

ASSESSMENT #5: UG Teacher Work Sample, Assessment of Candidate Impact on Student Performance

a. A brief description of the assessment and its use in the program.

Candidates complete a Teacher Work Sample (TWS) during student teaching to provide evidence of their impact on student learning. University supervisors evaluate the TWS, and candidates must complete this assignment in an acceptable manner to complete Step 3 of [redacted]'s Three Step Teacher Certification Process.

b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.

Assessment	NCTE/CAEP Standards
Teacher Work Sample as a Whole	Learners and Learning in ELA 1.1, 1.2, 1.3 Instructional Practice: Planning for Instruction in ELA 3.1, 3.2 Instructional Practice: Implementing Instruction in ELA 4.1, 4.2, 4.3 Professional Responsibility of ELA Teachers: 5.1, 5.2, 5.3, 5.4

TWS Discrete Criteria	NCTE/CAEP Standards
Description of Student Learning Env./Inclusive Context	Learners and Learning in ELA 1.2
Planning for Instruction in Inclusive Settings: Unit Plan	Learners and Learning in ELA 1.3 Planning for Instruction in ELA 3.1, 3.2
Planning for Instruction in Inclusive Settings: Selected Lesson Plans (B. 7)	Learners and Learning in ELA 1.3 Planning for Instruction in ELA 3.1, 3.2
Evaluation of Instruction: Evaluation by Supervisors and Mentor Teachers	Instructional Practice: Implementing Instruction in ELA 4.1, 4.2
Evaluation of Instruction: Self-Evaluations on Lesson Plans	Professional Responsibility of ELA Teachers: 5.2
Assessment of Student Learning in Inclusive Settings: Design of Assessments	Planning for Instruction in ELA 3.1, 3.2

	Instructional Practice: Implementing Instruction in ELA 4.3
Assessment of Student Learning in Inclusive Settings: Impact on Student Learning	Instructional Practice: Implementing Instruction in ELA 4.2
Analysis of Student Learning: Pre/Post-Tests, Formative and Alternative Assessments	Learners and Learning in ELA 1.1 Instructional Practice: Implementing Instruction in ELA 4.2 Professional Responsibility of ELA Teachers: 5.2
Reflection on Teaching Effectiveness	Professional Responsibility of ELA Teachers: 5.1, 5.2, 5.3
Reflection on Professional Growth	Professional Responsibility of ELA Teachers: 5.2, 5.3, 5.4

c. A brief analysis of the data findings.

Candidates' scores on components of the TWS indicate that they are able to engage in systematic inquiry that allows them to gauge the effect of their pedagogy on their students' learning and tie that data to their own professional growth as a teacher. In particular, 80% of candidates scored "distinguished" in their evaluations by supervisors and mentor teachers (4.1, 4.2) as well as Self-Evaluations on Lesson Plans (5.2), 90% scored "distinguished" on Reflection on Teaching Effectiveness with the remaining candidate scoring "proficient," and 100% scored "distinguished" on Reflection on Professional Growth. In fact, there are only three categories where a single candidate scored "basic": Selected Lesson Plans, Self-Evaluations on Lesson Plans, and Analysis of Student Learning: Pre/Post Tests, Formative, and Alternative Assessments. There are no "unsatisfactory" scores.

In terms of Impact on Student Performance, there are three pertinent categories within this assessment: Design of Assessments (3.1, 3.2, 4.3) with 70% "distinguished" and 30% "proficient," Impact on Student Learning (4.2) with 70% "distinguished" and 30% "proficient," and Analysis of Student Learning on Pre/Post Tests, Formative, and Alternative Assessments (1.1, 4.2, 5.2) with 70% "distinguished, 20% scoring "proficient," and 10% scoring "basic." In these components of the TWS, candidates use pre- and post-assessment data to show student learning and explain individual students' assessment data and overall progress within the unit with references to standards and unit objectives. Although the clear majority of candidates exceeded expectations on these criteria with 70% "distinguished" across all three relevant categories, it is worth noting that for the planning and reflection categories, candidates scored 80%-100% "distinguished." Both planning and reflection are professional activities that our candidates practice in coursework in many different contexts. Although they have opportunities to practice analysis of student work in EDUC [REDACTED] and a variety of earlier pedagogy courses, the data suggests that analyzing student work and assessment data could be an area for increased practice or attention in prior coursework or during student teaching itself.

d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording.

