

Teacher Work Sample

Assessment Description: As part of student teaching experience, teacher candidates are responsible for assessing the impact of their instruction on student learning. In order to do this, candidates will design learning experiences based on the student’s current knowledge of the topic and assess the effectiveness of planned instruction for each student. In order to do this, candidates will, with their mentor teacher, decide on a topic for the unit/project lessons. Candidates will then pre-assess to determine the student’s prior/current knowledge of the topic. Using the pre-assessment information, candidates will design a unit/project with minimum of five learning experiences– including goals, objectives, standards, procedures, and assessment– for the students. After the students 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 to be assessed:

1. One copy of the pre-assessment with attached data analysis regarding the student's prior/current topic knowledge
2. A copy of the unit/project learning experience plans using the Lesson 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 and/or do differently to improve the least successful or least effective instruction, and (c) what the candidate plans to do next to enhance student learning in the content area.

The assessment tool reflects the entirety of the Teacher Work Sample; the descriptors and levels may not necessarily be evidenced in each individual lesson of the unit. For instance, Teacher Candidates would not have to demonstrate “Exemplary” level competency in “Utilizes Technology” *for each day of the lesson* in order to earn an “Exemplary” rating for the project. Teacher Candidates should strive, however, for consistently high ratings to demonstrate competency.

For the purposes of calculating the overall average, “Exemplary” = 2; “Acceptable” = 1, and “Unacceptable” = 0. Students must average a minimum of “1” to successfully complete student teaching. Candidates who do not meet the minimum overall average will have their work sample returned to them for revision under the minimum overall average is earned.

Performance Indicators	Exemplary	Acceptable	Unacceptable
Establishes rationale and goals through learning objectives	All objectives clearly identify what knowledge or skill the learners should gain as a result of the instruction, include a	Most objectives identify what knowledge or skill the learners should gain as a result of instruction, include a variety of	Objectives lack clarity on what knowledge or skill the learners should gain as a result of instruction,

(CAEP 1.1; InTASC 7; Danielson 1c; PDE430 I)	broad variety of concepts and skills, reflect realistic measurability, and take into account individual differences and learner needs. (e.g. gender, culture, socioeconomics, diversity).	concepts and skills, reflect realistic measurability, and take into account individual learner differences and needs (e.g. gender, culture, socioeconomics, diversity).	show repetitive skills and concepts, lack realistic measurability, or fail to take into account individual learner differences and needs (e.g. gender, culture, socioeconomics, diversity).
Aligns content to academic standards (CAEP 1.1; InTASC 4; Danielson 1c; PDE430 I)	Aligns content to state academic standards and national and/or discipline-specific standards.	Aligns content to state academic standards or national and/or discipline specific standards, but not both.	Lacks alignment to academic standards.
Exhibits content knowledge (CAEP 1.1; InTASC 4; Danielson 1a; PDE430 I)	Consistently and clearly delivers accurate content knowledge. Ensures continuity of subject matter by building on prior knowledge and laying foundation for future knowledge. Anticipates student questions and prepares a variety of responses.	Delivers accurate content knowledge. Attempts to provide continuity by building on prior knowledge or laying foundation for future knowledge. Anticipates student questions and prepares responses.	Delivers little or inaccurate content knowledge. Delivers content without links to previous or future learning. Does not anticipate student questions and/or answers student questions inaccurately.
Employs content-specific strategies (CAEP 1.1; InTASC 8; Danielson 1a; PDE430 III)	Consistently employs a variety of strategies that reflect content-specific pedagogy. Consistently utilizes a variety of instructional strategies (e.g. lecture, cooperative learning, independent research). Consistently integrates skills, content, and thinking processes across disciplines.	Employs strategies that reflect content-specific pedagogy. Plans multiple instructional strategies (e.g. lecture, cooperative learning, independent research). Integrates skills, content and thinking processes across disciplines.	Relies on limited strategies. Fails to integrate skills, content and thinking processes across disciplines.
Provides meaningful experiences for learners to engage in their own learning	Consistently involves the learner in challenging and motivating experiences. Consistently guides the learner to effectively apply	Involves the learner in challenging and motivating experiences. Frequently guides the learner to effectively	Attempts to involve the learner in challenging and/or motivating experiences.

<p>(CAEP 1.1; InTASC 8; Danielson 3c; PDE430 III)</p>	<p>knowledge, skills, and critical thinking processes that allows for transfer to similar and new situations.</p> <p>Consistently enhances learning through effective collaboration generated by students' interests and aspirations.</p> <p>Consistently enhances learning through effective collaboration designed by the teacher.</p>	<p>apply knowledge, skills, and critical thinking processes that allows for transfer to similar situations.</p> <p>Frequently enhances learning through collaboration primarily teacher-initiated.</p> <p>Frequently enhances learning through effective collaboration designed by the teacher.</p>	<p>Guides the learner to apply knowledge, skills, and critical thinking processes to the present situation only.</p> <p>Attempts teacher-initiated discussions that use multiple perspectives and differing viewpoints with limited success.</p> <p>Sometimes enhances learning through effective collaboration designed by the teacher.</p>
<p>Utilizes technology (CAEP 1.5; InTASC 4; Danielson 2e; PDE430 III)</p>	<p>Consistently explores, evaluates, and uses a wide range of technological resources in a highly effective, student centered manner for individual, small group, or large group learning activities.</p> <p>Consistently, explicitly models, instructs, and supervises learners in the equitable, ethical, and legal use of technology.</p> <p>Consistently promotes life-long learning by creating opportunities for students to develop transferable technology skills.</p> <p>Consistently uses a wide range of technology to effectively support multiple assessments of learners.</p>	<p>Frequently explores, evaluates, and uses a variety of technological resources in a student centered, effective for individual, small group, or large group learning activities.</p> <p>Explicitly models, instructs, and supervises learners in the equitable, ethical, and legal use of technology.</p> <p>Creates opportunities for students to develop transferable technology skills.</p> <p>Frequently uses a variety of technologies to support multiple assessments of learners.</p>	<p>Explores, evaluates, and uses few technological resources for individual, small group, or large group learning activities – usually teacher centered.</p> <p>Implicitly models, instructs learners in the equitable, ethical, and legal use of technology.</p> <p>Models technology skills without creating opportunities for student development.</p> <p>Technology used mainly as novel instructional tool but not used in assessment of student learning.</p>
<p>Assesses students (CAEP 1.2; InTASC 6; Danielson 1f; PDE430 III)</p>	<p>Consistently designs a variety of assessment tools that match objectives and challenge the learner.</p> <p>Consistently reflects on and revises assessment</p>	<p>Frequently designs assessment tools that match objectives and challenges the learner.</p> <p>Reflects on and revises assessment tools to</p>	<p>Designs assessment tools that match objectives.</p> <p>Reflects on and revises assessment tools to more</p>

	<p>tools to better meet learners needs and to more effectively match objectives.</p> <p>Consistently aligns formative and summative assessments with national, state, and/or local standards.</p> <p>Consistently adapts formative and summative assessment tools to meet the needs of exceptional learners.</p>	<p>better meet learner needs and to more effectively match objectives.</p> <p>Frequently correlates formative and summative assessments with national, state, and/or local standards.</p> <p>Frequently adapts formative and summative assessment tools to meet the needs of exceptional learners.</p>	<p>effectively match objectives.</p> <p>Correlates formative and summative assessments in a limited manner with national, state, and/or local standards.</p> <p>Sometimes adapts formative and summative assessment tools to meet the needs of exceptional learners.</p>
<p>Addresses student learning needs (CAEP 1.4; InTASC 1; Danielson 1b; PDE 430 II)</p>	<p>Complies with specially designed instruction as mandated by IEPs, GIEPs or 504 service agreements.</p> <p>Incorporates principles of differentiated instruction OR individualized instruction to maximize learning opportunities based on culture, interests, or proficiencies.</p>	<p>Complies with specially designed instruction as mandated by IEPs, GIEPs or 504 service agreements.</p> <p>Attempts to incorporate principles of differentiated instruction OR individualized instruction to maximize learning opportunities based on culture, interests, or proficiencies.</p>	<p>Fails to comply with specially designed instruction as mandated by IEPs GIEPs or 504 service agreements.</p>
<p>Incorporates resources (CAEP 1.1; InTASC 5; Danielson 1d; PDE430 I)</p>	<p>Consistently and extensively draws upon educational research in the planning process.</p> <p>Consistently integrates a wide range of appropriate print, non-print, and multimedia and technological resources to facilitate learner understanding.</p> <p>Consistently incorporates highly interesting and motivating material to enhance learning resources, to foster student learning.</p>	<p>Frequently draws upon educational research in the planning process.</p> <p>Integrates appropriate print, non-print, multi-media, and technological resources to facilitate learner understanding.</p> <p>Incorporates interesting and motivating material to enhance learning.</p>	<p>Recognizes the need for research but does not draw upon educational research in the planning process.</p> <p>Integrates limited appropriate print, non-print, and multi-media and technological resources to facilitate learner understanding.</p> <p>Incorporates some material to enhance learning.</p>

<p>Designs assessment to measure student's prior knowledge (CAEP 1.2; InTASC 6; Danielson 3d; PDE III)</p>	<p>Uses assessment instrument aligned to anticipated learning goals based on previous instruction.</p> <p>Gives students precise directions and procedures</p> <p>Writes all prompts or assessment item with clarity.</p> <p>Explains scoring procedures clearly.</p>	<p>Uses assessment instrument aligned to anticipated learning goals.</p> <p>Gives students directions and procedures.</p> <p>Writes prompts or assessment with clarity.</p> <p>Explains scoring procedures.</p>	<p>Uses assessment, which lacks link to learning goals.</p> <p>Gives students incomplete directions and procedures.</p> <p>Writes prompts or assessments without clarity.</p> <p>Fails to explain scoring procedures.</p>
<p>Designs assessment to measure student's post teaching (CAEP 1.2; InTASC 6; Danielson 3d; PDE III)</p>	<p>Uses assessment instrument aligned to anticipated learning goals based on previous instruction and pre-assessment.</p> <p>Gives students precise directions and procedures.</p> <p>Writes all prompts or assessment item with clarity.</p> <p>Explains scoring procedures clearly.</p>	<p>Uses assessment instrument aligned to anticipated learning goals and pre-assessment.</p> <p>Gives students directions and procedures.</p> <p>Writes prompts or assessment with clarity.</p> <p>Explains scoring procedures.</p>	<p>Uses assessment instrument, which lacks link to learning goals or pre-assessment.</p> <p>Gives students incomplete directions and procedures.</p> <p>Writes prompts or assessments without clarity.</p> <p>Fails to explain scoring procedures.</p>
<p>Analyzes data to determine quantitative effectiveness of teaching (CAEP 1.2; InTASC 6; Danielson 3d; PDE III)</p>	<p>Provides significant analysis of evidence, data, best practices or contextual factors to account for adjustments to instructional plan.</p>	<p>Provides reasonable evidence, data, best practices or contextual factors to account for adjustments to instructional plan.</p>	<p>Offers limited evidence, data, best practices or contextual factors to account for adjustments to instructional plan.</p>
<p>Reflects on teaching to determine qualitative effectiveness of teaching (CAEP 1.1; InTASC 9; Danielson 4a; PDE430 IV)</p>	<p>Provides specific ideas for redesigning learning goals, instruction, and assessment.</p> <p>Offers a thoughtful rationale for why these modifications would improve student learning.</p>	<p>Provides general ideas for redesigning learning goals, instruction, and/or assessment.</p> <p>Offers a rationale for why these changes would improve student learning.</p>	<p>Provides ideas for redesigning learning goals, instruction, and assessment.</p> <p>Offers no rationale for why these changes would improve student learning.</p>

Comments:

Standards Cross-references for Performance Indicators

CAEP 1.1

- Standard 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and the learning; instructional practice; and professional responsibility.
- Standard 1.2 Providers ensure that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure their P-12 students' progress and their own professional practice.
- Standard 1.4 Providers ensure that candidates demonstrate skills and commitment that afford all P-12 students access to rigorous college- and career-ready standards.
- Standard 1.5 Providers ensure that candidates model and apply technology standards as they design, implement and assess learning experiences to engage students and improve learning, and enrich professional practice.

InTASC

- Standard #1: Learning Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
- Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, as well as knowledge of learners and the community context.
- Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Danielson's Framework for Teaching

- Component 1a: Demonstrating Knowledge of Content and Pedagogy
- Component 1b: Demonstrating Knowledge of Students
- Component 1c: Setting Instructional Outcomes

- Component 1d: Demonstrating Knowledge of Resources
- Component 1e: Designing Coherent Instruction
- Component 1f: Designing Student Assessments
- Component 2e: Organizing Physical Space
- Component 3c: Engaging Students in Learning
- Component 3d: Using Assessment in Instruction
- Component 4a: Reflecting on Teaching

PDE430

- Category I: Planning and Preparation
- Category II: Classroom Environment
- Category III: Instructional Delivery
- Category IV: Professionalism