

# The Northwest Missouri State Teacher Work Sample: An Overview

## Guidelines for Preparation

As a requirement for the Teacher Education Program, you must develop a Teacher Work Sample (TWS). This will help you document your ability to plan, deliver, and assess a standards-based instructional sequence while demonstrating your ability to reflect on the impact of your instruction on student learning. The student teacher is required to complete a Teacher Work Sample (TWS) and return to campus on the designated date to have it evaluated. If student teaching beyond 250 miles of Northwest Missouri State University the TWS may be sent electronically or by mail. The Office of Field Experiences must then receive the TWS one week prior to the designated date. The student teacher is required to pass each TWS element in order to earn a passing grade for student teaching. Elements may be revised and resubmitted. Revisions must be sent (electronically or by mail) to Director of Educational Assessment/TESS Director within two weeks of the TWS evaluation date. Failure to earn a passing score on all elements of the TWS will result in a failing grade for all student teaching hours.

Each TWS covers an instructional sequence comprised of at least five consecutive lessons focused on a concept or set of concepts that comprise a teaching unit. For your TWS, you will plan, deliver, and assess your instructional sequence and then complete an analytical report and reflection according to the guidelines provided in this document. An entire teaching unit is not required for submission provided all TWS elements are included.

### Targeted Standards (Northwest's Conceptual Framework, MoStep Standards, GLE, CLE, NCATE, ISTE)

Your TWS provides evidence of your knowledge, skills, and dispositions (NCATE), and is correlated to performance relative to the following targeted MoStep standards on page 49 of the NWMSU Teacher Education Handbook (secondary) or 53 (elementary and middle school):

1. The teacher uses information about the learning-teaching context and student individual differences to plan instruction and assessment.
2. The teacher sets important, challenging, varied, and appropriate learning objectives (i.e., curriculum goals).
3. The teacher uses multiple assessment **methods** (e.g., constructed responses, essays, multiple choice, true/false, performances) and **strategies** (e.g., group projects, self-reflection journals, oral presentations) aligned with learning objectives to evaluate and advance student performance and determine program effectiveness.
4. The teacher designs instruction for specific learning objectives, student characteristics and needs, and learning contexts.
5. The teacher reflects on student learning progress and **adapts instruction and assessment** to accommodate student needs.
6. The teacher profiles student learning and analyzes assessment data to determine student progress.
7. The teacher reflects on his or her instruction and on student learning to improve teaching practice.
8. The teacher uses effective written communication skills.

### Required Components of the Teacher Work Sample (25 page maximum)

Your TWS must include the components listed below. Suggested page limits for each section are noted.

1. **Learning Context** (approximately 2 pages)
2. **Learning Objectives** (approximately 2 pages)
3. **Assessment Plan** (approximately 2-3 pages + copies of the assessment)
4. **Teaching Unit Instructional Plans** (approximately 14 pages + examples of student work)
5. **Instructional Decision Making** (approximately 2 pages)
6. **Analysis of Student Learning** (approximately 2-3 pages + 4 charts or graphs)
7. **Reflection and Self-Evaluation** (approximately 2-3 pages)
8. **Organization, Readability, Spelling and Grammar**

Adapted from The Renaissance Group (2001, 2002) and Idaho State University (2003) by Carole Edmonds, Joyce Pivalar and Tim Wall for NWMSU (August, 2003). Revised by Matt Symonds and Tim Wall (January, 2008).

# 1. Learning Context

(2-4 pages)

## Task

In this section of your Teacher Work Sample, you must describe the context in which you teach including the characteristics of the school, classroom, and students. The Learning-Teaching Context section of your Teacher Work Sample must incorporate your knowledge of individual differences, learner characteristics, and environmental factors that impact learning and teacher. **You should only describe those factors in the learning-teaching context that directly impact your teaching and student learning. For each factor you describe, you must analyze how that factor impacts teaching and learning in the classroom.**

- **School community characteristics.** Provide a brief description of the characteristics of the local neighborhood in which the school is located and the school community including the type of school and grade/subject configuration. Then describe major characteristics of the school that impact your instructional planning, delivery, and assessment. You should include any district or state mandates, such as required texts or curricula and content standards, services available in the school for students with special needs. **Remember, for each factor you describe, you must analyze how that factor impacts teaching and learning.**
- **Classroom characteristics.** Describe the classroom environment in which you are teaching the instructional sequence presented in your Teacher Work Sample. You should describe the classroom rules and routines, physical arrangements, technology, social dynamics and grouping patterns, and scheduling that affect learning and teaching. **Again, for each factor you describe, you must analyze how that factor impacts teaching and learning.**
- **Student characteristics.** Describe the students in the classroom including the number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs. **Remember, for each factor you describe, you must analyze how that factor impacts teaching and learning in the classroom.**
- **Assessment and instruction.** Explain how the learning context will affect your instruction and assessment in order to meet the needs of all learners in your classroom.

