****

**KING’S COLLEGE**

**EDUCATION DEPARTMENT**

**Teacher Work Sample**

**Guidelines and Directions**

***A grade of “Developing” or better on each component is required for satisfactory completion of the internship.***

As a classroom teacher, you will probably ask yourself, “Do I really make an impact on my students’ learning?” Even if this question never enters your mind, some parents or administrators may ask themselves similar questions about you. Regardless of audience or their reason for asking the question, the *Teacher Work Sample* (TWS) will give you the direct evidence you need to demonstrate your ability to assess and improve student outcomes.

A *Teacher Work Sample* is an exhibit of teaching performance, such as an instructional unit, that provides direct evidence of a teacher’s ability to:

1. Analyze student data and assessments to determine learning needs

2. Design and develop standards-based instruction that meets student needs

3. Assess student learning prior to and during instruction and at the end of the unit

4. Reflect on the teaching and learning process and identify ways to grow and develop

The TWS includes seven components, which you will use as an outline to plan and teach a unit during your final internship:

**1. Contextual Factors**

**2. Learning Goals**

**3. Assessment Plan**

**4. Design for Instruction**

**5. Instructional Decision Making**

**6. Analysis of Student Learning**

**7. Evaluation and Reflection**

Use of these components will help you identify your students’ characteristics and needs, develop learning goals, decide how you will assess your students’ learning, plan instruction before teaching begins, make instructional decisions during teaching, monitor student progress as you go, and demonstrate how you have impacted your students’ learning outcomes.

**Directions:**

Complete the seven components of the *Teacher Work Sample* described below as you plan, teach, and assess your instructional unit. Complete each component and give it to your college supervisor by the date that s/he indicates to you. Space has been provided below for you to record the date that each of your components is due to your supervisor. After all seven components have been completed and approved by your college supervisor, compile the components into a single document, and upload the TWS and all required attachments into the *Task Stream* document template provided in the *Task Stream* assignment. Then submit the assignment in *Task Stream* for final assessment by your college supervisor.

**Component 1: Contextual Factors** *-* **DUE: \_\_\_\_\_\_\_\_\_\_**

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

1. Identify the grade level and the type of classroom and/or content area in which you are

 teaching.

2. Describe the characteristics of your students.

3. Include information about the community, the school population and your classroom.

4. Be sure to include whether you have English Language Learners and students with

 exceptionalities in your classroom.

5. Describe the physical characteristics of the classroom (furniture, arrangement, available

 technology, etc.).

6. Discuss how these contextual factors inform how you will design and deliver instruction and

 assess learning.

**Component 2: Learning Goals** *-* **DUE: \_\_\_\_\_\_\_\_\_\_**

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

1. List at least three, but not more than five measurable learning goals for your unit, and describe

 student performances of mastery for each.

2. Identify the Pennsylvania Common Core Standards that your learning goals address.

3. Make sure the learning goals you choose reflect the contextual factors you identified above

 and are appropriate for your learners.

**Component 3: Assessment Plan** *-* **DUE: \_\_\_\_\_\_\_\_\_\_**

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

1. Describe how you plan to assess your students’ learning and how you will know if your

 students are learning what you teach them.

2. Decide how you will measure their mastery of the learning goals you’ve set, and describe what

 levels of performance indicate mastery.

3. Design a pre and post assessment, and administer the pre-assessment to students.

4. Explain how you plan to differentiate assessment to accommodate the needs of students with

 exceptionalities, English Language Learners (ELLs), and other unique learning needs.

**Component 4: Design for Instruction** *-* **DUE: \_\_\_\_\_\_\_\_\_\_**

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

1. Provide the results of your pre-assessment and discuss how they have informed your design for

 instruction.

2. Provide an overview of your unit and a lesson plan for each lesson.

3. Explain how you plan to adapt instruction for the needs of students with exceptionalities and

 English Language Learners.

**Component 5: Instructional Decision Making** *-* **DUE: \_\_\_\_\_\_\_\_\_\_**

*The teacher uses ongoing analysis of student learning to make necessary instructional modifications.*

1. Give at least two examples of times during the teaching of your unit that your assessment of

 student learning or the response of one or more students caused you to change your approach

 or to do something different than you planned.

