requisite knowledge, skills, and contextual factors.
- **Alignment with State Standards.** Code all goals to Grade Level Expectations and/or Missouri Show-Me Standards. Show how the goals are aligned with your content field professional standards if your content is not included in the state standards.
- **Alignment with Learning Goals and Assessment:** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. Use a table in landscape format to make your plan clear. In narrative form clearly explain how you will evaluate or score pre-, formative, and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. 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). Pre- and post- assessments will be compared to analyze student learning at the end of the unit; therefore, these two assessments should be scored with similar criteria.
- **Multiple Modes and Approaches of Assessment:** Demonstrate how you have a variety assessments to meet the multiple intelligences and learning styles to get a clear understanding of each student's achievement.
- **Technical Soundness:** Show alignment and validity by labeling each assessment item with your numbered learning goals. All directions, prompts, and items should be reader friendly. Explain in narrative form how you designed the assessment to reduce stress allowing student to succeed.
- **Adaptations of Assessments:** Give possible adaptations to meet the individual needs of students, such as handicapping conditions and/or contextual factors. (Vision, hearing, reading, speaking, ESL, gifted, slow learners)

Example of LEARNING GOALS & ASSESSMENT PLAN

Learning Goal	Appropriateness of Learning Goals	Format of Assessment	Adaptations
<p><u>Learning Goal 1</u></p> <p>Students will solve the problem of an egg breaking when it hits the ground from the roof of the school. Students will present and explain their solution to the class.</p> <p>GLE: SC. FM.2. B.7</p> <p>DOK: Level 3</p>	<p>Students will engage in the inquiry process, and reinforce their prior knowledge of force and motion. Individual design of the packaging gives students ownership. Student in this class need active learning.</p>	<p><u>Pre-Assessment:</u> Students answer multiple choice questions on gravity.</p> <p><u>Criteria for grading:</u> Item analysis</p> <p><u>Formative Assessment:</u> Lab sheet describing egg packaging plan, hypothesis, and analysis of results.</p> <p><u>Criteria for grading:</u> Rubric for lab reports</p> <p><u>Post- Assessment:</u> Students will retake the multiple choice pre-test, as a post-test, to measure the growth in knowledge from the instruction.</p> <p><u>Criteria for grading:</u> Item analysis</p> <p><u>Self -Assessment:</u> Lab report will include a reflection on the inquiry process. Student will discuss how the experiment could be made stronger. Student will also discuss what they learned from the egg dropping experiment.</p>	<p>Class-Within-a-Class (CWC) teacher will read multiple choice questions to students with reading problems. Check pre-test for prior knowledge.</p> <p>Cooperative learning will provide peer support academically and socially. Group members will have role to increase accountability. Students unable to work in groups will be allowed to work independently.</p> <p>Grading rubric will be used. Shy students may use a script to read and have a group member assist them in demonstrating their experiment. ADHD students may change positions as needed to maintain attention. Students will take turns taking movie clips of the eggs dropping to motivate attentiveness.</p>

LEARNING GOALS AND ASSESSMENT PLAN Rubric

	Indicator Minimally Met 1	Indicator Met 3	Exceeds Expectations 5	Score
Clarity of Learning Goals	Some goals are clearly stated as learning outcomes.	Most goals are clearly stated as learning outcomes.	All goals are clearly stated as measurable learning outcomes.	
Importance, Challenge, and Variety of Levels	Goals reflect only one style or Depth of Knowledge Level.	Goals reflect several types or Depth of Knowledge Levels but lack importance, challenge, or variety.	Goals reflect several types and Depth of Knowledge Levels and are important, challenging, or varied.	
Appropriateness of Goals for Students	Some goals are appropriate for the development of the student.	Most goals are appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs.	All goals are appropriate for the development, prerequisite knowledge, skills, experiences, and other student needs.	
Alignment with State Standards	Some goals are aligned with state or national standards.	Most of the goals are aligned with, state or national standards.	All of the goals are aligned with, and state or national standards	
Alignment with Learning Goals and Assessment	Content and methods of assessment have minimal congruence with learning goals or lack cognitive complexity.	Most learning goals are assessed through the assessment plan. Learning goals and cognitive complexity are adequate.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals and cognitive complexity.	
Multiple Modes and Approaches of Assessment	The assessment plan includes multiple modes but all are either paper/pencil based (i.e. they are not performance assessment) and/or do not require the integration of knowledge, skills, and reasoning ability.	The assessment plan includes multiple assessment modes (including performance, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	The assessment plan includes multiple modes and sequential assessments focusing on student self- assessment and goal setting. Students select outstanding work examples to be part of the assessment process.	
Technical Soundness of Assessments	Assessments appear to have some validity. Scoring procedures are explained; items or prompts are written.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Assessments appear to be valid, scoring is clearly explained. All items, prompts, directions, and procedures are reader friendly. The format is appealing and designed to reduce stress.	
Adaptations of Assessments Based on the Individual Needs of Students	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	Teacher makes adaptations to assessments that clearly meet the individual needs of student learning styles and learning needs.	

