

Robert Morris University
School of Nursing, Education, and Human Studies (SNEHS)



EDUCATION DEPARTMENT

Teacher Work Sample (TWS)

A Capstone Assignment
Initial Certification Programs
2021-2022



Domain 1: Planning and Preparation (Teaching, Reflection, Research) 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Setting Instructional Outcomes 1d. Demonstrating Knowledge of Resources 1e. Designing Coherent Instruction 1f. Designing Student Assessments	Domain 3: Instruction (Teaching, Reflection) 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
Domain 2: Classroom Environment (Teaching, Reflection, Service) 2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior 2e. Organizing Physical Space	Domain 4: Professional Responsibilities (Teaching, Reflection, Research, Service) 4a. Reflecting on Teaching 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Participating in a Professional Community 4e. Growing and Developing Professionally 4f. Showing Professionalism



Practitioner-Scholar Model reflected in Danielson

*This assignment is based on the work by the Renaissance Partnership Teacher Quality Project, The Louisiana Department of Education, West Oregon University, Emporia State University, and Marymount University.

TEACHER WORK SAMPLE (TWS)

The Goal

The teacher education candidate will design and deliver an effective sequence of lessons based on pre-assessment data, employ appropriate pedagogy and content, analyze the PreK-12 students' pre/post and formative assessment data, use current research to support decision-making, and reflect on the teaching experience. A successful teacher education candidate should have a positive impact on PreK-12 student learning. The purpose of this assignment is to evaluate the degree of impact on PreK-12 student learning by examining:

- The ability to use the PreK-12 students' contextual data to shape or guide instruction.
- The ability to analyze pre-assessment data and make meaning of the data.
- The ability to design and deliver a multiple-lesson instructional sequence using data.
- The ability to develop challenging, meaningful classroom activities and assessments based on appropriate pedagogy and content.
- The ability to calculate and analyze the PreK-12 students' pre-test to post-test learning gains or losses and describe what the data means.
- The ability to utilize technology to examine data, conduct research, and present results.
- The ability to include current research articles from practitioner and scholarly journals to support instructional decisions.
- The ability to reflect on the impact on PreK-12 learning and the PreK-12 student survey data.
- The ability to reflect on the student teaching experience during the capstone research project to promote professional growth.

Overview of the Assignment

The teacher candidate will describe the learning context of the district, school, classroom, and students. Instructional goals for a multiple-lesson instructional sequence (4-6 lesson) will be developed. For those in a middle level and secondary placement, choose *only* one class or period. For PK-4 or special education placements, choose *only* one subject. The instructional goals should be based on state or district content standards, including alternate eligible content if appropriate. The learning objectives will include outcomes representing the range of levels from knowledge through evaluation (Bloom's Taxonomy). Additionally, the teacher candidate will create an assessment plan including, but not limited to, measures of student performance before (pre-assessment) teaching the lessons, after individual lessons (formative assessment), and after the instructional sequence of lessons (post-assessment). The candidate will administer the pre-assessment and analyze the data making changes to the instructional plan if data indicates such. The teacher candidate will deliver the instructional sequence administering formative assessment throughout, analyzing the formative assessment daily, and making any instructional changes based on the formative assessment. The candidate will administer a post-assessment and summarize the results. The teacher candidate will then analyze his or her students' data (pre- to post-assessment scores) to determine learning gains/losses. Finally, candidates will reflect on the instructional design, educational context, and degree of learning gains or impact on learning demonstrated by the PK-12 students. The entire instructional sequence should be based on evidence based practices. Therefore, current research from practitioner and scholarly journals must clearly be linked to support instructional decisions or reflection on the instructional decisions.

Generally, this assignment is 8-12 one-sided pages, plus attachments and lesson plans. The assignment will be presented in narrative, tabular, and graphic format using these assignment directions as a template. Remember that student confidentiality must be maintained, so refer to students by numbers, first name only, or initials. Please also do not include the name of the school or cooperating teacher's name to maintain confidentiality in this aspect as well.

The following are required for completion of this assignment:

- I. Community, District, School, Class, and Student Contextual Information
- II. Differentiation Based on Contextual Factors
- III. Standards and Objectives for the Sequence of Lessons
- IV. Instructional Design Part I: Assessment Plan
- V. Instructional Design Part II: Pre-Assessment Analysis and Lesson Planning
- VI. Analysis of Learning
- VII. Impact on PK-12 Students' Learning
- VIII. Reflection on Teaching and Learning including K-12 Students' Survey Data
- IX. Research
- X. Technology and Supportive Documentation

This TWS assignment is submitted in the Student Teaching Seminar for grading using rubric criteria. Candidates must meet the minimum rubric score in order to pass the seminar. Failure to meet the minimum score may result in revisions to the TWS (revisions must be submitted within seven (7) days) or in a complete redesign of the TWS, including lesson plan delivery. The assignment must be passed in order to successfully complete student teaching or practicum.