2. Provide the rationale for the instructional modification you selected.

3. Describe the result of your selected modification; i.e. explain how your instructional

 modification impacted student learning.

4. Administer your post-assessment at the end of the unit.

**Component 6: Analysis of Student Learning** *-* **DUE: \_\_\_\_\_\_\_\_\_\_**

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

1. Include a copy of the pre and post assessment measures that you have developed.

2. Plot your pre and post assessment results on a graph to show each individual student’s

 progress on the learning goals you set for them.

3. Report the average performance on the pre and post assessment measures for all students

 taught.

4. Indicate how many students showed mastery of your learning goals after instruction and

 describe how you would address the educational needs of the students who did not attain

 mastery.

**Component 7: Evaluation and Reflection** *-* **DUE: \_\_\_\_\_\_\_\_\_\_**

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

1. Reflect on your unit as a whole, how it has deepened your understanding of assessment,

 teaching and learning, and how it will inform your own teaching in the future.

2. Highlight the learning goal on which your students were the most successful, as well as the

 learning goal on which students were the least successful.

3. Discuss how you intend to develop as a teacher to further capitalize on your strengths and

 improve any areas of weakness.

**The Teacher Work Sample must be uploaded to your Task Stream portfolio after providing your college supervisor a hard copy for approval.**

**CONTEXTUAL FACTORS**

**EXEMPLARY: (3 pts.) Total 17 -23 points**

*ALL of the indicators at the Proficient level are met PLUS one or more of the following additional indicators are met:*

**E1)** The Contextual Factors component demonstrates understanding beyond that which is typical of pre-professional educators.

**E2)** The TWS describes the existing policies, procedures, and conventions of the class(es) with which the candidate works.

**E3)** The Contextual Factors component describes the classroom culture and climate of the class(es) with which the candidate works.

**PROFICIENT: (2 pts.) Total: 14 points**

*ALL of the following indicators are met:*

**P1)** The TWS does not contain names of PK-12 students, faculty, staff, schools, districts, or communities.

**P2)** The Contextual Factors component includes a description of the community that the school serves.

**P3)** The Contextual Factors component provides details of the school’s student population, including size and demographics.

**P4)** The Contextual Factors component describes the students with whom the candidate works, including class size(s) and demographics.

**P5)** The Contextual Factors component identifies the unique educational needs of the individual learners with whom the candidate works, including those served with exceptionalities and English Language Learners

**P6)** The Contextual Factors component describes the physical characteristics and resources of the classroom(s) in which the candidate works, including available technology.

**P7)** The candidate identifies and reflects upon at least two ways in which the described contextual factors influence the design for instruction.

**DEVELOPING: Total 8 - 12 points**

*Indicator P1 is met PLUS from three to five additional indicators at the Proficient level are met.*

**UNACCEPTABLE: Total 0- 7 points**

*Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met.*

**LEARNING GOALS**

**EXEMPLARY: (3 pts.) Total 13 -22 points**

*ALL of the indicators at the Proficient level are met PLUS one or more of the following additional indicators are met:*

**E1)** The Learning Goals component demonstrates skills and understanding beyond that which is typical of pre-professional educators.

**E2)** The Learning Goals are linked to related standards supported by the district, state, national, and/or professional organizations in the content area, grade level, and/or profession.

**E3)** The Learning Goals connect knowledge and skills in the unit to related knowledge and skills in the content area being taught.

**E4)** The Learning Goals connect knowledge and skills in the unit to related knowledge and skills in other content areas.

**PROFICIENT: Total: 10 points**

*ALL of the following indicators are met:*

**P1)** No less than three but no more than five Learning Goals are stated in measurable terms.

**P2)** The Learning Goals component describes performances of student mastery for each Learning Goal in measurable terms.

**P3)** The Learning Goals are linked to the related PA Common Core

**P4)** The Learning Goals are appropriate for the grade level, content area(s), AND the developmental level of the students in the class(es).

**P5)** The Learning Goals represent a variety of rigorous, challenging learning outcomes that include higher-order thinking skills.