Data from the TWS serve to provide evidence of candidates' ability to meet the above standards. The "Description of Student Learning Env." component of the assignment asks students to share demographic information about the school district in which they are student teaching, providing opportunity for candidates to gain an understanding of the district, its students, and its community that can be used to inform instruction (1.2). This same component also asks candidates to focus on the class that they will use for the project and after careful observation during the early days of the student teaching experience to write a description of the class, sharing pertinent information that has been observed and noticed, including information that can inform pedagogy (1.2; 90% "distinguished"/10% "proficient"). Another relevant assignment component asks students to reflect on what they have learned from conducting this teacher research and to note and explain how the project relates to their professional development (5.2, 5.3, 5.4; 100% "distinguished"). The unit plan itself should include explicit emphasis on critical thinking skills; should both recognize students' cultures and also integrate building on students' cultural awareness in some way, building in both mirrors and windows; and should include some kind of interdisciplinary connection as well as thoughtful use of technology (1.3, 3.1, 3.2; 80% "distinguished"/20% "proficient").

- e. The assessment tool itself or a rich description of the assessment.

CULMINATING STUDENT TEACHING PROJECT

Verifying Positive Impact on K-12 Student Learning Student Teaching Work Sample

Overview of Project: During student teaching, you will prepare a “work sample” in order to provide verification that your students have learned; i.e., that you have had a positive impact on their learning. This comprehensive work sample will provide evidence of your ability to:

1. engage in thorough and effective standards-based planning;
2. use best practices that provide opportunities for student success;
3. use appropriate assessment strategies to foster and document the ongoing development of your students’ knowledge and skills; and
4. analyze student assessment results, reflect on them, and adapt instruction accordingly.

Required Components of the Work Sample

Title Page

Student Teaching Work Sample

Your name _____

Semester _____ Year _____

School site _____

Grade/Level, Period, Number of Students, Subject, Topic, Textbook, and/or Key

Resources _____

A. Description of the Learning Environment / Inclusive Context

1. Describe the school in one paragraph (name of district, demographic information, key information about student body).
2. Describe the students in the class(es) included in your work sample: gender, ethnicity, developmental characteristics (cognitive, social, physical), language learning background, academic performance, etc. (Do not use actual names of students in this report.) Write one to two paragraphs.

B. Planning for Instruction in Inclusive Settings

1. Identify a rationale. Why is this topic important to students? Why at this time? What purpose will this knowledge serve for the students? What purpose will this knowledge serve beyond the classroom? What is its use? Address the principal reason for the study of this topic.

2. Identify prerequisite skills. What skills must the learner bring to this new topic? How will you determine whether the student has these skills? How will you collect information for making this diagnosis?
3. Write a detailed unit plan, including title of unit and length/duration of unit. Follow the unit plan template given to you in the methods class.
4. Describe how the unit addresses the *Standards* for your program area. At least 60% of the goal areas must be addressed.
5. Include an explanation of the critical thinking skills to be addressed (refer to Bloom's Taxonomy).
6. Briefly describe the integration of culture, interdisciplinary connections and technology.
7. Include at least 3 complete daily lesson plans from the unit, with accompanying materials and completed self-reflections. Select one plan from the beginning of the unit, one at mid-point in the unit, and one at the end of the unit. * Individual programs may require additional daily lesson plans. On your lesson plans, be sure to describe any adaptations to instruction and/or assessment for diverse learners (e.g., special needs students). Each daily lesson plan must address at least 40% goal areas.

C. Evaluation of Instruction

Provide evidence of effective implementation of instruction by including the following items:

1. At least ONE observation evaluation by your cooperating teacher that verifies effective implementation of instruction.
2. ONE observation evaluation by your University Supervisor that verifies effective implementation of instruction.
3. Included on lesson plans: Self-evaluations of teaching effectiveness according to program requirements.

D. Assessment of Student Learning in Inclusive Settings

Provide evidence of formal and informal assessment of your students' performance to show that they have learned by including in your work sample:

1. A **pre-test** activity or survey to discover what students already know prior to your unit. Aggregate (compile results and display them in chart form) and discuss the data/results. Since you will be comparing performance on the pre-test with performance on the post-test, you will need to keep your unit objectives in mind as you design the pre-test. You do not want to administer the exact unit test that will be given at the end, nor do you want to use the entire class period for the pre-test. However, it is recommended that you design a few tasks that illustrate whether or not students already have the

knowledge and skills that are part of the unit—i.e., whether they already have met the objectives.