The final TWS assignment will be included in the e-portfolio.

I. **Community, District, School, Class, and Student Contextual Information**

Teachers recognize that all learners bring to their learning varying experiences, abilities, talents, and prior learning, as well as language, culture, and family and community values that are assets that can be used to promote their learning (InTASC). In order for teacher candidates to use these contextual factors to promote learning, they must be aware of the community, district, school, classroom, and student factors within their clinical site.

- a. **Community:** Candidates will utilize public information to research the geographic location, employment information, jobs, median income, and other unique factors within the community of their clinical site. This information will be conveyed in narrative form.
- b. **District and School:** Candidates will research information on the district such as the total population, number of schools, grade level of the schools, number of teachers, and/or student:teacher ratio. This information will be conveyed in narrative form. Additionally candidates will research student demographic information and present research findings in tabular format (see example below).
- c. **Classroom Demographic Information:** Candidates will collaborate with their cooperating teacher to learn about the student contextual information within their classroom. This information will be presented in tabular format (see example below).

Example Table of Contextual Data

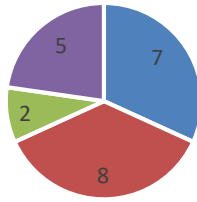
Clinical Site	Class Size (n)	Males (may be n or %)	Females (may be n or %)	ESL/ELL/ESOL (may be n or %)	With Identified Disabilities (may be n or %)	GIEP (may be n or %)	SES – Title I or Economically Disadvantaged	Ethnicity /Cultural	Other Contextual Factors (i.e., military, homeless, foster care, 504 Plans, MTSS Tiers))
District									
School									
Class									

- d. **School and Classroom Academic Information:** In order to design lessons that are within the zone of proximal development of your students, it is important to be aware of the academic contextual factors. Candidates will utilize public information to research and report on academic achievement. Include PSSA scores/Keystone exam scores, Pennsylvania Value-Added Assessment System (PVAAS) data, and other public data generally found on the district website. Include information from existing classroom assessment data, i.e. Classroom Diagnostic Tool (CDT), Acadience/DIBELS, STARS, NWEA, IXL, or curriculum based measurement. If no standardized test measures are available for your subject area, grades or other information may be used to provide an indication of academic performance. **Candidates are NOT required to conduct assessments for this part of the assignment.** The school and classroom academic information will be presented in tabular and/or graphic format (see example below).

Example 1 Academic Information

Assessment Name	Group	Grade	Number Scored	Percent Advanced	Percent Proficient	Percent Basic	Percent Below Basic	PVAAS Average Growth Index
	All Students							
	Historically Underperforming							
	Your Class							

Example 2 Academic Information

Class	Above Benchmark	At Benchmark	Below Benchmark	Well Below Benchmark	<div style="text-align: center;"> <h4>Reading Composite Score</h4>  <p>■ Above ■ At ■ Below ■ Well Below</p> </div>
# of Students	7	8	2	5	

II. Differentiation Based on Contextual Factors

Based on the students’ contextual, classroom academic data, school data, and community information, specific adaptations or differentiation may be needed. If it’s a whole class “adaptation” then it’s not a specific adaptation (i.e. students seated in group arrangement or class notes handed out to all students after the lesson). Specific adaptations or differentiation include: IEP adaptations or modifications, unidentified needs, RtII tier adaptations, and/or 504 plan needs, etc.

- a. Describe in tabular format how you will adapt or differentiate each lesson for students who have a need described above.

Example Table of Differentiation

Students’ Contextual Factors (student data and academic data)	Specific Adaptations / Differentiation These should match those students who are identified in the student contextual data box (i.e. IEP, GIEP, or ESL/EL Accommodation and Modification Form)

- b. Reflection: In a short narrative, summarize the contextual information and reflect on how these factors will be addressed to promote student learning. Describe additional resources or materials that might be needed to address the needs of your students.

III. Standards and Objectives

Standards inform instruction and are important to describe what students are expected to learn. List and describe the standards for the series of lessons within the instructional sequence. From the standards, develop 2-5 objectives (candidates will use the same objectives for each lesson). Carefully select objectives which are appropriate for the knowledge, skills, and experiences of students and which can be realistically achieved within 1-2 weeks.