**DEVELOPING: Total 6 - 8 points**

*Three or four indicators at the Proficient level are met.*

**UNACCEPTABLE: Total 0 - 5 points**

*Three or more indicators at the Proficient level are NOT met.*

**ASSESSMENT PLAN**

**EXEMPLARY: (3 pts.) Total 15 -27 points**

*ALL of the indicators at the Proficient level are met PLUS one or more of the following additional indicators are met:*

**E1)** The Assessment Plan component demonstrates skills and understanding beyond that which is typical of pre-professional educators.

**E2)** The pre/post assessment measures are designed in such a way that any change in students’ scores seen on the post-assessment can be reasonably attributed to student learning and not to memory of the pre-assessment.

**E3)** The Assessment Plan component includes a pre/post assessment blueprint that indicates the planned mode of assessment, cognitive complexity, related learning goal, and score weight associated with each assessment item.

**E4)** The pre/post assessment measures make use of assessment items such as extended responses, essays, and performance tasks.

**E5)** The Assessment Plan contains rubrics designed by the candidate that describe indicators of student performance at different levels of mastery.

**PROFICIENT: (2 pts) Total: 12 points**

*ALL of the following indicators are met:*

P1) The candidate developed his or her own pre/post assessment measures.

**P2)** Both the pre-assessment and post-assessment measure the same learning outcomes at the same level of difficulty using similar assessment items and/or methods, and produce scores that can be compared to one another to show growth.

P3) The Assessment Plan indicates that ongoing assessment of student learning was planned before instruction began using a variety of formal and informal methods.

**P4)** The Assessment Plan indicates that assessments of student learning have been adapted to accommodate for the unique educational needs of individual learners in the class(es).

**P5)** The Assessment Plan links assessment of student learning to the Learning Goals.

**P6)** The pre-assessment and post-assessment use higher-order thinking skills to measure depth of student learning in a way that matches the cognitive complexity of the stated learning goals. (Webb’s Depth of Knowledge, Bloom’s Taxonomy)

**DEVELOPING: Total 6 - 10 points**

*Indicator P1 is met PLUS from two to four additional indicators at the Proficient level are met.*

**UNACCEPTABLE: Total 0 - 5 points**

*Indicator P1 is NOT met OR four or more indicators at the Proficient level are NOT met.*

**DESIGN FOR INSTRUCTION**

**EXEMPLARY: (3 pts.) Total 21-27 points**

*ALL of the indicators at the Proficient level are met PLUS one or more of the following additional indicators are met:*

**E1)** The Design for Instruction component demonstrates skills and understanding beyond that which is typical of pre-professional educators.

**E2)** Learning activities incorporate available technology in a way that supports student understanding.

**E3)** Learning activities are designed to enhance the cultural relevance of the learning experience and incorporate the unique backgrounds and contributions of diverse learners in the classroom.

**PROFICIENT: (2 pts) Total: 18 points**

*ALL of the following indicators are met:*

**P1)** All lesson plans for the unit are attached to the TWS.

**P2)** The Design for Instruction component reports aggregate student performance on the pre-assessment and indicates that analysis of these results has been used to inform the design for instruction.

**P3)** Learning activities are explicitly linked to the Learning Goals.

**P4)** Learning activities and resources are appropriate for the grade level, developmental level, AND prior knowledge of the students.

**P5)** Learning activities are designed to promote active learning and encourage higher-order thinking.

**P6)** The Design for Instruction includes a variety of learning activities and modes of instruction.

**P7)** Learning activities have been adapted to accommodate for the unique educational needs of individual learners in the class(es).

**P8)** Learning activities in the unit are arranged in a logical sequence that builds toward student mastery of the Learning Goals.

**P9)** Learning activities represent the content accurately and are consistent with current understandings in the field.

**DEVELOPING: Total 10 - 16 points**

*Indicator P1 is met PLUS from four to seven additional indicators at the Proficient level are met.*

**UNACCEPTABLE: Total 0 - 9 points**

*Indicator P1 is NOT met OR five or more indicators at the Proficient level are NOT met.*

**INSTRUCTIONAL DECISION MAKING**

**EXEMPLARY: (3 pts.) Total 13 -22 points**

*ALL of the indicators at the Proficient level are met PLUS one or more of the following additional indicators are met:*

**E1)** The Instructional Decision Making component demonstrates skills and understanding beyond that which is typical of pre- professional educators.

**E2)** The Instructional Decision Making component indicates that the candidate understands when instruction requires modification, as well as factors that lead to the need for modification.