## **Definition of Terms**

- **Impacts teaching and learning:** A contextual factor impacts teaching and learning if it matters (is important to, is relevant to, affects) how or the extent to which students learn.

## **Question:**

Can you demonstrate how diversity affects planning, assessment, and instruction (elements 2, 3, and 4)?

## 2. Learning Objectives

(Approximately 2 pages)

### Task 1

In this section of your Teacher Work Sample, you must list the learning objectives that guide the planning, delivery, and assessment of your instructional sequence. **You should list no more than 5-7 learning objectives.** The learning objectives must clearly define what you expect your students to know and be able to do as a result of the instructional sequence. **Must be able to assess (element 3).** Your learning objectives must address **at least three** of the following types of objectives:

1. Knowledge
2. Reasoning
3. Performance Skills
4. Products
5. Dispositions

### Task 2

This section of your Teacher Work Sample must also present your rationale for selecting the concept or set of concepts and learning objectives for our instructional sequence. In your rationale, you must identify how your learning objectives:

1. Relate appropriateness of the learning objectives to the learning-teaching context and student individual differences (**developmentally appropriate**);
2. Align with the classroom teacher's long-range instructional goals;
3. Align with national, state, or local standards for student learning (must **include GLEs/CLEs and/or national content standards**).

### **Definition of Terms**

- **National, state, or local standards:** General statements about learning expectations for what P-12 students should know and be able to do as required by national, state, or local standards.
- **Developmentally appropriate:** Appropriate for the student's level of learning based on knowledge of his/her physical, social, emotional, intellectual development and/or prior level of achievement.

<b>Objective</b>	<b>Objective Rationale</b>
	• (Standard)

### **3. Assessment Plan**

(Approximately 2-3 pages + copies of assessment, directions, and scoring guides)

#### **Task**

In this section of your Teacher Work Sample, you must design an assessment plan used to monitor student progress toward the learning objectives. Plan appropriate assessment measures for assessing student learning **before instruction** (pre-assessments), **during instruction** (interim or formative assessments), and **after instruction** (post or summative assessments).

Assessment methods may include constructed response, selected response (i.e., multiple-choice tests, true or false), essay (essay examinations, take-home essays, etc.), performance assessment (i.e., reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in physical education, delivering a speech, etc.), and personal communications (i.e., questions posed and answered during instruction, interviews, conferences, etc.). Your instructional sequence should include a variety of assessment methods and strategies suited for the developmental level of the students and your learning objectives. You must also state and defend the criteria you will use for determining the accomplishment of each learning objective.

The key to writing this section of your Teacher Work Sample is the alignment between your learning objectives and assessment methods and strategies. You must construct a table that lists each learning objective, the assessments used to assess student performance relative to each learning objective, a rationale for each assessment that explains why you chose or developed the assessment, and adaptations of the assessments for students with special needs.

<b>Learning objective</b>	<b>Assessments</b>	<b>Rationale</b>	<b>Adaptations</b>
Learning Objective 1	<ul style="list-style-type: none"><li>• Pre-Assessment and/or</li><li>• Interim Assessment(s) and/or</li><li>• Post-Assessment</li><li>• Self and/or peer assess if appropriate</li></ul>	Why you chose or developed each of the assessments for this learning objective.	How and why you adapted each assessment for students with special needs.
Learning Objective 2			
Learning Objective 3			

Did you include copies of your assessments, the student directions for the assessments, your scoring guide or rubric and the table showing your Assessment Plan for the instructional sequence?

#### **Definition of Terms**

- **Special Needs:** Conditions necessitating changes to assessment methods or strategies but these conditions are not limited to students qualified for special education services or ADA accommodations.