FAMILY INVOLVEMENT PLAN

TWS Standard

The teacher involves students' families in their learning. A strong home-school connection is important for the student's success.

Task

Prepare a family involvement plan, including using family or community resources, communicating with families throughout the unit, involving the families in both school and home-based activities and sending a family letter about the unit.

Prompt

- **Family and Community Resources:** Explain in detail three family and/or community resources you could use to support student learning during your unit. Describe specifically how each resource will be used and add to the learning. (for example, guest speaker's name, contact information, and area of expertise; specific materials from the public library; description of a fieldtrips—location, distance from school, cost, etc.)
- **Family Communications:** Give three examples, at least one non-electronic for families without computer access, of how you will communicate with your students' families before and throughout this unit (for example, family letter, newsletter, class website, personal notes, etc.) At least one example must be a reciprocal, two-way communication strategy. (If the reciprocal communication is electronic, an alternate non-electronic version should also be included.) Describe how your communication will inform, excite, and involve families.
- **Family Involvement – School Based Activity:** Describe one way you can involve families during your unit in a school-based activity (for example, parent volunteers during an activity, Open House, parent chaperones during a field trip, etc.)
- **Family Involvement Activity:** Describe an activity you could suggest for families to do that would support student learning during your unit. (The activity could be done at home or in the community.)
- **Family Letter:** Create a letter that you could send at the beginning of the unit. This letter should describe your unit and give a rationale for doing it, tell the goals of your unit and list your suggested home activity. The letter should be reader-friendly with large font and graphics, attractive and free of errors. (Letter must be included in materials handed in for grading.)

FAMILY INVOLVEMENT PLAN Rubric

TWS Standard

The teacher involves student's families in their learning. A strong home-school connection is important for the student's success..

	Indicator Minimally Met 1	Indicator Met 3	Exceeds Expectations 5	Score
Family & Community Resources	Resources included are only school-based.	Plan includes few family and/or community resources that will be used to support student learning during the unit.	Plan includes three specific family and/or community resources that will be used to enhance and extend student learning.	
Family Communication	Plan includes different forms of communication and one reciprocal communication with family. Families without access to a computer have not been taken into account.	Plan includes three examples of communication with at least one being a reciprocal communication with family about the unit. Families without access to a computer have been taken into account.	Plan includes multiple forms of communication, reciprocal communication that informs, excites, and involves families. Families without access to a computer have been taken into account.	
Family Involvement: School Based Activity	Plan describes one way families can be involved during this unit through a school-based activity, but does not involve the family in a meaningful way.	Plan s describes one meaningful way families can be involved through a school based activity. The activity will support student learning.	Plan describes more than one meaningful way families can be involved through a school based activity. This activity will support student learning.	
Family Involvement: Home Based Activity	A family activity is included, but directions are vague or activity requires materials not typically found at home. Home activity is not related to the unit.	All directions for family activity are included. Home activity uses inexpensive available supplies. Home activity is related to the unit goals.	The family activity included allows families to engage in creative critical thinking and possibly problem solving.	
Family Letter	Letter partially describes the unit with rationale learning. Letter lists some goals for the unit, or goals are listed in technical terms and difficult for patents to understand. Home activity is described. Letter contains no errors.	Attractive letter describes the unit and activities, provides a strong rationale for learning and informs p. All goals are written in parent friendly terms. Home activity is clearly described. Letter contains no errors	Attractive, motivational letter for parents is included that inspires families to participate and encourage learning.	