Objectives should include outcomes representing the range of levels from knowledge through evaluation (i.e. Bloom’s Taxonomy.) Be sure to include the knowledge, skills, and reasoning ability students will gain if the objectives are met. Also, include the PA standards (www.pdesas.org) or PA Common Core Standards on which these standards and objectives are based. PA Alternate Eligible Content (AEC) may be used, if appropriate. Keep in mind that objectives are not descriptions of activities for students, but what you expect your students to learn during the series of lessons.

Remember, lesson objectives should be:

- Clearly stated
- Developmentally appropriate
- Aligned with the standards and state or district standards
- Described in terms of student performance and stated in behavioral terms (condition, behavior, and criteria)

Example Table of Standard(s) and Objectives

A. Unit or Topic:
B. Standard(s) used for the lessons (1-2 Standards):
B. Lesson Objectives (condition, behavior, and criteria): Given 10 problems with subtraction and regrouping, the students will correctly solve 7 problems.
1.
2.
3.
4.
5.

IV. Instructional Design Part I - Assessment Plan

Candidates will develop a plan for pre-assessment of knowledge and skills, formative assessment throughout the lessons, and post-assessment. Some general notes to keep in mind regarding assessments:

- The pre-assessment and post-assessment must be given in the presence of the student teacher or the cooperating teacher. Parents/families cannot give the assessment.
 - Homework or out of class work cannot be used.
 - Do not use a KWL organizer to pre-assess or other informal measures where individual data cannot be recoded and used as a baseline.
 - Include a copy of the directions as well as the rubric used to measure student performance for any activity or assignment.
 - Observation or questioning can only be used for formative assessment if accompanied by a data collection tool.
 - The pre and post-assessment is not part of the 4-6 lessons required for the instructional sequence.
 - Candidates should plan to make any adaptations or differentiation required for the assessments based on the contextual factors.
 - Forms of assessment and appropriate adaptations should follow evidence based practices. Include 2 research journal article findings to support your assessment plan and/or adaptations.
- a. **Pre-Assessment:** Describe in narrative form your pre-assessment method(s) to determine student knowledge and skills prior to instruction. **Attach a copy of the pre-assessment to the TWS.**
 - b. **Formative Assessment:** Describe the formative assessments planned for use during the sequence of lessons to assess student understanding and progress.
 - c. **Post-Assessment:** Describe the post-assessment method(s) used to determined student knowledge and skills after instruction. **Attach a copy of the post-assessment to the TWS.**
 - d. **Alignment:** Explain how the TWS objectives, pre-assessment, instruction, and post-assessment were aligned (consistent with each other). Remember that good educational practice requires that pre-assessments and post-assessments are closely aligned.
 - e. Summarize your assessment plan in tabular format (see example below).

Example Assessment Plan Table

Lesson Objectives	Pre-Assessment	Formative Assessment	Post-Assessment	Adaptations, if applicable	Research Citation (author, year)
1.					
2.					
3.					
4.					

V. Instructional Design Part II – Pre-Assessment Analysis & Lesson Planning

The second part of instructional design requires that the pre-assessment data are analyzed and that based on this data lessons are designed to give students the skills and knowledge to meet the instructional objectives. This section will include narrative descriptive information and tabular summaries.

a. Pre-Assessment Analysis

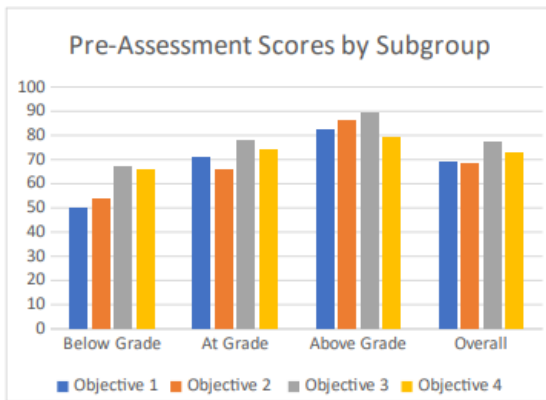
- Candidates will collect individual raw scores for the pre-assessment and include these in the documentation section of the TWS (Section X). The instructional design part II section summarizes the pre-assessment findings in both tabular and narrative form.
- Summarize the pre-assessment results by objective using the example table below and/or graphs.
- **Subgroups:** Apart from looking at your class as a whole (class average, median score, etc.), were the results clustered or did they identify sub-groups of need. For example, are there students that demonstrated some skills in the pre-assessment which would indicate the need for enrichment activities or are there students with disabilities who will need pre-teaching of pre-requisite skills? Subgroups may also be based on the academic contextual factors (below grade level instruction, at grade-level instruction, or above grade level instruction or advanced, proficient, basic, or below basic). Provide a disaggregation of data by using the identified subgroups. For candidates conducting their TWS with students with disabilities only, there may not be additional subgroups.
- Describe in a narrative what you learned about the prior knowledge/skills/abilities of the students in your class as individuals and as a whole.
- In the narrative consider what the implications for instruction are or how the pre-assessment data shapes your instructional plans? This may be something as simple as instructional grouping. How did your analysis of the pre-assessment data influence how you designed the learning activities and lesson plans for your class as a whole? How well did the students in the subgroups perform on each objective? What about individual students with specific needs – gifted, medical, learning, and situational need (i.e., divorce, military, etcetera.) Be specific.

