



# TEACHER WORK SAMPLE

## Student Guidelines



Southeast Missouri State University  
College of Education

*Experience Southeast . . . Experience Success*

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## TEACHER WORK SAMPLE: Student Guidelines

College of Education  
Southeast Missouri State University

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## Student Guidelines for Construction of the TWS

### The Vision

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

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

### Your Assignment

The TWS contains eight teaching processes (nine if the Family Involvement Plan is included) 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 teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or 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

• **Charts and Graphs: Charts, graphs, and assessment instruments are required as part of the analysis of learning element. These should appear in the analysis or as separate files saved in the Analysis of Student Learning section.**

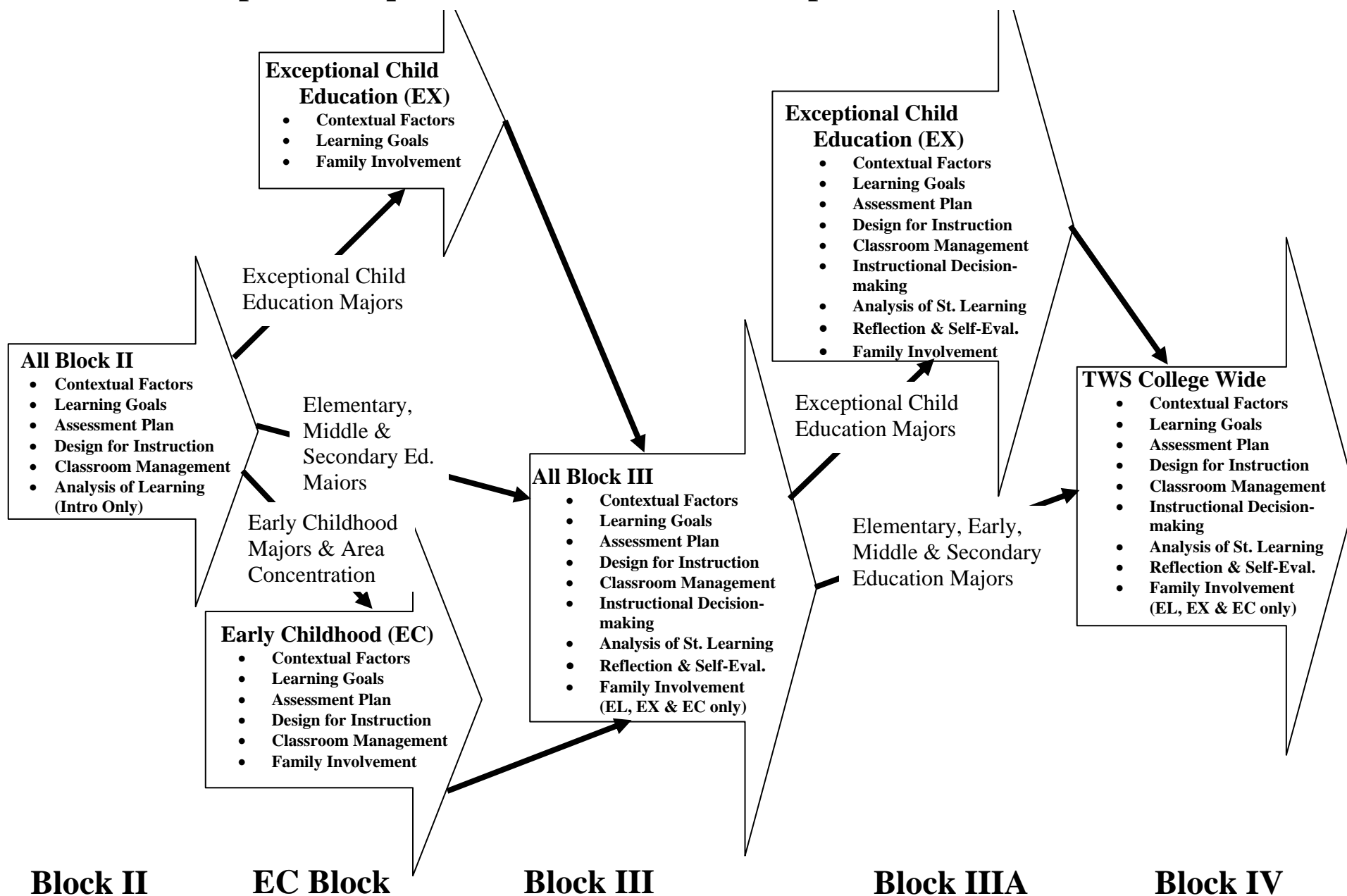
You may also want to provide other documents, such as student work. However, you should be very selective and make sure your choices provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.

- Narrative length. A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.
- References and Credits (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits* and put them in the Appendix. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association" and discussed on the Kent Library webpage: <http://library.semo.edu/learn/citing.shtml>).

- 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.

On the following page a scope and sequence chart illustrates at what point in the teacher preparation program students will be introduced to the TWS elements and how that introduction is reinforced through the various blocks.