2. At least **two formative assessments** conducted during the unit, with any modifications you made to your teaching based on the assessments. Describe any modifications of your assessments for special needs students.
3. **One alternative assessment (e.g., project, oral assessment, portfolio, performance, journal)** Include a copy of the assignment given to students, the rubric used to assess their performance, and an analysis of the data with grade breakdowns for all students. Provide 3 actual samples of your students' work: one that exceeded expectations, one that met expectations, and one that did not meet expectations. Note: Be sure to follow all school district guidelines to gain permission to share written samples of your students' work to your University Supervisor (delete names of students).
4. **A summative post-test assessment** (typically the "unit test") to discover what students know and can do at the end of the unit.

E. Analysis of Student Learning

This section will include the following two parts:

1. **Pupil Data.** This section will include data on learning gains resulting from instruction. Include a spreadsheet which shows the grades from your unit for each student. Make sure to include the final unit grade on the spreadsheet. Do not use the students' real names. Write a 3-4 sentence summary about each student's performance in your class. Discuss the students' prior knowledge and how they performed throughout your unit. State specific reasons for each student's success or failure.
2. **Interpretation of Results.** This section will provide interpretation and explanation of assessment data. Begin with a discussion of the pupil data. Compare and contrast each student's grade from the pre-test to the post-test. You will also need to discuss the unit test. Were all the items appropriate? Did a lot of students miss one problem? Why? How could you change to problem to help students to complete it correctly? Did the unit test accurately measure students' knowledge? What would you change in the unit if you were to teach it again?

F. Reflection on Teaching Effectiveness and Professional Growth

Reflect on the effectiveness of your instruction and plan to modify future instruction to better meet students' needs. In your reflection:

1. Use Danielson's four domains (Planning & Preparation, Learning Environments, Learning Experiences, Principled Teaching) to evaluate the

- effectiveness of your unit. Be sure to identify the degree to which your unit plan and lesson plan objectives were achieved. If some objectives were not achieved, reflect on possible reasons for this.
2. Identify the most successful classroom activity and the most unsuccessful activity. Give possible reasons for their success or lack thereof.
 3. What would you do to improve student performance in this unit if you were to teach it again? Describe at least 2 ways.
 4. Discuss your most significant insight about student learning from teaching this unit. Link this insight to developmental and learning theories.
 5. Reflect on your teacher preparation thus far and identify what professional knowledge, skills, and/or dispositions would improve your performance in the future. Use Danielson's four domains in your reflection. Discuss your developmental needs as a teacher and set several specific goals for improvement.

f. The scoring guide for the assessment.

	Distinguished 4	Proficient 3	Basic 2	Unsatisfactory 1
Description of Student Learning Env./Inclusive Context CAEP R1.1 DANIELSON-FT. 1b, 2a InTASC 2013 2, 3, 7 NCTE/CAEP 1.2	Description consists of a full, detailed description of the school site and student body, including cultural and community attributes that affect the learning environment.	Description includes relevant information about the school site and cultural characteristics of the student body.	Description includes basic information about the school site and students.	Description is incomplete or missing key information.
Planning for Instruction in Inclusive Settings: Unit Plan (B. 1-6)	TWS Unit Plan follows required format. Unit plan discusses in detail the	TWS Unit Plan follows required format. Unit clearly identifies the	TWS Unit Plan follows required format. Unit plan includes a limited	TWS Unit Plan does not follow required format and/or does not address required