Example Table of Pre-Assessment Analysis

Lesson Objectives	Overall Class Percentage on each objective	Academic Sub Groups and Percentage on each objective	Implication for instruction
1.			
2.			
3.			
4.			

Example Graph of Pre-Assessment Analysis

Pre-Assessment Scores:



b. Design for Instruction

Provide specific lesson plans for the instruction that you implemented in order to help students meet each objective in this series of lessons. All lesson plans should follow the RMU lesson plan template found in the Robert Morris University’s Student Teacher Handbook. Be certain that the plans include adaptations or differentiation for the academic subgroups and individuals based on pre-assessment and/or student contextual factors (go back and be sure this matches what is in the table). Reflections must be included with each individual lesson. The submission for this section includes:

- **Sequence of Lessons Summary.** Provide a brief outline (schedule) of the daily topics and basic instructional design of the series of lessons (4-6 lessons). Include in the summary citations for at least 2 research journal articles to support some part of your instructional design.

EXAMPLE SUMMARY SEQUENCE OF LESSONS

Lesson	Learning Objective	Lesson Summary	Research Citation (author, year)

The submission in the supportive documentation section pertaining to the design for instruction includes:

- Lesson plans for all lessons. Again, lesson plans should use the RMU lesson plan template. Any “draft” lesson plans or “bulleted” lesson plans will not be accepted. Any lesson plans from a pre-published source or commercial curriculum will not be accepted.
- Provide all student teacher created handouts and any rubrics or scoring guides that are relevant to any lesson.
- Do not include students’ work.

VI. Analysis of Learning Results

In this section, candidates will analyze the results of the post-assessment data to determine if students met the objectives of the lesson sequence. This section will include both narrative and tabular information. In the narrative, consider the following:

- Candidates will collect individual raw scores for the post-assessment and include these in the documentation section of the TWS (Section X).
- Analysis of Learning Results section summarizes the post-assessment findings in both tabular form (see example below) and narrative form.
- In the narration discuss what the analysis of the post-assessment tells you about the degree to which each of your learning objective(s) were achieved for your class as a whole, for each subgroup, and for individual students and students identified in the student contextual data part.
- Do you believe the post-assessment results accurately reflect the degree of learning students demonstrated during the lesson instruction? Explain.
- What needs to be done to help students who did not accomplish/master the objectives? Be specific and realistic in the next steps.

Example Table of Post-Assessment Results

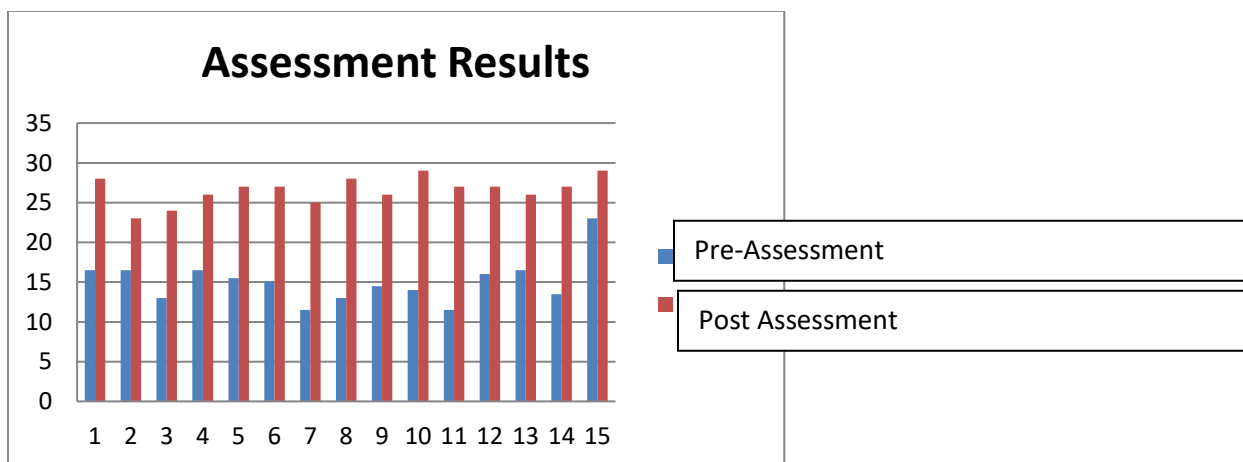
Objectives	Overall Class Percentage	EACH Academic Sub Groups' Overall Average Percentage	Objective Met or Next Steps
1.			
2.			
3.			