## Scope and Sequence of Teacher Work Sample elements across Blocks



## Teaching Processes Assessed by the Teacher Work Sample

<p><b>Teaching Processes, TWS Standards, and Indicators</b></p>
<p><b>Contextual Factors</b>  <i>The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.</i></p> <ul style="list-style-type: none"> <li>▪ Knowledge of community, school, and classroom factors</li> <li>▪ Knowledge of characteristics of students</li> <li>▪ Knowledge of students' varied approaches to learning</li> <li>▪ Knowledge of students' skills and prior learning</li> <li>▪ Implications for instructional planning and assessment</li> </ul>
<p><b>Learning Goals</b>  <i>The teacher sets significant, challenging, varied and appropriate learning goals.</i></p> <ul style="list-style-type: none"> <li>▪ Significance, Challenge and Variety</li> <li>▪ Clarity</li> <li>▪ Appropriateness for students</li> <li>▪ Alignment with national, state or local standards</li> </ul>
<p><b>Assessment Plan</b>  <i>The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.</i></p> <ul style="list-style-type: none"> <li>▪ Alignment with learning goals and instruction</li> <li>▪ Clarity of criteria for performance</li> <li>▪ Multiple modes and approaches</li> <li>▪ Technical soundness</li> <li>▪ Adaptations based on the individual needs of students</li> <li>▪ Opportunities for students to self evaluate, set, monitor, and adjust learning goals</li> </ul>
<p><b>Design for Instruction</b>  <i>The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.</i></p> <ul style="list-style-type: none"> <li>▪ Alignment with learning goals</li> <li>▪ Accurate representation of content</li> <li>▪ Lesson and unit structure</li> <li>▪ Use of a variety of instruction, activities, assignments and resources</li> <li>▪ Use of contextual information and data to select appropriate and relevant activities, assignments and resources.</li> <li>▪ Use of technology</li> </ul>
<p><b>Classroom Management</b>  <i>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.</i></p> <ul style="list-style-type: none"> <li>▪ Importance of content</li> <li>▪ Management of transitions</li> <li>▪ Expectations</li> <li>▪ Monitoring of student behavior</li> <li>▪ Consequences for misbehavior</li> <li>▪ Motivation</li> </ul>
<p><b>Instructional Decision-Making</b>  <i>The teacher uses ongoing analysis of student learning to make instructional decisions.</i></p> <ul style="list-style-type: none"> <li>▪ Sound professional practice</li> <li>▪ Adjustments based on analysis of student learning</li> <li>▪ Congruence between modifications and learning goals</li> </ul>
<p><b>Analysis of Student Learning</b>  <i>The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i></p> <ul style="list-style-type: none"> <li>▪ Clarity and accuracy of presentation</li> <li>▪ Alignment with learning goals</li> <li>▪ Interpretation of data</li> <li>▪ Evidence of impact on student learning</li> </ul>

**Reflection and Self-Evaluation**

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

- Interpretation of student learning
- Reflection on instruction and student learning
- Insights on effective instruction and assessment
- Alignment among goals, instruction and assessment
- Implications for professional development
- Reflection on teaching performance
- Accessing special services
- Ethical practice

**Family Involvement Plan**

*The teacher involves children's families in the unit of study. A strong home/school connection is important for children's success in this unit.*

- Family and community resources
- Family communication
- Family involvement: school-based
- Family involvement: home-based
- Family letter

## Contextual Factors

### TWS Standard

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

### Task

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

### Prompt

In your discussion, include:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning (prior learning evidence may be an examination of school's curriculum, informal conversation with a previous grade level teacher cooperating teacher) that may influence the development of your learning goals, instruction and assessment. (For any student who leaves the classroom, indicate the purpose.)
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

**Suggested Page Length:** 1-2

**Contextual Factors  
Rubric  
40 points**

*TWS Standard: The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

<b>Rating Indicator</b>	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
<b>Knowledge of Community, School and Classroom Factors</b>	No credible evidence provided  <b>0 pts</b>	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.  <b>1-3 pts</b>	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.  <b>4-7 pts</b>	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Knowledge of Characteristics of Students</b>	No credible evidence provided  <b>0 pts</b>	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities) that may affect learning.  <b>1-3 pts</b>	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.  <b>4-7 pts</b>	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Knowledge of Students' Varied Approaches to Learning</b>	No credible evidence provided  <b>0 pts</b>	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).  <b>1 pt</b>	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).  <b>2-3 pts</b>	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.  <b>4-5 pts</b>	Cooperatively developed by student with instructor approval.  <b>6 pts</b>	
<b>Knowledge of Students' Skills And Prior Learning</b>	No credible evidence provided  <b>0 pts</b>	Teacher displays little or irrelevant knowledge of students' skills and prior learning.  <b>1 pt</b>	Teacher displays general knowledge of students' skills and prior learning that may affect learning.  <b>2-3 pts</b>	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.  <b>6 pts</b>	Cooperatively developed by student with instructor approval.  <b>6 pts</b>	

				<b>4-5 pts</b>		
<b>Implications for Instructional Planning and Assessment</b>	No credible evidence provided  <b>0 pts</b>	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications. <b>1-3 pts</b>	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. <b>4-7 pts</b>	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	

Total Points \_\_\_\_\_

## Learning Goals

### **TWS Standard**

*The teacher sets significant, challenging, varied and appropriate learning goals.*

### **Task**

Provide and justify the learning goals for the unit.