**E3)** The Instructional Decision Making component describes how the candidate could alter his or her approach to instruction to prevent a similar need for modification of designed instruction in the future.

**E4)** Instructional decisions indicate a capacity to differentiate instruction to appropriately address the unique educational needs of individual learners.

**PROFICIENT: (2 pts.) Total: 10 points**

*ALL of the following indicators are met:*

**P1)** Two examples of instructional decision making are described in which student response(s) and/or assessment of student learning led to the modification of previously designed instruction.

**P2)** Instructional decisions indicate that student learning is regularly and frequently monitored using a variety of methods, and that this information is used to drive instruction.

**P3)** Instructional decisions are consistent with and support the stated learning goals.

**P4)** The Instructional Decision Making component describes the rationale for the selected modification to planned instruction.

**P5)** The Instructional Decision Making component describes the result of the selected modification to planned instruction.

**DEVELOPING: Total 6 - 8 points**

*Three or four indicators at the Proficient level are met.*

**UNACCEPTABLE: Total 0- 5 points**

*Three or more of the indicators at the Proficient level are NOT met.*

**ANALYSIS OF STUDENT LEARNING**

**EXEMPLARY: (3 pts.) Total 23 -32 points**

*ALL of the indicators at the Proficient level are met PLUS one or more of the following additional indicators are met:*

E1) The Analysis of Student Learning component demonstrates skills and understanding beyond that which is typical of pre-professional educators.

E2) Pre and post assessment data for diverse individuals and subgroups are graphed and analyzed to identify the types of students with whom the candidate had the greatest impact on learning and the types of students with whom the candidate had the least impact on learning.

E3) Pre and post assessment data are graphed and analyzed to identify the learning goal on which students showed the most growth and the learning goal on which students showed the least growth.

E4) The Analysis of Student Learning component reports and reflects on the pre and post assessment results for two individual students; one that reflects relatively high learning gains and one that reflects relatively low learning gains.

**PROFICIENT: (2 pts.) Total: 20 points**

 *ALL of the following indicators are met:*

P1) The pre/post assessment measures used with the unit are attached to the TWS.

P2) The Analysis of Student Learning component includes at least the following two graphs: Pre-Post Assessment Scores For All Students” and “Pre-Post Assessment Averages For All Students”

P3) The Analysis of Student Learning component reports aggregate pre and post assessment results for all students taught.

P4) The Analysis of Student Learning component includes a written summary and explanation for all pre and post assessment data that is presented in each graph.

P5) Analysis of student learning is explicitly related to the Learning Goals.

P6) The Analysis of Student Learning component indicates the percent of students taught demonstrated mastery of the stated learning goals both before and after instruction.

P7) The Analysis of Student Learning component describes how the educational needs of students who did not demonstrate mastery of the learning goals on the post- assessment can be met through future remediation and instructional accommodations.

P8) Analysis of student learning is meaningful with reasonable conclusions drawn.

P9) The Analysis of Student Learning component provides evidence of the candidate’s impact on PK-12 student learning.

P10) The Analysis of Student Learning component discusses any student who failed the post-assessment, identifies factors that may have contributed to failure, and describes specific efforts or accommodations made by the candidate to prevent failure.

**DEVELOPING: Total 10 - 18 points**

*Indicator P1 is met PLUS from four to eight additional indicators at the Proficient level are met.*

**UNACCEPTABLE: Total 0- 9 points**

*Indicator P1 is NOT met OR six or more indicators at the Proficient level are NOT met.*

**EVALUATION AND REFLECTION**

**EXEMPLARY: (3 pts.) Total 17 -29 points**

*ALL of the indicators at the Proficient* *level are met PLUS one or more of the following additional indicators are met:*

**E1)** The Evaluation and Reflection component demonstrates understanding beyond that which is typical of pre-professional educators.

**E2)** The Evaluation and Reflection component identifies and reflects upon how technology could be used in a similar unit in the future to enhance the authentic learning of students.

**E3)** The Evaluation and Reflection component identifies and reflects upon how collaboration with other classes, teachers, or with community organizations and resources could be used in a similar unit in the

future to enhance the authentic learning of students.

E4) The candidate identifies and reflects upon aspects of instruction that enhanced/inhibited the authenticity of student learning and the cultural relevance of the learning experience.