DESIGN FOR INSTRUCTION

TWS Standard

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

Task

Provide an overview of your unit. Include the activity you are planning for each day/period. Also indicate the goal(s) that you are addressing in each activity. Make sure every goal is addressed by at least one activity and that every activity relates to at least one goal. After describing the activity, list and/or describe the method of instruction and any resources (including technology) you will use. Lastly, give a rationale to your choice of activity based on your contextual factors, pre-assessment results, and other knowledge you might have about your students. Below is a sample chart:

Day	Goal(s)	Activity Description	Method of Instruction & Resources (including technology)	Rationale for activity
1				

Prompt

- **Use of Contextual Factors and Pre-Assessment.** After administering the pre-assessment, analyze student prior knowledge relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of prior knowledge relative to each learning goal (table, graph, or charts). Explain what you found with the pre-assessment and contextual factors that will guide your instruction or modification of the learning goals.
- **Alignment with Learning Goals:** Every lesson/activity should be linked to one or more learning goals.
- **Lesson and Unit Structure:** When planning the lessons/activities for the unit, your plan should reflect thought in the sequence and coherence of instruction according to the students' prior knowledge, district curriculum, and best teaching practicing.
- **Use of a variety instruction:** To enhance student engagement, your plan should demonstrate your knowledge of a variety of teaching models and strategies utilizing a assortment resources.
- **Use of Technology:** Technology is an instructional tool in the teaching and learning process. For lesson/activity describe the details of the hardware or software or application the students are using (ie. digital cameras, scanners, computer projectors, calculators, overhead projectors, SMART Board).

DESIGN FOR INSTRUCTION

TWS Standard

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

	Indicator Minimally Met 1	Indicator Met 3	Exceeds Expectations 5	Score
Use of Contextual Factors and Pre-assessment.	Some instruction is not designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction is designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	Instruction is clearly and consistently linked to contextual factors, and pre-assessment data. Activities and assignments challenge students and provide the opportunity to reach their full potential.	
Alignment with Learning Goals	Lessons are linked to learning goals. Learning activities, assignments, and resources are aligned with learning goals. Learning goals are adequately covered in the design.	Lessons are explicitly linked to learning goals. Learning activities, assignments, and resources are clearly aligned with learning goals. Learning goals are interestingly covered in the design.	Lessons are explicitly linked to learning goals. Learning activities, assignments, and resources are creatively aligned with learning goals. Learning goals are creatively covered in the design.	
Lesson and Unit Structure	The lessons within the unit are logically organized and appear to be somewhat useful in moving students toward achieving the learning goals.	The lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	The lessons are clearly, sequentially organized to assist student learning. Lessons allow for creativity, inquiry, and discovery to prompt critical and creative thinking.	
Use of a Variety of Instruction.	Little variety of instruction, activities, assignments, and resources. Heavy reliance is on a textbook or single resource (e.g. worksheet).	Variety of instruction, activities, assignments, and resources.	Significant variety of instruction, activities, assignments, and resources. This variety makes a clear contribution to learning.	
Use of Technology	Teacher uses technology that makes a limited contribution to learning.	Teacher integrates appropriate technology that makes a significant contribution to learning.	Teacher integrates technology that motivates engagement and makes an essential contribution to learning.	

CLASSROOM MANAGEMENT & LEARNING ENVIRONMENT

TWS Standard

The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning and self-motivation.

Task

Develop a classroom management plan that addresses strategies to manage the goals of group and individual student behavior.

Prompt

- **Clear Expectations:** The plan lists expectations for behavior during learning activities. Plan tells how these expectations will be communicated to parents and students.
- **Guidance and Discipline strategies:** The plan demonstrates a varied repertoire of guidance approaches to meet individual student's behavioral needs, with the understanding that a supportive, interesting classroom environment, learning activities that are engaging, and a positive relationship with students will prevent many disruptive behaviors. All pieces of the discipline plan should be appropriate for the age and developmental stage of the student. The plan also lists specific strategies that may be needed for individual students who have special behavioral needs, as noted in Contextual Factors. Describe of how the physical it might be changed for various activities in the TWS unit (ie. centers, cooperative learning teams, individualized learning, paired learning). Explain how making the content engaging and interesting is part of their management plan.
- **Privacy of disciplinary actions:** The plan lists culturally appropriate proactive and preventative strategies the pre-service teacher will use to help students develop self-control and monitor their own behavior. These should include verbal and non-verbal cues that can help modify student behavior. The plan should explain how monitoring of student behavior is kept private. (State law does not allow public displays of student behavior or grades.)
- **Management of Transitions and Routines:** The plan lists examples of transitions and classroom routines that will be used to create a secure and predictable learning environment and help to develop student responsibility.

**CLASSROOM MANAGEMENT AND LEARNING ENVIRONMENT
Rubric**

TWS Standard

The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages social interaction, active engagement in learning and self-motivation.