<p>CAEP R1.1, 1.2, 1.2, 1.4 DANIELSON-FT.1a, 1b, 1c, 1e, 3c INTASC-2013.1, 2013.4, 2013.5, 2013.7 ISTE-NETS-T-2008.2 NCTE/CAEP 1.3, 3.1, 3.2</p>	<p>rationale for this topic and addresses required subject-specific, P-12 student standards. Interdisciplinary connections and incorporation of technology to enhance student learning are the focus of much of the unit. Critical thinking plays a major role in the unit.</p>	<p>rationale for this topic and addresses required subject-specific P-12 student standards. Interdisciplinary connections and incorporation of technology are evident in the unit. Critical thinking plays a key role in the unit.</p>	<p>rationale for the topic and addresses required subject-specific P-12 student standards. Some interdisciplinary connections and technology are addressed in the unit. Critical thinking is minimally addressed in the unit.</p>	<p>subject-specific P-12 student standards. Rationale for the topic may not be noted. Interdisciplinary connections and technology are lacking. Critical thinking skills are not evident.</p>
<p>Planning for Instruction in Inclusive Settings: Selected Lesson Plans (B. 7) CAEP R1.1, R1.2, R1.3, R1.4 DANIELSON-FT, 1b, 1c, 1e, 3b, 3c INTASC-2013.1, 2, 4, 5, 7, 8 ISTE-NETS-T-2008.1, 2 NCTE/CAEP 1.3, 3.1, 3.2</p>	<p>Lesson plans are detailed, follow required format, and effectively address required subject-specific P-12 student standards. All lesson objectives are learner-centered, measurable, and integrate technology into all learning domains. Critical thinking skills are included throughout all lesson plans. All lesson activities address objectives</p>	<p>Lesson plans follow required format and effectively address required subject-specific P-12 student standards. All lesson objectives are learner centered and measurable. Technology is incorporated in multiple lessons. Critical thinking skills are evident in the lesson plans. All activities address objectives that are appropriate to diverse learners in</p>	<p>Lesson plans follow required format and address required subject-specific P-12 student standards. Lesson objectives are learner-centered and measurable. Some attention is given to critical thinking skills and incorporating of technology. Most lesson activities address objectives that are appropriate to learners in inclusive settings. Instructional</p>	<p>Lesson plans do not follow required format and/or do not address required subject-specific P-12 student standards. Some lesson objectives may not be learner-centered and measurable. Critical thinking skills are not addressed. Some lesson activities may not address objectives, may not be learner-centered, and may not be appropriate to all learners in inclusive settings.</p>

	appropriate to all learners in inclusive settings and incorporate multiple perspectives. There are a wide variety of creative instructional activities.	inclusive settings. There is some variety of creative instructional activities.	activities lack variety or creativity. Technology is incorporated in multiple lessons.	Instructional activities lack variety or creativity.
Evaluation of Instruction: Evaluation by Supervisors and Mentor Teachers CAEP R1.1, 1.2, 1.2, 1.4 DANIELSON-FT.4a, 4e, 4f INTASC-2013.9 ISTE-NETS-T-2008.2, 3, 4 NCTE/CAEP 4.1, 4.2	Observations by mentor teacher and university supervisor clearly confirm that the candidate modeled and applied technology standards and best practices. Candidate met or exceeded all student teaching expectations.	Observations by mentor teacher and university supervisor indicate that the candidate modeled technology standards and best practices. Candidate met the majority of student teaching expectations.	Observations by mentor teacher and university supervisor indicate that the candidate met at least half of the student teaching expectations.	Observations by mentor teacher and university supervisor show that the candidate met fewer than half of the student teaching expectations.
Evaluation of Instruction: Self-Evaluations on Lesson Plans (C. 3) CAEP R1.1, R1.3 DANIELSON-FT.1a, 1e, 4a, 4e INTASC-2013.2, 4, 9 NCTE/CAEP 5.2	Self-evaluations include constructive and substantive reflection with relevant connections to learning theories, clear understanding of pedagogical content knowledge, cultural impact, and a systematic and	Self-evaluations include reflection with relevant connections to learning theories, adequate understanding of pedagogical content knowledge, cultural impact, and an effective approach to improvement.	Self-evaluations include a few connections to relevant learning theories but some connections may not be relevant. Minimal understanding of pedagogical content knowledge demonstrated and/or	Self-evaluations lack substance, with minimal ability to self-assess demonstrated. No connections to relevant learning theories included; plan for improvement is inadequate or may be missing.

	effective approach to improvement		approach to improvement may be lacking.	
Assessment of Student Learning in Inclusive Settings: Design of Assessments (D. 1-3) CAEP R1.1, 1.2, 1.3 DANIELSON-FT.1b, 1f, 3d INTASC-2013.2 ISTE-NETS-T-2008.2 NCTE/CAEP 3.2, 4.3	Creative and thoughtful design of pre-and post-assessments is evident. Assessments are standards-based and successfully evaluate targeted objectives. All assessments are contextualized, culturally appropriate, and learner-centered. Grading system and rubrics are creative and integrate technology appropriately. Samples of student work are included.	The design of pre-and post-tests is effective. Assessments successfully evaluate targeted objectives. All assessments are culturally appropriate, meaningful, and learner-centered. Grading system and rubrics are effectively designed. Samples of student work are included.	The design of pre-and post-tests is satisfactory. Assessments evaluate targeted objectives. The majority of assessments are contextualized, meaningful, and learner-centered. Grading system and rubrics are satisfactory. Samples of student work are included.	Ineffective design of pre-and/or post assessments. Assessments fail to evaluate targeted objectives and/or are not contextualized, meaningful, or learner-centered. Rubrics are either not included or are ineffective. Grading system may be unsatisfactory. Samples of student work may not be included.
Assessment of Student Learning in Inclusive Settings: Impact on Student Learning (D. 4) CAEP R1.1, 1.2, 1.3 DANIELSON-FT.1b, 1f, 3d	Pre/Post assessment results provide convincing evidence of student learning. Data confirm that all students learned as a result of instruction.	Pre/Post assessment results provide evidence of student learning. Data confirm that the majority of students learned as a result of instruction.	Pre/Post assessment results provide evidence of student learning. Data confirm that at least 50% of students learned as a result of instruction.	Pre/Post assessment results do not provide evidence of student learning. Data do not confirm that the majority of students learned as a result of instruction.