**E5)** The candidate identifies a specific professional learning goal that emerges from the insights and experiences described in the TWS, and details logical steps to meet that goal.

**PROFICIENT: (2 pts.) Total: 14 points**

*ALL of the following indicators are met:*

**P1)** The Evaluation and Reflection component identifies the learning goal on which students were the most successful, as well as the learning goal on which students were the least successful.

P2) The candidate identifies and reflects upon the factors that contributed to student growth with the most successful learning goal.

**P3)** The candidate identifies and reflects upon the factors that may have hindered student growth with the least successful learning goal, and/or identifies instructional modifications that could have been made to increase student growth with this goal.

**P4)** The candidate identifies and reflects upon her/his strengths as a teacher.

**P5)** The candidate identifies and reflects upon areas in which s/he can improve as a teacher.

**P6)** The candidate identifies and reflects upon how his/her understanding of teaching, learning, and assessment deepened through teaching the unit.

P7) Conclusions in this component are connected to and supported by the learning goals, instruction, and assessment results discussed in the TWS.

**DEVELOPING: Total 8- 12 points**

*From four to six indicators at the Proficient level are met.*

**UNACCEPTABLE: Total 0- 7 points**

*Four or more indicators at the Proficient level are NOT met.*

Teacher Work Sample:

 Unit or Topic Name and Grade Level

Candidate’s Full Name

King’s College

# Contextual Factors

Begin typing your content here.

# Learning Goals

Begin typing your expository content here.

The specific learning goals for this unit are as follows:

1. GOAL1
2. GOAL2
3. GOAL3
4. GOAL 4
5. GOAL5

Continue your expository content here.

# Assessment Plan

Begin typing your expository content here.

|  |  |  |
| --- | --- | --- |
| **Class Meetings:** | **Description of Assessment:** | **Learning Goals Assessed:** |
| Week before unit | Pre-assessment (attached to TWS) | all |
| Day 2 | Assessment or activity |  |
| Day 3 | Assessment or activity |  |
| Day 4 | Assessment or activity |  |
| Day 5 | Assessment or activity |  |
| Day 6 | Post-assessment (attached to TWS) | all |

Continue your expository content here (***Note:***  *The pre/post assessment measures blueprint is provided below for those who wish to include it. Modify the table as needed, or delete table if not used.* ***K*** *= Key,* ***R*** *= Rubric,* ***C*** *= Checklist*)

| **Pre/Post Assessment Measures Blueprint** |
| --- |
| **LG** | **Obj** | **Mode** | **Type** | **Complexity** | **Pts/Itm** | **#Items** | **Points** | **K/R/C?** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | **Total points for this learning goal:** |  |  |
| **LG** | **Obj** | **Mode** | **Type** | **Complexity** | **Pts/Itm** | **#Items** | **Points** | **K/R/C?** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | **Total points for this learning goal:** |  |  |
| **LG** | **Obj** | **Mode** | **Type** | **Complexity** | **Pts/Itm** | **#Items** | **Points** | **K/R/C?** |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  | **Total points for this learning goal:** |  |  |
| **Total points available on pre/post assessment measures:** |  |  |

Continue your expository content here

# Design for Instruction

Begin typing your expository content here.

The unit will follow the general timeline below. For more detail, I have attached

my lesson plans to this TWS.

* **Day 1:** DESCRIPTION
* **Day 2:** DESCRIPTION
* **Day 3:** DESCRIPTION
* **Day 4:** DESCRIPTION
* **Day 5:** DESCRIPTION
* **Day 6:** DESCRIPTION
* **Day 7:** DESCRIPTION
* **Day 8:** DESCRIPTION
* **Day 9:** DESCRIPTION
* **Day 10:** DESCRIPTION *Add or delete days as needed.*

# Instructional Decision Making

**Example One:** Begin typing your content here.

**Example Two:** Begin typing your content here.

# Analysis of Student Learning

Begin typing your expository content here.

*Paste your graphs for the TWS in place of this text*

Continue your expository content here.

# Evaluation and Reflection

Begin typing your reflective content here.