VII. Impact on PreK-12 Students' Learning

Using the pre-assessment and post-assessment data, candidates will calculate, report, and analyze student gains. Include 2 recent (2013-present) research journal article findings to support your analysis of your pre-post assessment and impact on learning data. Use a table or graph to report your findings. Use a narrative to analyze your findings and consider the following points:

- Explain whether there were learning gains or learning losses.
- Did your instruction impact the students' learning based upon the assessment data?
- Look at each the learning of individual students and the subgroups. Do you see any patterns? If so, what are they?
- Analyze the students' results relative to research (provide 1-2 references). For example, if the instruction focused on reading fluency, analyze the students' gains related to research supported gains of 2 wcpm/week or 1.5 wcpm/week for students with disabilities. Be sure to cite your research.

Example Table and Graph



	Objective 1			Objective 2			Objective 3		
Student	Pre-Assessment Score	Post-Assessment Score	Gains/ Losses	Pre-Assessment Score	Post-Assessment Score	Gains /Losses	Pre-Assessment Score	Post-Assessment Score	Gains/ Losses
Overall Average									
Sub-Group 1	Pre-Assessment Score	Post-Assessment Score	Gains/ Losses	Pre-Assessment Score	Post-Assessment Score	Gains /Losses	Pre-Assessment Score	Post-Assessment Score	Gains/ Losses
Overall Average									

VIII. Reflections on Teaching and Learning & K-12 Student Surveys

Provide a general reflection on what you learned by completing the TWS. In addition, candidates are to survey their students on what they thought of the instructional unit and/or their learning.

- a. **Student Surveys:** At the end of the sequence of lessons and after the post-assessment, the student teacher will craft a simple and brief survey using only 4-6 questions based on the ETS Student Surveys found at https://www.ets.org/s/ppa/pdf/student_survey.pdf
- GRADES PreK-2 choose 4 questions on pages 2-4 (do not include the question that asks for students to draw a picture).
 - GRADES 3-5 choose 5 questions on pages 5 and 6.
 - GRADES 6-12 choose 6 questions on pages 7 and 8 (do not include questions 14 or 15.)
 - DO NOT use the actual entire survey. Give credit to ETS and the website on the survey that questions #2, 6, etc. were captured and used in the TWS for educational purposes only. Be sure that the cooperating teacher sees and approves of the questions that were selected.
 - PK-12 students DO NOT put their names on the survey. The surveys are anonymous.

Include a simple table that displays the data from the K-12 student surveys. Discuss how your thoughts on the effectiveness of your instruction matches the students' thoughts.

- b. **Reflections on Teaching:** In your narrative reflection on teaching and learning, consider some of the following areas:
- How did the pre-assessment data shape your instruction?
 - What worked and what didn't in terms of instruction and assessment?
 - Were there implications to the effectiveness of the adaptations?
 - What did your students learn? What would you do differently next time to improve the effectiveness of your instruction or impact K-12 learning and why?
 - In looking at your individual lesson plan reflections, were there patterns in your reflections?
 - How did collaboration with the cooperating teacher and/or university supervisor promote effective instruction and your own learning of teaching practice?
 - How did this Teacher Work Sample help you learn about teaching?
 - Reflect on the areas that you will need more professional support and how you might address these needs in your first year of teaching.

IX. Research

The entire instructional design, data based decisions, and analysis or interpretation of results should be based on research. Candidates were to utilize online research databases to identify research-based practices that can improve student's learning, engagement, and outcomes. Citations throughout the TWS should reflect the research to practice connection. Therefore, there should be a clear connection using recent articles/research findings. In this section, candidates will synthesize in narrative form their research findings and reflect on the articles cited in the assessment plan and/or adaptations, instructional design, and impact on PK-12 learning. The reflective narrative should provide evidence to support the use of research in instructional decision making.