### **Prompt**

- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with local, state, or national standards. GLE's must be included.** (Identify the source of the standards).
- **Describe the types and levels of your learning goals. Bloom's Taxonomy may be helpful here or DESE's Levels of Knowledge** ([http://www.dese.mo.gov/divimprove/sia/msip/DOK\\_chart.pdf](http://www.dese.mo.gov/divimprove/sia/msip/DOK_chart.pdf)).
- **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.**

**Suggested Page Length:** 1-2 Pages

**Learning Goals  
Rubric  
30 points**

**TWS Standard:** *The teacher sets significant, challenging, varied and appropriate learning goals.*

<b>Rating Indicator</b>	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
<b>Significance, Challenge and Variety</b>	No credible evidence provided  <b>0 pts</b>	Goals reflect only one type or level of learning. <b>1-3 pts</b>	Goals reflect several types or levels of learning but lack significance or challenge. <b>4-7 pts</b>	Goals reflect several types or levels of learning and are significant and challenging. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Clarity</b>	No credible evidence provided  <b>0 pts</b>	Goals are not stated clearly and are activities rather than learning outcomes. <b>1 pt</b>	Some of the goals are clearly stated as learning outcomes. <b>2-3 pts</b>	Most of the goals are clearly stated as learning outcomes. <b>4-5 pts</b>	Cooperatively developed by student with instructor approval. <b>6 pts</b>	
<b>Appropriateness For Students</b>	No credible evidence provided  <b>0 pts</b>	Goals are not appropriate for the development; prerequisite knowledge, skills, experiences; or other student needs. <b>1-3 pts</b>	Some goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs. <b>4-7 pts</b>	Most goals are appropriate for the development; prerequisite knowledge, skills, experiences; and other student needs. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Alignment with National, State or Local Standards</b>	No credible evidence provided  <b>0 pts</b>	Goals are not aligned with national, state or local standards. <b>1 pt</b>	Some goals are aligned with national, state or local standards. <b>2-3 pts</b>	Most of the goals are explicitly aligned with national, state or local standards. GLE's are included. <b>4-5 pts</b>	Cooperatively developed by student with instructor approval. <b>6 pts</b>	

Total Points \_\_\_\_\_

## Assessment Plan

### TWS Standard

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

### Task

Design an assessment plan to monitor student progress toward 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

- **Provide an overview of the assessment plan.** 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 contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear (see example below).
- **Describe the pre- and post-assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the 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). These copies may be saved as separate files and uploaded to your e-portfolio in this section.
- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

**Example of Assessment Plan**

Learning Goals	Assessments	Format of Assessment	Adaptations
<u><b>Learning Goal 1</b></u>  <b>Example: The student will link wild animals with their habitats.</b>	Pre Assessment	Matching worksheet; checklist	Read questions to two students; adapted scoring rubric for IEP students; translated worksheets and materials for three ESL students; Student A extended time to finish worksheets; Student B paired with partner during bingo game and centers; translated worksheets and materials for three ESL students.
	Formative Assessment	Oral question and answer; in-class worksheet; habitat labeling; game with animal masks and centers representing habitats; anecdotal records; picture journals; bingo game	
	Post-Assessment	Multiple choice, fill in blank, habitat labeling in centers with rubric	
	Self-Assessment	Matching; checklist with pictures and habitats	
<u><b>Learning Goal 2</b></u>	Pre Assessment		
	Formative Assessment		
	Post-Assessment		
	Self-Assessment		

**Suggested Page Length:** 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table

**Assessment Plan  
Rubric  
60 points**

**TWS Standard:** *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

<b>Rating Indicator</b>	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
<b>Alignment with Learning Goals and Instruction</b>	No credible evidence provided  <b>0 pts</b>	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity. <b>1-3 pts</b>	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity. <b>4-7 pts</b>	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Clarity of Criteria and Standards for Performance</b>	No credible evidence provided  <b>0 pts</b>	The assessments contain no clear criteria for measuring student performance relative to the learning goals. <b>1-3 pts</b>	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals. <b>4-7 pts</b>	Assessment criteria are clear and are explicitly linked to the learning goals. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Multiple Modes and Approaches</b>	No credible evidence provided  <b>0 pts</b>	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction. <b>1-3 pts</b>	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability. <b>4-7 pts</b>	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	