***Danielson’s Framework for Teaching ‐ Professional Artifact Collection Examples***

**The following are examples of some types of *possible* artifacts and are included here for illustrative purposes only.**

**DOMAIN 1: Planning and Preparation**

• Lesson and/or unit plans

• Do Now activities http://www.edutopia.org/blog/engaged-teaching-do-now-activities-sel-lessons-maurice-elias

• Communication with families (conferences, phone logs, progress reports, report card,

 class contracts, email, website, connect‐ed messages, letters, class newsletters)

• Communication with counselors/administrators/resource room teachers/special area

 teachers/support staff (phone logs, emails, meeting logs, progress/weekly reports)

• Project descriptions

• Learning style inventories

• Parent/student surveys

• Readings from professional journals, educational publishing/online resources

• Peer observations (as observer and/or as observed)

• Curriculum writing

• Grant writing (proposed and/or awarded)

• Self‐reflections

• Syllabus

• Observation meetings with supervisor

• Teacher‐created resources

• Grade level meetings

• Attend CSE meeting

• Complete and/or read IEP forms

• Team meetings

• Elementary school visits

• Mock exams

• Artifacts of technology use (PowerPoint presentations, pod casts, teacher‐developed

 websites or use of educational websites or programs such as *Discovery Science* or use of

 educational software programs such as *Inspiration*)

• Reflection/analysis of yearly goals

**DOMAIN 2: The Classroom Environment**

• Created bulletin boards

• Displayed student work

• Displayed class rules, inspirational posters

• Class contract establishing expectations

• Artifacts depicting classroom management procedures

• Artifacts depicting organizational procedures

• Artifacts depicting management of student behavioral procedures

**DOMAIN 3: Instruction**

• Samples of student work (projects, homework, labs, independent readings, essays, etc.)

• Assessment tools (quizzes, exams, reading activities)

• Field trip/guest speaker records

• Records of contests entered and/or won by students

• Interdisciplinary instruction

• Samples of homework assignments

• Samples of differentiated instruction

• Artifacts of motivational activities

• Examples of independent study activities

• Examples of group work activities

**DOMAIN 4: Professional Responsibilities**

• Communication with families (phone log, progress reports, report cards, class contracts,

 emails, web‐ site, letters)

• Maintenance of records (gradebooks, attendance, discipline, portfolios, other resources)

• Professional development ( departmental meetings, building meetings, district meetings,

 superintendent conference days, continuing education, in‐service courses, conferences,

 college courses, national board certification, additional certifications)

• Membership in professional/community organizations (SEPTA, HSA/PTA, NYSUT, AFT,

 TESOL, etc.)

• Extra‐curricular activities (applied for/or granted coaching positions for sports, clubs,

 supervisions)

• School programs (grade level orientations, PSAT/SAT prep, career ed night, tutoring,

 homebound instruction, Saturday school, district arts programs, science fair, graduation,

 sports/awards nights, etc.)

• Committee involvement (school or district level)

• Turnkey and/or presentations to colleagues

• Hosted webinars or podcasts

• Cooperating teacher for a student teacher, mentoring a teacher

• College/work recommendations

***Addendum to The Teacher Work Sample***

**Candidates will include three artifacts from each of the four domain areas for a total of twelve artifacts. Each artifact should be labeled. A reflection should be included for each domain describing and evaluating the purpose of each artifact.**

**DOMAIN 1: Planning and Preparation**

**Artifact 1**

**Artifact 2**

**Artifact 3**

**Reflection**

**DOMAIN 2: The Classroom Environment**

**Artifact 1**

**Artifact 2**

**Artifact 3**

**Reflection**

**DOMAIN 3: Instruction**

**Artifact 1**

**Artifact 2**

**Artifact 3**

**Reflection**

**DOMAIN 4: Professional Responsibilities**

**Artifact 1**

**Artifact 2**

**Artifact 3**

**Reflection**

**ITEMS FOR ASSISTANCE…**

**The charts modeled in *The Teacher Work Sample* are not the only way of displaying**

**assessment information.**

**Candidates should be encouraged to develop their own visual displays, provided they include the following features:**

**1. learning goals**

**2. instructional objectives**

**3. the mode of assessment (pre, post, formative, summative)**

**4. description of each type assessment instrument used (exit slip, multiple**

 **choice entrance slip)**

**5. their estimation of the complexity of the assessment (simple - very challenging)**

**5. the number of items included on each assessment**

**6. the points per item**

**7. total points possible**

**7. the minimal % acceptable**

**--------------------------------------------------------------------------------------------------------------------**

**What is the difference between a learning goal and an objective?**

Much confusion exists about the definition of goals and objectives. Part of the confusion results from the fact that the terms are often used interchangeably, even in the literature.