X. Technology and Supportive Documentation

Educators understand and use data to drive their instruction (ISTE Standard 7 Analyst). This includes using technology to design and implement assessments and to use the resulting data to guide progress and communicate these results. As such, the technology and supporting documentation within the TWS should include the following:

- At least three graphs, tables, or charts that represent the data used in the analysis that provide clear representation of learning gains/losses for individuals, groups, and the whole class should be present. Be sure to include tables of pre-assessment and post-assessment individual scores.
- Lesson plans for individual lessons with any teacher prepared instructional materials are required (do not include copies from textbooks, websites, or commercial curriculum – these should be cited on your lesson plan as additional references or sources). Make sure these include detailed reflections.
- Teacher prepared tests, rubrics, or scoring guides that are part of your pre/post assessment plan should be provided along with directions and descriptions of adaptations.
- Only include student work as needed to provide a specific explanation of how rubrics or scoring guides are used.
- Reference page of research, in APA format, to support instructional decisions.

Teacher Work Sample (TWS) Capstone Research Assignment

Mapped to CAEP, InTASC and Danielson	(1) Not Evident or Incorrect	(2) Developing Skills	(3) Target Skills
<p>I) Understanding Students' Context Outside of School <i>There is knowledge, evidence, and understanding of students' backgrounds and contextual life outside of school which is used to plan for instructional needs.</i></p> <p>(CAEP 1.1; InTASC 1 & Danielson Domain 1: 1a, 1b, 1c, 1d, 1e)</p>	<p>Student, class, school and community descriptions are not present or vague, and/or not relevant. Instructional planning is not based on contextual information; no materials or resources are added for students to gain background knowledge if they have limited opportunities; no evidence of sensitivity for students who are having temporary or on-going challenges in their home life, such as military connected families, low-income families with multiple dependents; family member with special needs students, single parent families, and foster families.</p>	<p>Student, class, school and community descriptions are incomplete and/or may lack relevance. Instructional planning is not always based on contextual information; materials or resources are not always added for students to gain background knowledge if they have limited opportunities; there is not always sensitivity and awareness for students who are having temporary or on-going challenges in their home life, such as military connected families, low-income families with multiple dependents; family member with special needs, single parent families, and foster families.</p>	<p>Contains clear and relevant descriptions that demonstrate knowledge of student characteristics, skill levels, and their school/community. Instructional planning recognizes the knowledge and experience that students bring from their community and backgrounds; additional materials or resources are added for students to gain background knowledge if they have limited opportunities; there is overall sensitivity and awareness of students who are having temporary or on-going challenges in their home life, such as military connected families, low-income families with multiple dependents; family member with special needs, single parent families, and foster families.</p>
<p>II) Differentiation <i>Specific plans are identified for adapting and/or differentiating instruction based on contextual factors (students with special learning or enrichment needs).</i></p> <p>(CAEP 1.1; InTASC 2 & Danielson Domain 2: 2a, 2b, 2c, 2d, 2e; InTASC 8 & Danielson Domain 3:3a, 3b, 3c, 3d, 3e)</p>	<p>Inappropriate or absent adaptations for low and/or high performing students, students with special learning needs, and ELL students. The approach is "one size fits all" for the group or class or uses a very generic modification for all, such as seating arrangements. Implementation to modify, adapt, and/or differentiate is not included or not appropriate (high performing students always helping low performing students) for identified and unidentified students; GIEP, 504, RTII, or IEPs are not considered.</p>	<p>Only general adaptations are evident for low and/or high performing students, students with special learning needs, and ELL students. Implementation procedures for adapting and/or differentiating are not clearly included in detail for students in alignment with GIEP, 504, RTII or IEP plans (e.g., terms such as "more time given" or "instructional assistance will support").</p>	<p>Specific adaptations and/or differentiation are evident for low and/or high performing students, students with special learning needs, and ELL students. Clear implementation procedures for adapting and/or differentiating are included in detail for students in alignment with GIEP, 504, RTII or IEP plans.</p>
<p>III) PA Common Core Standards and Objectives <i>Instructional objectives are developed from PDE standards, district standards or national standards (containing an action verb, content, and criteria for mastering the objective).</i></p> <p>(CAEP 1.1; CAEP 1.4; InTASC 1 & Danielson Domain 1a, 1b, 1c, 1d, 1e, 1f; InTASC 7 and</p>	<p>Instructional (performance) objectives are not stated clearly or use terms such as "understand" and "know." One out of three or none of the three components is included. Standards are not included or objectives are not from the stated standards.</p>	<p>Instructional (performance) objectives are measurable, clearly tied to the instruction, and include two out of three components: action verb, content, and criteria (<i>i.e. using a graphic organizer, the student will compare and contrast three reasons that the Union and Confederacy went to war.</i>) PA Common Core Standards are included and the objectives are from the stated standards.</p>	<p>Instructional (performance) objectives are measurable, clearly tied to the instruction, and include all three components: action verb, content, and criteria (<i>i.e. using a graphic organizer, the student will compare and contrast three reasons that the Union and Confederacy went to war with 100 % accuracy.</i>) Standards and objectives are correctly aligned using the PA Common Core Standards.</p>

