

August 2017

### Clarion University of Pennsylvania ECH Teacher Candidate Impact on Child Learning/Teacher Candidate Work Sample Assignment

As part of student teaching experience, teacher candidates are responsible for assessing the impact of their instruction on child learning. In order to do this, candidates will design learning experiences based on the children's current knowledge of the topic and assess the effectiveness of planned instruction for each child. In order to do this, candidates will, with their cooperating teacher, decide on a topic for the unit/project lessons. Candidates will then pre-assess to determine the children's prior/current knowledge of the topic. Using the pre-assessment information, candidates will design an integrated unit/project with minimum of five learning experiences— including goals, objectives, standards, procedures, and assessment – for the children. There will be at least one learning experience for each of the following content areas- science, social studies, mathematics, language arts, and creative arts. After the children have engaged in the unit/project learning experiences, candidates will perform an assessment to determine the impact of their instruction via the learning experiences.

Teacher candidates will submit the following to the university supervisor:

1. One copy of the pre-assessment with attached data analysis regarding the children's prior/current topic knowledge
2. A copy of the unit/project learning experience plans (minimum of five- each focusing on different content area) using the Pre K-4 Learning Experience Plan template.
3. One copy of the post-assessment with attached data analysis spreadsheet regarding effectiveness of instruction via the learning experience
4. A 3-part summary statement that includes: (a) most effective outcomes of instruction via the learning experience, (b) what the candidate would change or do differently to improve the least successful or least effective instruction, and (c) what the candidate plans to do next to enhance child learning in the content area.

This assignment addresses the following NAEYC Standards:

3A: Understanding goals benefits uses of assessment

3B: Knowing about and using observation, documentation and other tools and approaches, including technology and documentation

3C: Understanding and practicing responsible assessments to promote positive outcome for each child assistive technology

4B: Know and understand effective strategies and tools for EC including technology

4D: Reflecting on own practice to promote positive outcomes for each child

5A: Understand content knowledge and resources in academic disciplines

5B: Know and use central concepts and inquiry tools in content areas/disciplines

5C: Use knowledge appropriate learning standards and other resources to design implement and evaluate developmentally meaningful curriculum for each child

The Teacher Candidate Work Sample will be assessed by the university supervisor using the following rubric. While there is not a course grade attached to the work sample, candidates must obtain a minimum overall average of 2 on the criteria in order to successfully complete student teaching. Candidates who do not meet the minimum overall average will have their work sample returned to them and will need to revise their work in order to meet the minimum overall average.

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The Teacher Candidate Work Sample is to be completed once during each student teaching semester. University supervisors have decided that work samples are to be completed during the first placement each semester for straight ECH majors. Dual majors will complete it during their early childhood placement (either first or second placement).

**Scoring Guide**

<b>3 – Target</b> Consistently & Extensively meets the criteria as defined	<b>2- Acceptable</b> Usually & Substantially meets the criteria as defined	<b>1- Developing</b> Sometimes & Basically meets the criteria as defined	<b>0 - Unacceptable</b> Rarely or Superficially meets the criteria as defined
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Criteria	InTASC Standard	PDE Competency	NAEYC Key Element	Target 3	Acceptable 2	Developing 1	Unacceptable 0
Data Recording	6	<p>III. Assessment</p> <p>B. Demonstrate an understanding of the types of assessments used and the purpose of each assessment in a databased decision making process</p> <p>C. Effectively use systematic observations, documentation and other effective assessment strategies</p> <p>F. Implement approaches to child assessment including:</p> <p>1. Ways to use informal and formal assessment tools, activities to gauge child learning</p> <p>5. Identifying dynamic assessment techniques and the</p>	3b: Knowing about and using observation, documentation and other tools and approaches, including technology and documentation	Extensively and appropriately assesses each child’s prior knowledge of the topic and knowledge after engaging in the learning experiences and records on a spreadsheet. Spread sheet is detailed and clearly aids in analysis. Maintains confidentiality of all assessment data.	Substantially and appropriately assesses each child’s prior knowledge of the topic and knowledge after engaging in the learning experiences and records on a spreadsheet. Maintains confidentiality of all assessment data.	Pre or post assessment analysis is superficial or is not recorded on a spreadsheet for each child or confidentiality of all assessment data is not maintained.	Pre or post assessment is not evident, is not recorded on a spreadsheet, or confidentiality of assessment data is not maintained