<b>Technical Soundness</b>	No credible evidence provided  <b>0 pts</b>	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written.  <b>1-3 pts</b>	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written.  <b>4-7 pts</b>	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Adaptations Based on the Individual Needs of Students</b>	No credible evidence provided  <b>0 pts</b>	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.  <b>1-3 pts</b>	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.  <b>4-7 pts</b>	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Opportunities for Students to Self-Evaluate, set, monitor, and Adjust Learning Goals</b>	No credible evidence provided  <b>0 pts</b>	Teacher provides no evidence that students are provided opportunities to self-evaluate monitor or adjust their own learning goal or behavior.  <b>1-3 pts</b>	Teacher makes a majority of the learning decisions and provides few opportunities for students to monitor or assess their own learning goals or behavior.  <b>4-7 pts</b>	Teacher demonstrates the capacity to actively engage students in their own learning, self-evaluation, and encourages all students to set, monitor, and adjust their learning goals and behavior  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	

Total Points \_\_\_\_\_

## Exceptional Child Block IIIA

**This is not a requirement for Secondary, Elementary or Early Childhood**

### **TWS Standard**

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

### **Task**

*The teacher will learn to use multiple formal assessments that address academic, social, and emotional, characteristics of students suspected of having a disability. In addition, the students will develop an Individual Education Plan (IEP) and conduct a Functional Behavior Assessment (FBA) for a student in their field experience.*

- *Individual Education Plan – must meet all state and federal requirements found in the State Standards and Indicators Document B. The State IEP will be used and downloaded from the DESE website. If addressed properly then all required components will be met.*
- *Evaluation Report – must meet all state and federal requirements found in the State Standards and Indicators Document B. Additional Standards may be required for the Diagnostic conclusion depending upon the disability of the student.*
- *Functional Behavior Assessment – All components as listed on rubric must be addressed with proper rationale.*

### Exceptional Child Block IIIA

Rubric

30 Points

**TWS Standard:** *The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.*

Rating Indicator	Indicator Not Met	Indicator Minimally Met	Indicator Met	Score
<p><b>* IEP Components:</b></p> <ul style="list-style-type: none"> <li>-Demographic data</li> <li>-PLEP addresses all given areas,</li> <li>-Cognitive and/or behavioral goals (measurement of student progress),</li> <li>-Addresses transition if appropriate,</li> <li>-Address special considerations,</li> <li>-Extent of participation in regular education given, --</li> <li>-Placement consideration/justification given,</li> <li>-Addresses assessment appropriately,</li> <li>-Modifications and adaptations are appropriate to student's needs.</li> <li>-List of attendees</li> </ul>	<p>6 or less of the components of the IEP are addressed</p> <p style="text-align: center;"><b>1- 3 points</b></p>	<p>7-9 components of the IEP are addressed.</p> <p style="text-align: center;"><b>4 – 7 points</b></p>	<p>All 10 components of the IEP are filled out completely and correctly.</p> <p style="text-align: center;"><b>8 – 10 points</b></p>	
<p><b>* Evaluation Report Components:</b></p> <ul style="list-style-type: none"> <li>-General Information</li> <li>-Home &amp; School History</li> <li>-Health/Motor</li> <li>-Vision</li> <li>-Hearing</li> <li>-Intellectual/Cognitive</li> <li>-Academic Readiness</li> <li>-Social Emotional &amp; Behavioral</li> <li>-Communication</li> <li>-Adaptive Behavior</li> <li>-Formal Observation</li> <li>-Diagnostic Conclusions</li> <li>-Prescriptive Instruction</li> <li>-Recommendations</li> </ul>	<p>Less than 10 components of the Evaluation Report and little (2 or less) or no recommendations for prescriptive strategies.</p> <p style="text-align: center;"><b>1 – 3 points</b></p>	<p>11-13 components of the Evaluation Report and little 3-4 recommendations for prescriptive strategies.</p> <p style="text-align: center;"><b>4 – 7 points</b></p>	<p>Evaluation Report consolidating results from various assessment methods is completely and correctly written with 5-6 recommendations for prescriptive strategies for instruction in the classroom (14 items).</p> <p style="text-align: center;"><b>8 – 10 points</b></p>	
<p><b>* Functional Behavior Analysis/Behavior Intervention Plan Components:</b></p> <ul style="list-style-type: none"> <li>-Introduction</li> <li>-Description of Subject</li> <li>-Identification of Behaviors</li> <li>-Prioritize Behaviors</li> <li>-Select Target Behavior</li> </ul>	<p>Less than 12 components of the functional behavior analysis/behavior intervention plan plus little or no information on the analysis of data and summary.</p>	<p>13-15 components of the functional behavior analysis/behavior intervention plan are written correctly and appropriately plus some information regarding the analysis of data and summary.</p>	<p>All 16 components of the functional behavior analysis/behavior intervention plan are written correctly and appropriately.</p>	

<ul style="list-style-type: none"> <li>-Define Target Behavior</li> <li>-Describe where the behavior occurs most often (setting)</li> <li>-Decide on the type of data to collect and how you wish to collect it</li> <li>-Collect Data</li> <li>-Graph Data</li> <li>-Analyze data for patterns</li> <li>-Make a projection of the function of the behavior</li> <li>-Select intervention and research design</li> <li>-Implement strategy and continue graphing</li> <li>-Analyze the data/Results</li> <li>-Summary</li> </ul>	1 – 3 points	4 – 7 points	8 – 10 points	
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\* Required for Exceptional Child Teacher Candidates

## Design for Instruction

### TWS Standard

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

### Task

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

### Prompt

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the learning goals*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal. (See example below – other formats are acceptable)
- **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
  - how the content relates to your instructional goal(s),
  - how the activity stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
- **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.
- **Lessons.** Include your lessons with this element. You can include all lessons or a representative sample that includes at least three lesson plans. *Any scanned documents or photos you upload into FolioTek save and upload as separate documents. Do not try to attach them inside a Word document.*

### Example of Unit Overview

Following is one example of a Block Plan that you could use if you want.