## **4. Teaching Unit Instructional Plans**

(2 pages per lesson; approx. 1-2 pages for pre-assessment, approx. 1-3 pages of student work examples)

In this section of your Teacher Work Sample, you must present the results of your pre-assessment and your individual plans for at least five of the lessons in your instructional sequence.

### **Task 1: Results of pre-assessment.**

After administering the pre-assessment, analyze student performance **relative to the objectives**. Provide a **narrative description** of the results and how that guided your instruction or modification of the objectives.

Use the appropriate parallel lesson plan and be sure to incorporate technology when appropriate. The format for writing Lesson plans (LP) is provided in Appendix A1 and A2. Include samples of student work, if appropriate, that represent different levels of performance (i.e., high, middle, and low) on the assessment used in the instructional sequence. Actual full student names should **NOT** be visible.

### **Task 2: Learning Activities.**

**Your learning activities** can take many forms including, but not limited to, direct whole-group instruction, learning centers, teacher-directed activity, small-group experiences, cooperative learning, etc.

### **Definition of Terms**

- **Technology:** Overhead projector, Computer, SmartBoard, Palm Pilot, Document camera, Laser Disks, Video/DVD, CD/cassette player, Cameras, Calculators, etc.

## **5. Instructional Decision-Making**

(Approximately 2 pages)

### **Task**

In this section of your Teacher Work Sample you must provide examples of “Instructional Decision-Making” based on **student learning or responses**. Consider **TWO** different instances when you, as a teacher, used ongoing reflection during your instructional sequence. You must describe a situation when the whole class, groups or an individual student’s learning or response caused you to modify or adapt your original instructional sequence, lesson plan(s), or assessments. (The modifications/accommodations must be based on your students not on circumstances such as a shortened time period for teaching or equipment failure.)

For each instance:

- Clearly describe the context of the student learning or response. What is happening? The student’s learning or response may come from a planned, formal or informal, interim assessment or another source other than the pre-assessment.
- Analyze what were you thinking as this instance was occurring? Why did you believe an adaptation or modification was needed?
- Describe the modifications or adaptations you made.
- Explain your rationale for how you thought the adaptations or modifications would improve student progress toward the learning objective.

### **Definition of Terms**

- **Reflection-in-Action:** Reflection that occurs **during** teaching.
- **Modifications:** Change from original instructional plan (i.e., materials, learning environment, strategies, etc.) based on information about students.
- **Accommodations:** Changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.
- **Instructional Strategy:** Teaching strategies such as .....reciprocal teaching, cooperative learning, etc.

## **6. Analysis of Student Learning**

(Approximately 2-3 pages + charts or graphs)

### **Task**

In this section of your Teacher Work Sample, you must provide a narrative summary **and** graphs or charts to describe the student learning that occurred as a result of the instructional sequence. Your analysis of student learning should provide data for **at least two of the learning objectives** addressed in the instructional sequence. You must analyze your data to report the performance of the whole class on a pre-assessment and post-assessment. \*Data analysis of a subgroup or individual student is optional.

- **Whole class analysis.** Present data for each student in the class on a pre-assessment and post-assessment to draw conclusions about the extent to which the whole class attained at least two of the learning objectives addressed in the instructional sequence. Provide a graphic representation to compare pre- and post-assessment results on one objective and explain what the graph illustrates. Then, provide a second graphic representation to compare pre- and post-assessment results for another objective. For each of the featured learning objectives indicate you may: **(1) the percent of the students who achieved the objective according to the criteria stated in your Assessment plan, and (2) the number of students who showed improvement from the pre-assessment to post-assessment. Graphic representation for students in early childhood may be in a format such as a K-W-L chart with detailed analysis.**

### **Suggested**

- **Subgroup and/or individual analysis.** Select a contextual characteristic(s) to analyze (e.g., gender, performance level, socioeconomic status, language proficiency, or other attributes of diversity). Consider a subgroup and/or individual student(s) based on that distinguishing characteristic(s) and explain why it is important to understand the learning of this particular subgroup and/or individual(s) in relation to at least two of the learning objectives addressed in the instructional sequence. Use disaggregated data to draw conclusions about the extent to which the subgroup attained the learning objectives. Provide graphic representations to compare pre- and post-assessment results for each featured target and explain what the two graphs illustrate about the learning of the sub-group about the learning of the sub-group(s) in comparison to the whole class.