	Indicator Minimally Met 1	Indicator Met 3	Exceeds Expectations 5	Score
Clear Expectations	Minimal standards of conduct for student behavior, no plan for communicating standards with parents and students	Standards of conduct establish behavior expectations, parents and students receive limited communication.	Standards of conduct for learning activities are clear with a plan for open communication with parents and students.	
Guidance and Discipline Strategies	The plan lists strategies, but is unrelated to guidance discipline or age and stage development. Plan is teacher-directed, focusing on student conformity. Seating arrangement is minimally used for classroom management.	The plan uses limited strategies to meet group and individual students' behavioral needs. Plan is teacher-directed, unfocused on helping students develop self-control. Seating arrangement will have some impact on student learning.	The plan is age and stage appropriate, demonstrating a variety of guidance approaches to meet the group and specific individual students' behavioral needs. Plan helps students develop self-control. Seating arrangement contributes to student learning.	
Privacy of disciplinary actions	Plan demonstrates that all negative disciplinary actions are totally private. Nothing is visible that allows others to be knowledgeable of another student's discipline, consequences, or punishment.	Plan demonstrates that all negative disciplinary actions are totally private. No visible signs of discipline exist in public. Students are consulted to determine natural consequences for infractions. Students reflect on behavior, including making different choices.	Plan demonstrates that all negative disciplinary actions are totally private. No visible signs of discipline exist in public. Students are consulted to determine natural consequences for infractions. Consequences are learning opportunities for students, not based on embarrassment or pain.	
Management of Transitions and Routines	No considerations for student to transition from one activity to another, learning environment is unpredictable, creating a sense of insecurity, developing student responsibility is ignored.	Transitions between activities have been considered by the teacher, learning environment has some predictability, and the plan encourages limited development of student responsibility.	Plan lists examples of transitions and routines that will be used in unit activities to create a secure and predictable learning environment and develop student responsibility.	

RESPONSE TO STUDENT LEARNING

TWS Standard

The teacher uses on-going analysis of student learning to make instructional decisions, resulting in modified teaching strategies.

Task

Provide an example 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:

- **Identify and Describe Problem:** 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).
- **New Strategy:** Describe the new strategy you tried to help the student reach the learning goal(s).
- **Strategy Rationale:** Explain why you chose the new strategy. In this discussion you may choose to refer to your education course work at William Jewell College or specific educational theories.
- **Results:** Describe how your chosen new strategy affected learning. Realistic discussion is expected. Discuss if your learning goal was reached completely, partially, or not at all. Reflect on the effectiveness of your choice. Would you change your instruction again if time permitted, or were your choices helpful?

RESPONSE TO STUDENT LEARNING

TWS Standard

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

	Indicator Minimally Met 1	Indicator Met 3	Exceeds Expectations 5	Score
Identify and Describe Problem	Problem identified from specific activity, assessment, or discussion.	Problem identified from specific activity, assessment, or discussion including an explanation for the concept that was missing or misunderstand.	Problem identified by specific interaction. Academic root of the problem was given. Thoughtful analysis explains probable cause going beyond a single academic reason.	
Description and choice of new strategy.	New strategy selected to quickly provide additional instruction. Strategy is clearly explained.	New strategy selected clarifies misunderstanding, provides missing concepts, and is correctly used. Strategy uses additional learning modalities.	New strategy selected relates specifically to students' needs and academic problem. Strategy is correctly explained and implemented, shows insightful creative thinking, and uses additional learning modalities. Strategy uses multiple intelligences. Strategy explanation includes link to theorists.	
Results	Academic instruction assists student in clarifying and resolving problem. Results were analyzed and explained clearly.	Academic instruction assists student in clarifying and resolving problem. The new strategy engages students and causes them to think differently to approach the problem. Results were analyzed and explained clearly.	Academic instruction assists student in clarifying and resolving problems. The new strategy engages students and remedies the problem. Student is able to explain previous misunderstanding and the correct understanding. Results were analyzed and explained clearly.	

ANALYSIS OF STUDENT LEARNING

TWS Standard

The teacher uses assessment data to analyze student learning and communicate information about student progress.

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class and two individual students. Conclusions drawn from this analysis should be provided narrative form.

Prompt

- **Presentation of Data:** Pre/post assessments and progress are fully aligned with each learning goal for each student. Create a graphic summary (charts, graphs, etc.) of the pre/post data that also shows the extent to which your students made progress.
- **Interpretation:** Interpret what the graph(s) tell you about your students' learning and your ability to reach your learning goals.
- **Analysis of Individual Students:** Select two students that demonstrated different levels of performance. In a narrative explain your rationale for choosing these two students. Use pre-, formative, and post- assessment data to analysis the students' progress toward each learning goal.