Monday	Tuesday	Wednesday	Thursday	Friday

Put the topic or activity that you are planning in the table. Indicate the Learning Goal that you are addressing.

**Suggested Page Length:** 3 + visual organizer.

**Design for Instruction  
Rubric  
60 points**

**TWS Standard:** *The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.*

<b>Rating Indicator</b>	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
<b>Alignment with Learning Goals</b>	No credible evidence provided  <b>0 pts</b>	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.  <b>1-3 pts</b>	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.  <b>4-7 pts</b>	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Accurate Representation of Content</b>	No credible evidence provided  <b>0 pts</b>	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.  <b>1-3 pts</b>	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.  <b>4-7 pts</b>	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Lesson and Unit Structure</b>	No credible evidence provided  <b>0 pts</b>	The lessons within the unit are not logically organized (e.g., sequenced).  <b>1-5 pts</b>	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.  <b>6-10 pts</b>	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.  <b>11-15 pts</b>	Cooperatively developed by student with instructor approval.  <b>16-18 pts</b>	

<b>Use of a Variety of Instruction, Activities, Assignments and Resources</b>	No credible evidence provided  <b>0 pts</b>	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).  <b>1-3 pts</b>	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.  <b>4-7 pts</b>	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</b>	No credible evidence provided  <b>0 pts</b>	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.  <b>1-3 pts</b>	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.  <b>4-7 pts</b>	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Use of Technology</b>	No credible evidence provided  <b>0 pts</b>	Technology is inappropriately used OR teacher does not use technology.  <b>1 pt</b>	Teacher uses technology but it does not make a significant contribution to teaching and learning.  <b>2-3 pts</b>	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning.  <b>4-5 pts</b>	Cooperatively developed by student with instructor approval.  <b>6 pts</b>	

Total Points \_\_\_\_\_

## Classroom Management for Instruction

### 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 plan for motivation and management for the TWS unit that addresses strategies to manage the goals of group and individual student misbehavior. Organize and motivate students for a variety of instructional activities with an articulated written classroom management plan.

### Prompt

- **Importance of content is conveyed by the teacher's genuine enthusiasm:** Plan lists multiple ways the pre-service teacher will display warm, responsive interactions with students, communicating a genuine liking for and interest in students' interests and the content taught.
- **Management of transitions:** Plan lists examples of transitions that will be used as students move from one activity to another, using routines to create a secure and predictable learning environment, helping to develop student responsibility.
- **Expectations are clear:** Plan lists expectations for behavior during learning activities. Plan tells how these expectations will be communicated to parents.
- **Monitoring of student behavior:** Plan lists culturally appropriate proactive and preventative strategies the pre-service teacher will use to help students develop self-regulation and monitor their own behavior. These should include verbal and non verbal cues that can help modify student behavior.
- **Guidance and Discipline strategies / Consequences for misbehavior:** 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 challenging behaviors. Natural consequences for misbehavior are given (i.e. consequence is related to the action), and consequences are shared with all stakeholders. The plan also lists specific strategies that may be needed for individual students who have special behavioral needs, as noted in the Contextual Factors. The plan includes a general seating chart with a description of how it might be changed for various activities in the TWS unit.
- **Motivation strategies:** The plan describes ways that the pre-service teacher will motivate students in their learning, focusing on intrinsic motivation strategies, rather than only using external motivators.