### **Definition of Terms**

- **Subgroups:** A subset of the class based on specific, distinguishing characteristics
- **Disaggregate:** Ungrouping objects or data into meaningful subcategories or parts.

## **7. Reflection and Self-Evaluation**

(Approximately 2-3 pages)

### **Task**

For the final section of your Teacher Work Sample, **evaluate** your students' learning resulting from your instructional sequence. **Reflect** on your teaching practices and the effectiveness of your instructional sequence. Draw conclusions about why each learning objective was or was not met. As part of your essay, you must separately address each of the following questions:

1. Reflecting upon all elements, 1-6 above. What changes should be made in each to enhance student achievement? If no changes are necessary, reflect upon reason for success.
2. How did I effectively plan for changes/improvement when strengths or weaknesses of the students were identified?
3. How could student achievement have been improved?
4. What aspects of this unit could have been improved?
5. What types of technology, if available, would enhance student learning in this lesson?
6. Classroom Management Plan
7. Curriculum Guide
8. Collaboration, professional development participation in school and community activities

### **Definition of Terms**

- **Reflection-on-Action:** Reflection that occurs after teaching.

## **8. Format and Organization**

(All pages)

### **Task**

Your Teacher Work Sample must include all seven of the elements listed and must be word-processed, double-spaced, and error-free. It should include the provided **TWS Cover Sheet** (see Appendix B) and a **Table of Contents** that lists the sections of your paper and the page numbers. You must submit **two hard copies** or **one electronic copy and one hard copy** of your Teacher Work Sample. Your Teacher Work Sample will be evaluated using the TWS Grading Rubric that is attached. Please staple. Do not place in a folder. Cover sheets to divide each element are suggested.

Electronically submitted Teacher Work Samples will need to be in a file format readable on the Northwest campus, preferably Microsoft Word (.doc). Rich Text (.rtf) are acceptable as well. If you have Microsoft Works (.wps) or another word processor on your computer, you can usually choose to save your file in a different format by opening the document, going to *file*, then *save as*, then next to *save as type*: use the drop down menu to choose either Microsoft Word or Rich Text Format.

Appendix A1  
**Parallel Instructional/Lesson Plan (Hunter/Betts)**

<p><b>Title:</b></p> <p><b>Time:</b></p> <p><b>Materials Needed:</b> (including integration of technology)</p> <p><b>Lesson Objective(s):</b></p> <p><b>Standards Addressed:</b></p> <p><b><u>Before the Lesson:</u></b></p> <p style="padding-left: 40px;"><i>Anticipatory Set</i> (gain students' attention):</p> <p><b><u>During the Lesson (Procedure):</u></b></p> <p style="padding-left: 20px;"><b><i>Instructional Input:</i></b></p> <p style="padding-left: 40px;">Present the content through a variety of instructional strategies such as lecture, discussion, group work, etc.; sequence the content logically.</p> <p style="padding-left: 40px;">As a teacher, I will .....</p> <p style="padding-left: 20px;"><b><i>Model:</i></b></p> <p style="padding-left: 40px;">Provide models or examples, such as: using technically correct written and oral language, courtesy, listening skills, acceptance, project/product, etc.</p> <p style="padding-left: 20px;"><b><i>Check for Understanding:</i></b></p> <p style="padding-left: 40px;">Plan for monitoring student understanding by seeing a variety of responses from varied students. This may be formative or summative, informal or formal.</p> <p style="padding-left: 20px;"><b><i>Guided Practice:</i></b></p> <p style="padding-left: 40px;">Break down learning into manageable steps by providing examples, demonstrations, and guided practice to ensure student understanding.</p> <p style="padding-left: 20px;"><b><i>Independent Practice:</i></b></p> <p><b><u>After the Lesson:</u></b></p> <p style="padding-left: 20px;"><b>Closure (summary):</b></p> <p style="padding-left: 40px;">Briefly review what has been accomplished, reinforce key concepts, and establish a frame of reference for the next lesson.</p> <p style="padding-left: 20px;"><b>Follow-up Activities (may be done as homework):</b></p>	<p>Accommodations/ Modifications</p> <p><b><u>Accommodations</u></b> are changes or alterations in any aspect of the instructional plan that do not substantially change academic level, performance criteria, or objective of instructional or tasks.</p> <p><b><u>Modifications</u></b> are minor or significant changes in academic level, performance criteria, or objective of instruction or task to allow for student participation.</p> <p style="text-align: center;"><i>Terms in italics are the components of the Madeline Hunter Lesson Plan Model</i></p> <p>Before, during and after reading activities (Betts, 1947)</p>
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The During the Lesson and After Lesson Components may vary. Components may be used more than once in a lesson. If "N/A" is used, you must explain why it is not applicable. (i.e. "There will be no independent practice because the students will complete the assignment in guided practice.")