ANALYSIS OF STUDENT LEARNING

	Indicator Minimally Met 1	Indicator Met 3	Exceeds Expectations 5	Score
Presentation of Data	Data is aligned with learning goals. Charts and graphs are difficult to understand or contain errors.	Data is aligned with learning goals by students. Charts and graphs are easy to understand and contain no errors.	Data is fully aligned with learning goals by student. Charts and graphs are easy to understand, contain no errors of representation, and make a valuable contribution.	
Interpretation	Interpretation may contain errors. Only obvious conclusions are drawn. Interpretation is basic demonstrating only beginning knowledge of how assessment should inform teaching.	Interpretation is technically accurate and logical conclusions are drawn. Interpretation is rudimentary demonstrating cursory understanding of how assessment should inform teaching.	Interpretation is technically accurate and appropriate conclusions are drawn. Interpretation is insightful and demonstrates clear understanding assessment informing instruction.	
Analysis Individual Students	The rationale for selecting the two students is trite. Interpretation may contain errors. Only obvious conclusions are drawn. Interpretation is basic, demonstrating very limited knowledge of assessment informing teaching.	The rationale for selecting these two students adequate. Interpretation is technically accurate and logical conclusions are drawn. Examples of assessment informing instruction are given.	The rationale for selecting these two students is significant. Interpretation is technically accurate and appropriate conclusions are drawn. Examples of assessment informing instruction are clear, meaningful, and insightful.	

REFLECTION AND SELF-EVALUATION

TWS STANDARD

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

Task:

Reflect on your teaching, linking your performance to student learning results, and identifying future actions for improved practice and professional growth.

Prompt:

- **Instructional strategies and activities:** Describe the instructional strategies or activities that contributed most to student learning in relation to the learning goals.
- **Difficulties:** Explain the greatest difficulties in achieving learning results.
- **Teaching effectiveness:** Analyze how your teaching effected the learning of your students, focusing specifically on your key areas of strength and weakness
- **Knowledge and dispositions:** Illustrate how your professional knowledge and dispositions (e.g., attitudes, values, and beliefs) effected student learning
- **Professional development:** Identify specific professional development that would improve your teaching.
- **Insight:** Discuss your most significant learning insight from teaching this unit.

Reflections and Self-Evaluation Rubric

TWS Standard

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

	Indicator Minimally Met 1	Indicator Met 3	Exceeds Expectations 5	Score
Instructional Strategies and Activities	Identifies successful and unsuccessful activities and superficially explores reasons for their outcome.	Identifies successful and unsuccessful activities and provides plausible reasons for their outcome.	Identifies successful and unsuccessful activities and provides clear, insightful explanations for their outcome.	
Difficulties	Briefly explains difficulties in achieving quality learning results.	Explains difficulties in achieving quality learning results.	Clearly details difficulties in achieving quality learning results.	
Teaching Effectiveness	Limited awareness of personal impact on teaching effectiveness. Provides little relationship to your strengths and weaknesses.	Provides at least two specific, teacher actions that contributed to your teaching effectiveness. Links these to personal areas of strengths and weaknesses.	Provides at least three specific, teacher actions used that contributed to your teaching effectiveness. Clearly explains the relationship to your personal strengths and weaknesses.	
Knowledge and Dispositions	Identifies professional knowledge and dispositions (e.g., attitudes, values, and beliefs) that contributed to student learning.	Identifies and explains, using related examples, of how the teacher's professional knowledge and dispositions contributed to student learning.	Identifies and explains how the teacher's professional knowledge and dispositions contributed to student learning. Specific, clearly linked examples for both knowledge and dispositions are cited.	
Professional Development	Identifies one instructional or dispositional area needing improvement and at least one professional development goal to remedy the weakness.	Identifies two instructional or dispositional areas needing improvement and at least two professional development goals, one for each weakness.	Identifies at least three instructional or dispositional areas needing improvement and at least three professional development goals, one for each weakness.	
Insight	Identifies a personal learning insight of significant proportion.	Identifies a personal learning insight of significant proportion and is able to explain its probable impact in the learning environment.	Identifies a personal learning insight of significant proportion, gives examples of how it would be implemented, and is able to explain its probable impact in the learning environment.	