**Suggested Page Length:** 3-6 pages + classroom arrangement diagrams.

**Classroom Management  
Rubric  
50 Points**

*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.*

<b>Rating Indicator</b>	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
<b>Importance of Content</b>	No credible evidence provided  <b>0 pts</b>	Plan lists strategies, but they do not sufficiently convey the importance of content and an interest in students' learning.  <b>1 pt</b>	The plan lists one strategy teacher will use to convey the importance of content and an interest in students' learning.  <b>2-3 pts</b>	Plan demonstrates multiple strategies teacher will use to convey the importance of content and an interest in students' learning.  <b>4-5 pts</b>	Cooperatively developed by student with instructor approval.  <b>6 pts</b>	
<b>Management of Transitions</b>	No credible evidence provided  <b>0 pts</b>	No considerations for student to transition from one activity to another, learning environment is not predictable, creating a sense of insecurity, development of student responsibility is not considered.  <b>1 pt</b>	There is some evidence the transitions between activities have been considered by the teacher, learning environment has some predictability, and plan encourages limited development of student responsibility.  <b>2-3 pts</b>	Plan lists examples of transitions that will be used in unit activities to create a secure and predictable learning environment and develop student responsibility.  <b>4-5 pts</b>	Cooperatively developed by student with instructor approval.  <b>6 pts</b>	
<b>Expectations</b>	No credible evidence provided  <b>0 pts</b>	Minimal standards of conduct for student behavior, no plan for communicating standards with parents.  <b>1-3pt</b>	Standards of conduct establish behavior expectations, but no plan for communicating standards with parents.  <b>4-7 pts</b>	Standards of conduct for learning activities are clear with a plan for communication with parents.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Monitoring of Student Behavior</b>	No credible evidence provided  <b>0 pts</b>	Plan has little evidence that the teacher will use culturally appropriate verbal and non-verbal interventions to monitor student behavior, help students monitor their own behavior or develop self-regulation.  <b>1-3 pts</b>	The teacher has multiple culturally appropriate verbal and non-verbal strategies for monitoring behavior, but is teacher-directed and will not help students develop self-regulation or learn to monitor their own behavior.  <b>4-7 pts</b>	Plan has multiple culturally appropriate verbal, non-verbal, proactive, and preventative strategies for monitoring behavior; including student self-monitoring, helping students develop self-regulation.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	

<b>Guidance and Discipline Strategies / Consequences for Misbehavior</b>	No credible evidence provided  <b>0 pts</b>	Plan lists strategies, but is unrelated to guidance and discipline. No consequences for student behavior are listed. No seating arrangement included.  <b>1-3 pts</b>	The plan uses limited strategies to meet students' behavioral needs. Consequences have been developed, but are unrelated to student actions or focus on punitive actions. Plan is general and does not address individual student's behavioral needs. Seating arrangement will have little impact on student learning.  <b>4-7 pts</b>	The plan demonstrates a variety of guidance approaches to meet the group and individual student's behavioral needs, with natural consequences for positive and negative behaviors shared with all stakeholders. Seating arrangement contributes to student learning.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	
<b>Motivation</b>	No credible evidence provided  <b>0 pts</b>	Plan only lists extrinsic motivation strategies.  <b>1-3 pts</b>	The plan describes a few motivational strategies, with the focus primarily on extrinsic motivation.  <b>4-7 pts</b>	The plan describes multiple effective motivational strategies, with the focus on intrinsic motivation.  <b>8-10 pts</b>	Cooperatively developed by student with instructor approval.  <b>11-12 pts</b>	

Total Points \_\_\_\_\_

## FAMILY INVOLVEMENT PLAN

Not required for Middle and Secondary Candidates

### TWS Standard

*The teacher involves children's families in the unit of study. A strong home-school connection is important for the children's success in this unit.*

### Task

Your unit also includes 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 & community resources: Tell three family and/or community resources you could use to support student learning during your unit (for example, guest speakers, the public library, field trips, etc.)
- Family communication: Give three examples of how you will communicate with your students' families before and throughout this unit (for example, a family letter, newsletters, class website, personal notes, etc.) At least one example must be a reciprocal, two-way communication strategy.
- Family involvement – School-based: Tell 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 - Home activity: Tell one home activity you could suggest for families to do that would support student learning during your unit.
- Family letter: Create a letter that you could send at the beginning of your 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.

**Suggested Page Length:** 2 pages plus the family letter

**Family Involvement Plan  
Rubric  
20 points**

*TWS Standard: The teacher involves children's families in the unit of study. A strong home-school connection is important for the children's success in this unit.*

	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
Family & Community Resources	No credible evidence provided <b>0 pts</b>	Plan does not include family and / or community resources. Resources included are only school-based. <b>1 pt</b>	Plan includes one or two family and/or community resources that will be used to support student learning during unit. Resources included are unrelated to unit topic. <b>2 pts</b>	Plan includes three family and/or community resources that will be used to support student learning during unit. <b>3 pts</b>	Cooperatively developed by student with instructor approval. <b>4 pts</b>	
Family Communication	No credible evidence provided <b>0 pts</b>	Communication examples will not meaningfully inform families about the unit. <b>1 pt</b>	Plan includes one or two forms of communication with family about the unit. <b>2 pts</b>	Plan includes three examples of communication with at least one being a reciprocal communication with family about the unit. <b>3 pts</b>	Cooperatively developed by student with instructor approval. <b>4 pts</b>	
Family Involvement: School Based Activity	No credible evidence provided <b>0 pts</b>	Plan does not include a school-based activity for family involvement. <b>1 pt</b>	Plan states one way families can be involved during this unit through a school-based activity, but activity is unrelated to the unit or does not involve the family in a meaningful way. <b>2 pts</b>	Plan states one way families can be involved during this unit through a school-based activity. Activity is meaningful to families and will support student learning. <b>3 pts</b>	Cooperatively developed by student with instructor approval. <b>4 pts</b>	