**Parallel lesson plan format developed by Dr. Nancy Foley**

Adapted from The Renaissance Group (2001, 2002) and Idaho State University (2003) by Carole Edmonds, Joyce Pivaler and Tim Wall for NWMSU (August, 2003). Revised by Matt Symonds and Tim Wall (January, 2008).



Appendix B

Northwest Missouri State University  
College of Education

**Teacher Work Sample Cover Sheet**

Name: \_\_\_\_\_ PIDM (919#): \_\_\_\_\_

Degree Program: \_\_\_\_\_Elementary \_\_\_\_\_Middle School \_\_\_\_\_Secondary

Teaching Major: \_\_\_\_\_ Teaching Minor: \_\_\_\_\_

University Supervisor: \_\_\_\_\_ Date Submitted: \_\_\_\_\_

Cooperating Teacher: \_\_\_\_\_ Advisor: \_\_\_\_\_

Field Placement (School & District): \_\_\_\_\_

TWS Grade Level(s): \_\_\_\_\_ TWS Content Area(s): \_\_\_\_\_

I affirm and testify that all materials included in this teacher work sample were completed by me. I understand that submission of materials identical to those of another teacher education student will constitute academic dishonesty and that both of us may be dismissed from the teacher education program.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Teacher Work Sample Rubric - Northwest Missouri State University

<b>Student Name:</b>		<b>Date:</b>		<b>Evaluator:</b>	
<b>Major:</b>		<b>919#:</b>		<b>University Supervisor:</b>	
0 Points Earned*	1 Point Earned	2 Points Earned			
* If a student averages less than 1 on any of the eight elements, the student will correct and resubmit the teaching unit before a student teaching grade is issued					
Element 1: Learning Context			Points	Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
No evidence of know ledge about community, school, learning level & differences among learners for planning considerations	Demonstrated competence in the know ledge of community, school, learning level & difference among learners for planning considerations	Demonstrated exemplary evidence of know ledge of community, school, learning level & differences among learners for planning considerations(Evidence seen in Element 4 as w ell)	1A	2: Learners 3: Diversity 8: Assessment	
No evidence for planning for assessment or instruction connected to learning context	Demonstrated competence of planning for assessment and instruction is connected to learning context and elements 3 and 4	Demonstrated exemplary evidence of planning for assessment and instruction connected to learning context and elements 3 and 4	1B		
No evidence of the impact of diversity (racial, ethnic, socioeconomic, special needs) on planning and instruction	Demonstrated competence of the impact of diversity (racial, ethnic, socioeconomic, special needs) on planning and instruction	Demonstrated exemplary evidence of the impact of diversity (racial, ethnic, socioeconomic, special needs) on planning and instruction	1C		
Element 2: Learning Objectives			Points	Standard(s)	Comments, Suggestions, and Tips to Increase Student Learning
No evidence objectives were stated using criteria that are measurable, observable, nor that is behavioral	Demonstrated competence in stating learning objectives using criteria that are measurable, observable, and behavioral	Demonstrated exemplary evidence in stating learning objectives using criteria that are measurable, observable & behavioral	2A	1: Content 2: Learners 4: Curriculum 5: Instruction	
No evidence objectives are student-centered	Demonstrated competence in developing student-centered objectives	Demonstrated exemplary evidence that objectives are student-centered	2B		
No evidence objectives are tied to standards (State/GLEs, National, and/or Local Standards)	Demonstrated competence in linking objectives to standards (State/GLEs, National, local standards, and/or curriculum guide/map)	Demonstrated exemplary evidence linking objectives to standards (State/GLEs, Show -me State, National, local standards, and/or curriculum guide/map)	2C		
No evidence objectives are significant, challenging and/or varied to meet learner needs (no modifications)	Demonstrated competence in meeting learner needs by using significant, challenging, and varied objectives (limited/or general modifications)	Demonstrated exemplary evidence of meeting learner needs by using significant, challenging, and varied objectives (made appropriate modifications based on Pre-Test Evidence and learning context)	2D		