**Goal –** A goal is a broad definition of student competence. Examples of these goals include:

• Students will be competent in critical questioning and analysis.

• Students will have an appreciation of the necessity and difficulty of

 making ethnical choices.

• Students will know how to make connections among apparently disparate

 forms of knowledge.

**Objective** – A course objective describes what the student will do. When writing an objective, it is helpful to use verbs that are measurable or that describe an observable action. Such verbs help teachers (and students) avoid misinterpretation.

**Words Open to Many Interpretations**

To know

To understand

To really understand

To appreciate

To fully appreciate

To grasp the significance of

To enjoy

To believe

To have faith in

**Words Open to Fewer Interpretations**

To write

To recite

To identify

To sort

To solve

To construct

To build

To compare

To contrast

**Modes of Assessment**

**Pre-assessment**  Before beginning a new topic, concept or subject in a course, teachers find out what students already know about the topic.  Even though their knowledge may be partial or incorrect, finding out what their understandings are and adjusting teaching strategies to build on or correct misperceptions will enhance student learning.  Strategies for determining what students know can be quick, simple and timely.  Have students answer an open ended question in a one minute quick write on a 3”x5” card and collect them.  Have students respond with a show of hands or using technology.  Ask several students to come up to the whiteboard and work a problem in front of the class and have the rest of the students use a thumbs up or down to agree or disagree with the solution.  Ask students to name the principle behind an example flashed on a PowerPoint slide.  These are just a few of many ways to elicit feedback quickly, even in a large course setting.  Once the student perspective is elicited use it to tailor your teaching to the needs of the class.  Dispel misconceptions, further explain areas of weakness, and reduce time for areas where students already understand.  New faculty members who utilize pre-assessment strategies will better meet the learning needs of their students.

**Formative assessment**One way to think about formative assessment is as practice, without holding students fully accountable for skills and concepts that have just been introduced.  Students who are involved in formative assessment, serve both as assessors of their own learning and as resources to other students. A key feature of formative assessment is descriptive feedback as students learn.  In this way students become aware of what they are doing well, and where they need to focus more attention.  Formative assessments come in many forms but include homework problems, quizzes, drafts of papers with responses, and even “clicker” feedback used during a lecture to measure student understanding. What instructors do with the knowledge they gain from formative assessment determines whether it is effective for improving student learning.  Accomplished faculty members use what they learn during formative assessment to adjust their teaching, reteach, or redirect student efforts toward achievement.

**Summative assessment**Summative assessments are spread out and occur after instruction as a final measure of learning for a particular topic in a course or for the entire course.  These assessments typically occur too far down the learning path to provide feedback for a particular learner, although they do serve an important measure for faculty to determine how effectively they have taught a topic, and whether to revise their teaching in the future when they teach the same course.

|  |
| --- |
| **ASSESSMENT FORMATS** |
| **Format** | **Nature/Purpose** | **Stage** |
| Baseline Assessments | Oral and written responses based on individual experienceAssess prior knowledge | Baseline |
| Paper and Pencil Tests | Multiple choice, short answer, essay, constructed response, written reportsAssess students acquisition of knowledge and concepts | Formative |
| Embedded Assessments | Assess an aspect of student learning in the context of the learning experience | Formative |
| Oral Reports | Require communication by the student that demonstrates scientific understanding | Formative |
| Interviews | Assess individual and group performance before, during, and after a science experience | Formative |
| Performance Tasks | Require students to create or take an action related to a problem, issue, or scientific concept | Formative and Summative |
| Checklists | Monitor and record anecdotal information | Formative and Summative |
| Investigative Projects | Require students to explore a problem or concern stated either by the teacher or the students | Summative |
| Extended or Unit Projects | Require the application of knowledge and skills in an open-ended setting | Summative |
| Portfolios | Assist students in the process of developing and reflecting on a purposeful collection of student-generated data | Formative and Summative |