Family Involvement Home Activity	No credible evidence provided <b>0 pts</b>	A home activity is not included in the plan. <b>1 pt</b>	A home activity is included, but directions are vague or activity requires materials not typically found at home. Home activity is not related to unit goals. <b>2 pts</b>	All directions for home activity are included. Home activity does not require unusual or expensive materials / supplies to complete. Home activity is related to the unit goals. <b>3 pts</b>	Cooperatively developed by student with instructor approval. <b>4 pts</b>	
Family Letter	No credible evidence provided <b>0 pts</b>	The letter does not describe the unit activities and does not include why children are learning about this topic. Letter does not inform parents about what children will learn from the unit. Home activity is not included. <b>1 pt</b>	Letter partially describes unit and / or does not include a rationale for the children learning about this topic. Letter lists some goals of unit, or goals are listed in technical terms and difficult for parents to understand. Home activity is not described clearly. <b>2 -3 pts</b>	Letter describes the unit activities, provides a strong rationale for doing the unit, and informs parents about the unit's goals. Letter includes a suggestion for a home activity relating to the unit topic. <b>4 -5 pts</b>	Cooperatively developed by student with instructor approval. <b>6 pts</b>	
Family Letter: Appearance	No credible evidence provided <b>0 pts</b>	Letter is difficult to read, has numerous errors and does not include graphics. <b>1 pt</b>	Letter is plain in appearance and / or has some errors. <b>2 pts</b>	Letter is attractive, reader-friendly with graphics and easy to read print/font. Letter has no spelling, grammatical or typing errors. <b>3 pts</b>	Cooperatively developed by student with instructor approval. <b>4 pts</b>	

Total Points \_\_\_\_\_

## Instructional Decision-Making

### **TWS Standard**

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

### **Task**

Provide two examples of culturally appropriate instructional decision-making based on students' learning or responses.

### **Prompt**

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
  - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
  - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

**Suggested Page Length:** 3-4

**Instructional Decision-Making****Rubric****35 points***TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.*

<b>Rating Indicator</b>	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
<b>Sound Professional Practice</b>	No credible evidence provided <b>0 pts</b>	Many instructional decisions are not pedagogically sound or culturally appropriate. <b>1-3 pts</b>	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound or culturally appropriate. <b>4-7 pts</b>	Most instructional decisions are pedagogically sound and culturally appropriate (i.e., they are likely to lead to student learning). <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Modifications Based on Analysis of Student Performance</b>	No credible evidence provided <b>0 pts</b>	Teacher treats class as "one plan fits all" with little or no modifications. <b>1-5 pts</b>	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the assessment of student learning, best practice, or contextual factors. <b>6-10 pts</b>	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the assessment of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress. <b>11-15 pts</b>	Cooperatively developed by student with instructor approval. <b>16-18 pts</b>	
<b>Congruence Between Modifications and Learning Goals</b>	No credible evidence provided <b>0 pts</b>	Modifications in instruction show little or no congruence with learning goals. <b>1-3 pts</b>	Modifications in instruction are somewhat congruent with learning goals. <b>4-7 pts</b>	Modifications in instruction are congruent with learning goals. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	

Total Points \_\_\_\_\_

## Analysis of Student Learning

### TWS Standard

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

### Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students.

### Prompt

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph and table tell you about your students' learning in this unit (i.e., the number of students met the criterion).
- **Subgroups.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the **two** learning goals. Graphic representations are not necessary for this subsection. Examples of your two students' work should be scanned and uploaded to this element.

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

**Suggested Page Length:** 4 + charts and student work examples

**Analysis of Student Learning  
Rubric  
55 Points**

*TWS Standard: The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

<b>Rating Indicator</b>	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
<b>Clarity and Accuracy of Presentation</b>	No credible evidence provided <b>0 pts</b>	Presentation is not clear and accurate; it does not accurately reflect the data. <b>1-3 pts</b>	Presentation is understandable and contains few errors. <b>4-7 pts</b>	Presentation is easy to understand and contains no errors of representation. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Alignment with Learning Goals</b>	No credible evidence provided <b>0 pts</b>	Analysis of student learning is not aligned with learning goals. <b>1-5 pts</b>	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals. <b>6-10 pts</b>	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals. <b>11-15 pts</b>	Cooperatively developed by student with instructor approval. <b>16-18 pts</b>	
<b>Interpretation of Data</b>	No credible evidence provided <b>0 pts</b>	Interpretation is inaccurate, and conclusions are missing or unsupported by data. <b>1-5 pts</b>	Interpretation is technically accurate, but conclusions are missing or not fully supported by data. <b>6-10 pts</b>	Interpretation is meaningful, and appropriate conclusions are drawn from the data. <b>11-15 pts</b>	Cooperatively developed by student with instructor approval. <b>16-18 pts</b>	
<b>Evidence of Impact on Student Learning</b>	No credible evidence provided <b>0 pts</b>	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. <b>1-5 pts</b>	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. <b>6-10 pts</b>	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal. <b>11-15 pts</b>	Cooperatively developed by student with instructor approval. <b>16-18 pts</b>	

Total Points \_\_\_\_\_

## Reflection and Self-Evaluation

TWS Standard

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

### Task

Reflect on your performance as a teacher in guiding the instructional process of this unit and link your performance to student learning results. Evaluate your performance relative to the seven TWS standards to identify future actions for improved practice and professional growth.