0 Points Earned*	1 Point Earned	2 Points Earned			
<b>Element 3: Assessment plan (Must be in matrix form)</b>			<b>Points</b>	<b>Standard(s)</b>	<b>Comments, Suggestions, and Tips to Increase Student Learning</b>
No evidence assessment plan is connected to objectives and instruction. No evidence of assessment plan	Demonstrated competence in connecting assessment plan to objectives and instruction	Demonstrated exemplary evidence that assessment plan is connected to objectives and instruction	3A	1: Content 3: Diversity 5: Instruction 8: Assessment	
No evidence criteria for performance standards are clearly stated	Demonstrated competence in clearly stating criteria for performance standards	Demonstrated exemplary evidence that criteria for performance standards are clearly stated	3B		
Inappropriate or no evidence of assessment	Demonstrated competence in developing varied and appropriate assessments that meet diverse student needs defined in learning context	Demonstrated exemplary evidence of multiple types of assessments that meet diverse student needs defined in learning context	3C		
No evidence questions and activities were selected and designed regarding technical quality	Demonstrated competence in selecting and designing questions and activities with appropriate technical aspects	Demonstrated exemplary evidence selecting and designing appropriate questions and activities. Learners were able to self and/or peer assess when feasible.	3D		
<b>Element 4: Teaching Unit Instructional Plan (Must be your original work. Use parallel lesson form)</b>			<b>Points</b>	<b>Standard(s)</b>	<b>Comments, Suggestions, and Tips to Increase Student Learning</b>
No evidence learning objectives are connected to each other	Demonstrated competence in connecting several learning objectives	Demonstrated exemplary evidence of connecting all learning objectives	4A	1: Content 2: Learners 3: Diversity 5: Instruction 7: Communication	
No evidence of instructional planning. Lesson information inaccurate or weak.	Demonstrated competence in planning instruction based on adequate information about content and/or skills	Demonstrated evidence in planning instruction based on exemplary and accurate representation of content and/or skills	4B		
No evidence elements of a teaching model were used	Demonstrated competence in using several aspects of a model. Must include: objectives and formal or informal assessment methods	Demonstrated exemplary evidence that lesson and unit structure are consistent with a research-based teaching model ( <i>Hunter, Learning cycle, School district model, etc.</i> )	4C		
No evidence of variation in instructional activities, assignments, and resources	Demonstrated competence in varying instructional activities, assignments, and resources	Demonstrated evidence of a variety of exemplary instructional activities, assignments, and resources that are feasible, appropriate and sound	4D		

0 Points Earned*	1 Point Earned	2 Points Earned			
<b>Element 4: Teaching Unit Instructional Plan (continued)</b>			<b>Points</b>	<b>Standard(s)</b>	<b>Comments, Suggestions, and Tips to Increase Student Learning</b>
No evidence activities are relevant and appropriate to content	Demonstrated competence in selecting activities that are relevant and appropriate to the content	Demonstrated evidence in selecting exemplary activities that are relevant and appropriate to the content	4E	1: Content 2: Learners 3: Diversity 5: Instruction 7: Communication 11: Technology	
No evidence of a decision to use technology when appropriate (Mark NA if not appropriate)	Technology is used to some degree. Teacher uses technology as teaching tool, but not with the learner (Website references)	Available technology is used appropriately by teacher and learner to enhance content and learning objectives in a meaningful way	4F		
No evidence of planning for diverse learners	Demonstrated evidence of planning for diverse learners, but did not use the Parallel Lesson Plan	Demonstrated evidence of planning for diverse learners through the use of the Parallel Lesson Plan	4G		
No evidence of the planned use of a variety of media communication tools	Demonstrated competence in using a variety of media communication tools (video, DVD, periodicals, other)	Demonstrated exemplary evidence of the planned use of a variety of exemplary media communication tools (video, DVD, periodicals, other)	4H		
<b>Element 5: Instructional Decision-Making</b>			<b>Points</b>	<b>Standard(s)</b>	<b>Comments, Suggestions, and Tips to Increase Student Learning</b>
No evidence of a match between teaching strategies and content	Demonstrated competence in matching teaching strategies and content	Demonstrated exemplary evidence of a match between teaching strategies and content. Solid reasons and match of teaching strategy with content shows a high level of forethought and preparation or strategy matches content and reasons are given.	5A	1: Content 5: Instruction 8: Assessment	
No evidence of adjustments in planning based on analysis of student learning.	Provided evidence of a planned check for understanding but no provision for alternative instruction to address results	Evidence of planned instructional modifications are linked to preplanned check for understanding analysis.	5B		
<b>Element 6: Analysis of Student Learning</b>			<b>Points</b>	<b>Standard(s)</b>	<b>Comments, Suggestions, and Tips to Increase Student Learning</b>
(Data Presentation) No evidence of qualitative and/or quantitative data	(Data Presentation) Evidence of qualitative and/or quantitative data with pre & post assessment data	(Data Presentation) Evidence of exemplary qualitative and quantitative data with graphic representation or data table	6A	5: Instruction 8: Assessment 11: Technology	
(Data Analysis) None or only anecdotal analysis of student learning	(Data Analysis) Some narrative analysis of overall class achievement	(Data Analysis) Exemplary analysis linking achievement to instruction	6B		