		role of adult mediation and teacher scaffolding in the teaching-learning assessment process					
Score/Comments							
Use of pre-assessment data	6	<p>III. Assessment</p> <p>A. Identify, administer, interpret and plan instruction based on each of the assessment components in a standards aligned system</p> <p>F. Implement approaches to child assessment including:</p> <p>2. Ways to use assessment data to implement instructional and/or programmatic revisions for quality improvement</p> <p>K. Create an instructional plan using assessment information related to individual student achievement</p>	<p>3c: Understanding and practicing responsible assessments to promote positive outcomes for each child including assistive technology</p>	<p>Extensively and appropriately uses each child's pre assessment to plan learning experiences that scaffold each child's learning. Assistive technology is used if appropriate.</p>	<p>Substantially and appropriately uses each child's pre assessment to plan learning experiences that promote learning for each child. Assistive technology is used if appropriate.</p>	<p>Superficial use of pre assessment to plan learning experiences that promote learning for each child.</p>	<p>Lack of evidence of pre assessment used in planning learning experiences to promote learning for each child</p>
Score/Comments							
Integrated project/unit	8	<p>I. C. Pre K – 4 education foundation, theory, and policy; -</p>	<p>4b: Know and understand effective strategies and</p>	<p>Extensively designs an integrated unit/project with</p>	<p>Substantially designs an integrated unit/project with</p>	<p>Designs a limited integrated unit/project with less than three</p>	<p>Lack of evidence of integrated project/unit using variety of</p>

		<p>1. Implement multiple approaches to learning</p> <p>6. Implement lessons based on students' stages of cognitive development, use of senses for exploration and understanding of the world, and development of age appropriate problem solving and critical thinking skills</p> <p>D. Child development theory- Effectively apply the principles and theories of child development, including:</p> <ol style="list-style-type: none"> <li>1. Developmentally appropriate practices;</li> <li>2. Constructivism</li> </ol> <p>E. Early childhood theory - Implement lessons based on early childhood education foundations, theory and policy</p> <p>F Standards</p> <ol style="list-style-type: none"> <li>2. Develop and implement meaningful, challenging curriculum that support's young children's ability and motivation to solve</li> </ol>	<p>tools for EC including technology</p>	<p>minimum of five developmentally appropriate learning experiences that provide for authentic learning experiences using visual, auditory, kinesthetic and tactile methods that consider the preferred learning style of each child in the content areas of science, social studies, mathematics, language arts and creative arts. Integrates technology as appropriate</p>	<p>minimum of three developmentally appropriate learning experiences that provide for authentic learning experiences using visual, auditory, kinesthetic and tactile methods</p> <p>Each of the learning experiences focuses on a different content area: science, social studies, mathematics, language arts, creative arts. Integrates technology as appropriate</p>	<p>developmentally appropriate learning experiences, or planned learning experience is superficial, not authentic, or does not utilize visual, auditory, kinesthetic or tactile methods.</p>	<p>authentic learning opportunities that consider individual child learning preferences or integration of content areas</p>
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		problems and think well I. Diversity 2. Implementation of an integrated program that includes all content areas across the learning standards Pre K - 4;					
Score/Comments							
Develops pre and post assessment that address content areas	4	I. C. Pre K – 4 education foundation, theory, and policy 3. Observe children and record behavior in a variety of settings in order to understand the meaning and degree of variation and exceptionality among individuals; 4. Know and understand young children’s characteristics and needs F. PA Early Learning Standards - Demonstrate proficiency with Pennsylvania’s early childhood learning standards III. Assessment N. Systematically monitor student	5a: Understand content knowledge and resources in academic disciplines	Extensively develops pre and post assessment in content area that is appropriate for children’s age, grade level, and academic skill level and specifically addressed the standard and objective for each of the content areas.	Substantially develops pre and post assessment in content area that is appropriate for children’s age, grade level, and academic skill level.	Superficially develops pre or post assessment in content area that is minimally appropriate or not appropriate for the child’s age, grade level, or academic skill level.	Lack of evidence of pre or post assessment in content areas

		performance to best identify areas of need					
Score/Comments							
Learning experience alignment with content area standards and promote child inquiry in content area	5	V. Professionalism B. Set developmentally, culturally, linguistically and individually appropriate expectations for children P. Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy and developmental considerations, consistent with Pennsylvania's learning standards	5b: Know and use central concepts and inquiry tools in content areas/disciplines	Extensively plans learning experiences that align with content area standards and promote child inquiry for each of the following content areas- science, social studies, mathematics, language arts, and creative arts.	Substantially plans learning experiences that align with content area standards and promote child inquiry for at least three of the following content areas - science, social studies, mathematics, language arts, and creative arts	Superficially plans learning experiences that minimally align or does not align with content area standards or sufficiently promote child inquiry in the content area or plans experiences to promote child inquiry for less than three of the following content areas - science, social studies, mathematics, language arts, and creative arts	Lack of evidence of learning experience plans' alignment with content area standards or promotion of child inquiry in content areas
Score/Comments							
Learning experience objectives and assessment align with learning standards	7	I. F. Standards 1. Develop effective and appropriate curriculum that creates a secure base from which young children can explore and tackle challenging problems; 2. Develop and implement	5c: Use knowledge appropriate learning standards and other resources to design implement and evaluate developmentally meaningful	Extensively plans learning experiences and assessment that align with content area learning standards and are meaningful for each child. Objectives and	Substantially plans learning experiences and assessment that align with content area learning standards and are meaningful for the children. Objectives and	Superficially plans learning experiences and assessment that minimally align or do not align with content area learning standards or are not sufficiently meaningful for	Lack of evidence of planning learning experiences and assessment that align with content area learning standards.