### Prompt

- **Reflection on your instruction and student learning.** Write a narrative identifying the two instructional strategies and activities that contributed most to student learning. Describe why you think these strategies and/or activities were effective in helping your students reach the learning goals of the unit.
- **Reflection on barriers to successful learning.** Referring back to your Analysis of Student Learning element, describe what you believe were the two greatest barriers to learning for your students in this unit. Focus only on factors you can affect as a teacher.
- **Reflection on implications for future teaching.** Re-consider the two greatest barriers to learning for your students in this unit. Discuss what you could do differently or better in your instruction in the future. Explain how these modifications would improve your students' performance.
- **Reflection on alignment among goals, instruction and assessment.** Assess your teaching performance in this unit relative to your learning goals, instruction, and assessment. Connect this information to your student learning and effective instruction.
- **Reflection on learning community.** Describe how you worked with school colleagues, parents, and educational partners in the larger community to support student learning and well being.
- **Reflection on how to access specialized services.** It is possible that as a part of your assessment and instruction of this unit, you found that a student(s) needed specialized services. Although you may or may not have the opportunity to follow through on this, describe fully the steps you WOULD take to access specialized services for the student(s).
- **Reflection upon ethical practice:** Describe a time when you had to consciously apply professional ethical standards while teaching your unit. In addition, describe how you applied social, ethical, or legal standards when using technology in planning / teaching your unit.
- **Reflection on possibilities for professional development.** Describe one or two areas of professional growth related to the TWS standards that you believe are critical to improving your ability to facilitate student learning. These areas should emerge from the insights and experiences you have described in this section. Identify two professional growth activities that most likely will improve your performance in the critical area(s) you identified.

**Suggested Page Length:** 3-5 pages

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**Reflection and Self-Evaluation  
Rubric  
70 Points**

*TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.*

<b>Rating Indicator</b>	<b>Indicator Not Met</b>	<b>Indicator Minimally Met</b>	<b>Indicator Partially Met</b>	<b>Indicator Met</b>	<b>Exceeds Expectations</b>	<b>Score</b>
<b>Reflection on Instruction and Student Learning</b>	No credible evidence provided <b>0 pts</b>	Provides no rationale for why instructional strategies or activities were successful. <b>1-3 pts</b>	Identifies successful instructional strategies or activities and superficially explores reasons for their success. <b>4-7 pts</b>	Identifies successful instructional strategies and activities and provides plausible reasons for their success. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Barriers to Student Learning</b>	No credible evidence provided <b>0 pts</b>	No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section. <b>1-3 pts</b>	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section. <b>4-7 pts</b>	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple barriers to student success. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Alignment Among Goals, Instruction and Assessment</b>	No credible evidence provided <b>0 pts</b>	Discussion shows no alignment among goals, instruction, and assessment results. <b>1-3 pts</b>	Discussion displays some sense of alignment goals, instruction and assessment, but misunderstandings or conceptual gaps are present. <b>4-7 pts</b>	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Implications for Future Teaching</b>	No credible evidence provided <b>0 pts</b>	Provides no ideas or inappropriate ideas for redesigning instruction. <b>1-3 pts</b>	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning. <b>4-7 pts</b>	Provides ideas for redesigning instruction and explains why these modifications would improve student learning. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	

<b>Reflection on Learning Community</b>	No credible evidence provided <b>0 pts</b>	Shows no evidence of working with learning community. <b>1-3 pts</b>	Describes relationships but not how to support student learning. <b>4-7 pts</b>	Demonstrates ability to work with school colleagues, parents, and educational partners in the larger community to support student learning and well being. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Accessing Specialized Services</b>	No credible evidence provided <b>0 pts</b>	Knowledge of when and how to access specialized services is absent. <b>1 pt</b>	Knowledge of when and how to access specialized services is superficial or absent. <b>2-3 pts</b>	Demonstrates knowledge of when and how to access specialized services. <b>4-5 pts</b>	Cooperatively developed by student with instructor approval. <b>6 pts</b>	
<b>Ethical Practice</b>	No credible evidence provided <b>0 pts</b>	No evidence that the individual has considered ethical standards in planning and instruction, including the use of technology <b>1-3 pts</b>	Applies professional ethical standards to situations encountered while teaching unit, or demonstrates an understanding of the legal and ethical issues related to the use of technology, but not both. <b>4-7 pts</b>	Applies professional ethical standards in practice; in addition, demonstrates understanding and application of the social, ethical, legal, and human issues surrounding the use of technology. <b>8-10 pts</b>	Cooperatively developed by student with instructor approval. <b>11-12 pts</b>	
<b>Implications for Professional Development</b>	No credible evidence provided <b>0 pts</b>	Provides no professional learning goals or inappropriate learning goals. No plan. <b>1 pt</b>	Presents professional learning goals, which are either vague or not strongly related to the insights and experiences described in this section. Vague plan for meeting these goals. <b>2-3 pts</b>	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals. <b>4-5 pts</b>	Cooperatively developed by student with instructor approval. <b>6 pts</b>	

Total Points \_\_\_\_\_

**REFERENCES**

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