INTASC-2013.2, 6 NCTE/CAEP 4.2				
Analysis of Student Learning: Pre/Post-Tests, Formative and Alternative Assessments (E. 1-2) CAEP R1.1, 1.3 DANIELSON-FT.1f, 3d, 4a INTASC-2013.6, 9 NCTE/CAEP 1.1, 4.2, 5.2	A thorough appraisal of assessment data is effectively presented. Comparison of pre and post-test performance is detailed and reflection on student performance is detailed and reflection on student performance is thoughtful and perceptive. Candidate discusses cultural and community impact of student learning.	Analysis of all assessment data is complete and effectively reported. Candidate compares pre- and post-test performance and offers a rationale for the quality of student performance. Candidate identifies cultural or community impact of student learning.	Analysis of all assessment data is complete but not effectively reported. Comparison of pre- and post-test performance either lacks details and/or offers a partial rationale for the quality of student performance. The greater impact of student learning is not discussed.	Analysis of all assessment data lacks details and/or is not effectively presented. Comparison of pre-and post-test performance may be incomplete. Reflection may fail to justify the quality of student performance. Impact of student learning is not discussed.
Reflection on Teaching Effectiveness (F. 1-4) CAEP R1.1, 1.2, 1.3 DANIELSON-FT.1a, 1b, 1c, 1e, 3d, 4a INTASC-2013.1, 6, 9 NCTE/CAEP 5.1, 5.2, 5.3	Reflection on teaching effectiveness is detailed and includes connections to the Danielson Framework. Commentary is based on learning theories and how they relate to and inform classroom practice. Candidate	Reflection on teaching effectiveness is satisfactory and includes connections to the Danielson Framework. Commentary links learning theories to practice. Candidate offers several appropriate adaptations for improving each	Reflection on teaching effectiveness makes tenuous connections to the Danielson Framework, and/or does not address issues that should have been discussed. Commentary links theories to practice. Candidate	Reflection on teaching effectiveness is superficial and/or does not relate to the Danielson Framework. Commentary does not adequately analyze teaching practices and/or does not link learning

	demonstrates understanding of their own cultural frame of reference and proposes a systematic plan for adapting instruction to meet the needs of each learner.	student's performance based on results of this work sample.	discusses general ideas for improving student performance but does not use the data to address issues relevant to specific students and/or does not address some of the obvious issues raised by the results of the work sample.	theories to practice.
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g. Charts that provide candidate data derived from the assessment.

Spring 2023
n = 10

TWS Discrete Criteria	Distinguished (4)	Proficient (3)	Basic (2)	Unsatisfactory (1)	Mean	Median
Description of Student Learning Env./Inclusive Context 1.2	9	1	0	0	3.9	4
Planning for Instruction in Inclusive Settings: Unit Plan 1.3, 3.1, 3.2	8	2	0	0	3.8	4
Planning for Instruction in Inclusive Settings: Selected Lesson Plans 1.3, 3.1, 3.2	9	0	1	0	3.8	4
Evaluation of Instruction: Evaluation by Supervisors and Mentor Teachers 4.1, 4.2	8	2	0	0	3.8	4
Evaluation of Instruction: Self-Evaluations on Lesson Plans 5.2	8	1	1	0	3.7	4
Assessment of Student Learning in Inclusive Settings: Design of Assessments 3.1, 3.2, 4.3	8	2	0	0	3.8	4

Assessment of Student Learning in Inclusive Settings: Impact on Student Learning 4.2	7	3	0	0	3.7	4
Analysis of Student Learning: Pre/Post-Tests, Formative and Alternative Assessments 1.1, 4.2, 5.2	7	2	1	0	3.6	4
Reflection on Teaching Effectiveness 5.1, 5.2, 5.3	9	1	0	0	3.9	4
Reflection on Professional Growth 5.2, 5.3, 5.4	10	0	0	0	4.0	4