0 Points Earned*	1 Point Earned	2 Points Earned			
<b>Element 7: Reflection and Self-Evaluation</b>			<b>Points</b>	<b>Standard(s)</b>	<b>Comments, Suggestions, and Tips to Increase Student Learning</b>
Reflection of 0-2 of the elements above	Reflection on at least 3-4 of the elements above	Reflection on 5-6 of the elements above	7A	4: Curriculum 6: Classroom Management 8: Assessment 9: Reflection 10: Professionalism 11: Technology	
(Self improvement) No evidence identified w eaknesses / strengths or a plan for self improvement	(Self improvement) Provided evidence of the ability to identify w eaknesses and strengths but, no plan identified for self improvement	(Self improvement) Provided evidence of ability to identify w eakness and strengths and developed a plan for self improvement	7B		
(Student Achievement) No evidence able to recognize any improvement of the unit plan	(Student Achievement) Recognized a need to improve student achievement	(Student Achievement) Recognized a need to improve/enhance students achievement w ith a plan	7C		
(Plan for Improvement) No evidence able to recognize any improvement of the unit plan	(Plan for Improvement) Recognized aspects of the unit plan that can be improved	(Plan for Improvement) Recognized and elaborated on aspects of the unit plan that can be improved	7D		
No evidence of recognition of any correlation between technology and the activities in the unit to increase student learning	Demonstrated competence in using technology to improve student learning	Demonstrated exemplary use of technology (if available) to improve student learning. If unavailable, explains w hat technology could have been used	7E		
No evidence of reflection on classroom management	Recognition of the use of a classroom management plan and how it can be improved	Evidence of the use of a classroom management plan. Compared and contrasted the cooperating teachers classroom management plan to the plan that the teacher candidate intends to implement	7F		
No evidence of the unit's place in the curriculum	Provided understanding of how this unit fit into the district curriculum guide / map / pacing chart/ other	Provided exemplary understanding of how this unit fits into the district curriculum guide / map / pacing chart /other (including detailed explanation)	7G		
No evidence of collaboration w ith school and community resources and personnel	Adequate reflection on how the teacher candidate participated in collegial activities and utilized school and community resources	Exemplary reflection on how the teacher candidate participated in collegial activities and utilized school and community resources	7H		
<b>Element 8: Organization, readability, spelling, and grammar</b>			<b>Points</b>	<b>Standard(s)</b>	<b>Comments, Suggestions, and Tips to Increase Student Learning</b>
TWS is unorganized, difficult to read, has many spelling and grammar errors w hich impede meaning. Inadequate work sample.	Evidence the TWS is organized, readable, and uses correct spelling and grammar (few errors that do not impede meaning). Adequate work sample.	Evidence the TWS is w ell-organized, readable, and uses correct spelling and grammar (few , minor errors). Exemplary work sample.	8A	7: Communication	

**\*NOTE: Standard 7 also addressed in the University supervisor and cooperating teacher evaluations**