Mapped to CAEP, InTASC and Danielson	(1) Not Evident or Incorrect	(2) Developing Skills	(3) Target Skills
Danielson Domain 1a, 1b, 1c, 1d, 1e, 1f)			
<p>IV) Instructional Design Part I: Assessment Plan <i>Assessment plan describes assessment methods which are aligned with objectives, address contextual and student needs, tied to instruction, and linked to research based practices</i></p> <p>(CAEP1.1 InTASC 8 & Danielson Domain 3: 3a, 3b, 3c; InTASC 5 & Danielson Domain 1: 1a1b, 1c, 1d, 1e)</p>	<p>The assessment plan is minimally or not aligned, tied to instruction, and/or does not drive instruction of lessons. Formative assessment is missing or weak. IEP needs and adaptations are weakly or inappropriately addressed in the assessment plan. Student did not clearly connect research findings to the assessment plan.</p>	<p>Assessment plan is somewhat aligned, tied to instruction, and/or somewhat drives instruction of lessons. Formative assessment is weak and/or unclear in connection to instruction. IEP needs and adaptations are somewhat applied to the assessment plan. Did not clearly connect at least two recent research findings to the assessment plan.</p>	<p>Design of the assessment plan is clearly stated, detailed, aligned with objectives, and tied to instruction. Assessments provide relevant information for instructional planning. Directions and procedures are detailed and clearly stated with appropriate adaptations. Plan clearly connects at least two recent (within 7 years) research findings to the assessment plan.</p>
<p>V) Instructional Design Part II: Lesson Sequence <i>The instructional design of the lessons applies appropriate content and pedagogy, incorporates relevant and varied instructional methods, and takes into account all students' contextual and pre-assessment data.</i></p> <p>(CAEP1.1 InTASC 1 and 2: Danielson Domain 1: 1b,1c, 1d, 1e,1f & Danielson Domain 2: 2a, 2b, 2c, 2d, 2e)</p>	<p>The instructional design for the lessons is weakly or not developmentally appropriate, logically connected, taking into account some contextual information, including differentiated /adapted needs, sub-groups, and pre-assessment data or the student teacher did not connect any relevant research findings to the instructional design of the lessons.</p>	<p>Instructional design for the lessons is somewhat developmentally appropriate, logically connected, taking into account most contextual information, including differentiated /adapted needs, sub-groups, and pre-assessment data or the student teacher did not clearly connect at least two recent (within 7 years) research findings to the instructional design of the lessons.</p>	<p>Instructional design for the lessons is always developmentally appropriate, logically connected, taking into account ALL contextual information, including differentiated /adapted needs, sub-groups, and pre-assessment data and the student teacher clearly connects two recent (within 7 years) research findings to support the design of this aspect of the lessons.</p>
<p>VI) Analysis of Learning <i>Assessment data are tabulated and analyzed by class, subgroup, or skill. A thorough analysis of the assessment data is provided that supports the presented data.</i></p> <p>(CAEP1.1 InTASC 6 and Danielson Domain 1: 1f; Danielson Domain 3: 3d; Danielson Domain 4: 4b)</p>	<p>Data reporting is weak or inadequate. No discussion or analysis of whole class, individual, and subgroup achievement. Specific remediation is not included or not linked to the post-assessment data or the student teacher did not connect any relevant research findings to the data analysis.</p>	<p>Data reporting is somewhat developed. Some errors are present or additional explanation is needed on whole class, individual, and subgroup achievement. Specific remediation suggestions for student(s) who did not achieve objectives based on the post-assessment data are/or not included or not clear.</p>	<p>Data reporting includes accurate presentation of whole class, individual, and subgroup achievement. Specific remediation suggestions for student(s) who did not achieve objectives based on the post-assessment data are included</p>