		<p>meaningful, challenging curriculum that support's young children's ability and motivation to solve problems and think well;</p> <p>3. Develop curriculum that includes both planned and spontaneous experiences that are meaningful and challenging for all children that lead to positive learning outcomes and develop positive dispositions towards learning within each content area.</p> <p>V. Professionalism B. Set developmentally, culturally, linguistically and individually appropriate expectations for children</p> <p>P. Construct lesson and activity plans and set instructional goals and objectives guided by content, pedagogy and developmental considerations, consistent with</p>	<p>curriculum for each child</p>	<p>assessment directly align with learning standards.</p>	<p>assessment directly align with learning standards.</p>	<p>the children. Objectives and assessment do not align directly with learning standards.</p>	
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		Pennsylvania's learning standards					
Score/Comments							
<b>TEACHER CANDIDATE WORK SAMPLE</b>							
Pre-Assessment	6	<p>III. Assessment</p> <p>B. Demonstrate an understanding of the types of assessments used and the purpose of each assessment in a databased decision making process</p> <p>C. Effectively use systematic observations, documentation and other effective assessment strategies</p> <p>F. Implement approaches to child assessment including:</p> <p>1. Ways to use informal and formal assessment tools, activities to gauge child learning</p> <p>6. Identifying group assessment techniques (e.g. video, etc).</p>	3a: Understanding goals benefits uses of assessment	Develops extensive and appropriate pre assessment to collect specific data to determine children's prior knowledge of the topic	Develops substantial and appropriate pre assessment to determine children's prior knowledge of the topic	Pre assessment is superficial & provides minimal information about the child's prior knowledge.	Lacks evidence of pre-assessment to determine prior knowledge.
Score /Comments							
Post-Assessment	6	<p>III. Assessment</p> <p>B. Demonstrate an understanding of the</p>	3a: Understanding goals benefits	Develops extensive and appropriate post	Develops substantial and appropriate pre	Post assessment is superficial & provides minimal	Lacks evidence of post-assessment to

		<p>types of assessments used and the purpose of each assessment in a databased decision making process</p> <p>C. Effectively use systematic observations, documentation and other effective assessment strategies</p> <p>F. Implement approaches to child assessment including:</p> <p>1. Ways to use informal and formal assessment tools, activities to gauge child learning</p> <p>6. Identifying group assessment</p>	uses of assessment	assessment to collect specific data to determine the effectiveness of instruction	assessment to determine children’s prior knowledge of the topic and post assessment to determine the effectiveness of instruction	information about the effectiveness of instruction.	determine effective instruction.
Score /Comments							
Data Analysis	6	<p>III. Assessment</p> <p>B. Demonstrate an understanding of the types of assessments used and the purpose of each assessment in a databased decision making process</p> <p>C. Effectively use systematic observations,</p>	<p>3b: Knowing about and using observation, documentation and other tools and approaches, including technology and documentation</p>	<p>Extensively analyzes pre- and post-assessments to determine effectiveness of instruction via the learning experience.</p>	<p>Substantially analyzes pre- and post-assessments to determine effectiveness of instruction via the learning experience.</p>	<p>Superficially analyzes pre- and post-assessments.</p>	<p>Lacks evidence of data analysis.</p>

		documentation and other effective assessment strategies F. Implement approaches to child assessment including: 1. Ways to use informal and formal assessment tools, activities to gauge child learning 5. Identifying dynamic assessment techniques and the role of adult mediation and teacher scaffolding in the teaching-learning assessment process					
Score /Comments							
Implications for Future Teaching	8	III. Assessment F. Implement approaches to child assessment including: 3. Articulating the impact of instruction on child well-being and learning L. Analyze and interpret formative assessment Appendix M: Professionalism Candidates must integrate knowledgeable,	4d: Reflecting on own practice to promote pos outcomes for each child	Extensively describes effectiveness of instruction based on analysis, what candidate would do differently, and differentiation that is linked to individual learner characteristics.	Substantially describes effectiveness of instruction based on analysis, what candidate would do differently, and differentiation that is linked to individual learner characteristics.	Reflection is basic and minimally describes effectiveness of instruction, what candidate would do differently, or differentiation that is linked to individual learner characteristics.	Lacks evidence of reflection.

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		reflective and critical perspective on early education by Utilizing action research including self-reflection skills and data review for examining and improving their own practice					
Score/Comments							

Total Average Score \_\_\_\_\_

Project Title: ECH Teacher Candidate Work Sample  
"Impact on Child Learning Assignment"

Teacher Candidate's Major(s): ECH or ECH/SPED (circle one)

Semester: Fall / Spring (circle one)

Academic Year: \_\_\_\_\_ - \_\_\_\_\_

Teacher Candidate Supervisor: \_\_\_\_\_  
(Print Name)

Note: Supervisors are to submit ECH TCWS rubrics at the end of each first placement of each semester for ECH majors and whichever semester ECH/SPED dual majors complete their ECH student teaching experience to the ECH committee chairperson. Supporting documents (lesson plans, summaries, etc.) that are submitted for this assignment by teacher candidates may be returned to them.