Mapped to CAEP, InTASC and Danielson	(1) Not Evident or Incorrect	(2) Developing Skills	(3) Target Skills
<p>VII) Impact on PK-12 Student Learning <i>As a result of instruction student learning gains are documented.</i></p> <p>(CAEP1.1 InTASC 6 and Danielson Domain 3: 3d; Danielson Domain 4: 4b)</p>	<p>Mainly inaccurate or unclear representation of student learning gains/losses. Based on the pre/post assessment data, little or no impact on student learning is evident or no explanation is provided or the explanation is not relevant to the data.</p>	<p>Somewhat inaccurate or unclear representation of student learning gains/losses. Whole class and subgroups made some learning gains based on pre/post-assessment data or learning losses are not thoroughly explained or connect to students' contextual data. Student teacher did not clearly connect two recent (within 7 years) research findings to the data analysis.</p>	<p>Accurate calculation and clear presentation of student learning gains/losses. Whole class and subgroups generally made learning gains based on pre/post-assessment data and any learning losses are thoroughly explained and connect to students' contextual data. Student teacher clearly connects two recent (within 7 years) research findings to the data analysis.</p>
<p>VIII) Reflections & K-12 Student Surveys <i>Reflections critically evaluate the impact of instruction and practice.</i></p> <p>(CAEP1.1 , CAEP 4.2; InTASC 9 and Danielson Domain 4: 4a)</p>	<p>Some reflections are absent or do not describe the impact on the student's learning and growth. Information from student surveys were not included or the narrative did not support the data from the surveys.</p>	<p>Reflections are minimal or superficial or do not focus on the impact of the lessons or experience on the student's learning and growth using data to inform future instruction. Information from student surveys included limited data and narrative did not fully match the data on students' perceptions the instruction had on their learning.</p>	<p>Reflections are present for each lesson and for the experience as a whole, focus on the student's learning and growth and explain how data may inform future instruction. Information from student surveys included data and narrative on students' perceptions the instruction had on their learning.</p>
<p>IX) Research Reflections <i>Conscience examination of the research to practice connection</i></p>	<p>Reflections do not or minimally connect research findings with assessment, instruction, and/or impact on learning. Connections were not present or were included by non-relevant and/or insufficient information.</p>	<p>Reflections weakly connected recent research findings with assessment, instruction, and/or impact on learning. Some research evidence was used to support instructional decisions.</p>	<p>Reflections connect research findings to assessment, instruction, and impact on learning. There was sufficient evidence in the research to support instructional decisions.</p>
<p>X) Technology for Research <i>Effectively utilizes online research databases to identify research-based practices that can improve student's learning, engagement, and outcomes</i></p> <p>(CAEP technology cross-cutting theme; ISTE Standard 3)</p>	<p>Little to no evidence of applying digital tools to gather, evaluate, and use information. Results are in narrative form. Reference list provided with < 3 resources.</p>	<p>Some evidence of applying digital tools to gather, evaluate, and use information. Results are in narrative form. Reference list provided with 3-4 recent resources.</p>	<p>Digital tools effectively applied to gather, evaluate, and use information. Results are synthesized in narrative form. Reference list and citations, in APA format, provided with 5-7 credible, recent sources.</p>
<p>X) Technology and Supporting Documentations <i>Technology was used to design lesson plans, pre/posttests, graphs, tables, and charts to communicate data.</i></p> <p>(CAEP 3.2; InTASC 9 and</p>	<p>Non-relevant or no graphs, tables, or charts included. Lesson plans are not intact or missing. Pre/post tests are not intact or missing.</p>	<p>1-2 graphs, tables or charts that visually show student subgroups and individual pre/post assessment data are adequately presented and/or connected or not clearly connected to the data analysis. Lesson plans follow the department template but may be missing parts. Pre/post tests are included.</p>	<p>At least three relevant graphs, tables or charts that visually show student subgroups and individual pre/post assessment data are presented and connected to the data analysis.</p> <p>Lesson plans follow the department template, are detailed, and connect contextual and assessment data. TWS is neat and organized.</p>

Mapped to CAEP, InTASC and Danielson	(1) Not Evident or Incorrect	(2) Developing Skills	(3) Target Skills
Danielson Domain 4.f; ISTE Standard 7)			
Submission to Pass	Third Submission	Second Submission	First Time Submission

Total possible points = 33 (11 indicators @ 3 points (target skills) or 100%)

Minimum points required to pass = 28 (83%)

Notes:

- Candidates with multiple rubric item scores of 1 or 2 or scores of 1 or 2 in items VI or VII may be asked to resubmit the assignment.
- Any scores at the unacceptable level (27 points or fewer) indicate a failure/not pass of the TWS.
- Any candidate who resubmits a TWS for a 2nd or 3rd time will receive a 10% point reduction.
- Candidates must pass the TWS to pass student teaching.

Student's Name: _____

Date: _____

Scorer's Name: _____

Points: _____ **Pass**____ **Not Pass**____

Scorer's Comments: