

# Teacher Work Sample

## Handbook

**Edited in 2013**

### Table of Contents

Overview .....	3
<i>What is in the Teacher Work Sample Instructional Unit.</i> .....	3
Evidence Sources for Teacher Work Sample .....	5
A Schedule of Activities for the Teacher Work Sample.....	7
Instructional Unit Overview .....	8
Section B .....	10
Learning Context .....	11
Task A: Instructional Unit.....	12
Task B: Designing Instructional Strategies and Activities .....	13
Task C-1: Teaching and Learning Context/Task C-2: Lesson Plan.....	14
Task D: Collaborate to Address Special Learning Needs.....	15
Task E: The Assessment Plan.....	16
Task F: Organizing and Analyzing the Results .....	18
Task G: Lesson Analysis and Reflection.....	18
Section C .....	19

Table of Contents Checklist.....	20
Learning Context.....	21
Educational Field Experiences: Observation of a Teaching Lesson .....	22
Task A: Instructional Unit.....	23
Task B: Designing Instructional Strategies and Activities .....	24
Task C-1: Teaching and Learning Context .....	25
Lesson Plan Format .....	26
Technology Log- Teacher and Student Use .....	27
Task D: Collaborate to Address Special Learning Needs .....	28
Task E: The Assessment Plan .....	29
Task F: Organizing and Analyzing the Results .....	30
Task G: Lesson Analysis .....	31
Task H: Assess and Manage Professional Growth.....	32
Task I: Reflecting on the Impact of Instruction .....	33
GLOSSARY.....	34
Examples of Completed Tasks.....	38
EXAMPLES .....	38
Task A: Instructional Unit .....	39
Task B: Designing Instructional Strategies and Activities .....	42
C1: Teaching and Learning Context .....	48
Task D: Collaborate to Address Special Learning Needs .....	50
Task E: The Assessment Plan .....	54
TASK F: Organizing and Analyzing the Results.....	58
TechnologyTemplate .....	63
Task G: Lesson Analysis and Reflection.....	68
Task H .....	70
Assesses and Manages Professional Growth .....	70
Task I: Reflecting on the Impact of Instruction .....	72
KTS TEACHING OBSERVATION RUBRICS .....	74

## Overview

### **What is the Teacher Work Sample?**

The Teacher Work Sample (TWS) is a focused collection of evidence and reflection selected from a teacher candidates' work during ED 380 and ED 490 that clearly demonstrates the new teacher candidate's efforts to analyze student learning as well as the new teacher candidate's performance on the Kentucky Teacher Standards. The TWS serves as the centerpiece of the reflective process within ED 380 and ED 490 because it includes such information as lesson plans, student work samples with evaluative comments, anecdotal records, and observation notes. Continuous and critical study of planning and instructional practice is one of the most important keys to student learning.

The TWS is both a process and a product. It is not a scrapbook but a representation of the teacher candidate's abilities. It provides evidence of the teacher candidate's strengths, goals, and achievements with regard to student learning. It is a factual description of a teacher candidate's teaching efforts supported by relevant data and analyzed by the candidates to show the thinking process behind the artifacts. The TWS is NOT a collection of professional development certificates and slick artwork. Rather, it is selected samples that illustrate how the teacher candidate's students have benefited from the teacher's efforts while in field experience and student teaching.

### **The Vision:**

Boyce College teacher candidates should demonstrate ability to deliver an effective instructional unit based on knowledge of both the contextual factors of the learning environment and best practices of teaching, including the employment of appropriate assessment strategies. They must also demonstrate an ability to analyze and reflect on their experiences. Boyce student teachers will demonstrate these abilities by designing and implementing a Teacher Work Sample (TWS) that will significantly impact student knowledge and skills. The TWS will be evaluated for the degree of impact on student learning by examining:

- Knowledge of the contextual factors and their impact on the learning situation.
- Ability to construct and deliver an instructional unit.
- Ability to select and apply appropriate assessments of learning progress.
- Learners' pre-assessment to post-assessment learning growth.
- Ability to analyze and reflect on effectiveness as a teacher through the TWS to promote professional growth.

The successful completion of the TWS not only will serve to measure the teacher candidate's growth as a professional teacher, but also will provide the teacher candidate with evidence of the application of best practices in teaching for seeking employment in the competitive job market.

### **What is in the Teacher Work Sample Instructional Unit?**

The TWS instructional unit includes a performance assessment in which a teacher candidate is asked to document his/her plan for instruction, design an instructional unit covering 3 to 5 lessons of instruction, plan for the assessment of learning (both pre-and post-instruction), analyze the impact of instruction on student learning, and reflect upon the success of the instructional unit.

(THIS IS THE ORDER YOUR TWS WILL BE PUT IN!)

Section 1

2 Observed Lessons Reflections

Section 2

Instructional Unit Overview

Section 3

Task A: Designing the Instructional Unit

Task B: Designing Instruction Strategies and Activities

Task C 1: Teaching and Learning Context

Task C 2: Lesson Plans (One for each lesson of the unit, along with ALL rubrics and handouts)

Completed Evaluations from your cooperating teacher(2)

Technology Log

#### Section 4

Task D: Collaborate to Address Special Learning Needs

Task E: The Assessment Plan

Task F: Organizing and Analyzing the Results

#### Section 5

Task G: Lesson Analysis and Reflection

Task H: Assess and Manage Professional Growth

Task I: Reflecting on the Impact of Instruction

#### Goals

- To increase teacher competence as defined by the Kentucky Teacher Standards
- To focus support on improving student achievement
- To draw on student data to guide support
- To document professional growth over time
- To promote self-assessment and reflection
- To cultivate collaboration and leadership among cooperating teachers and teacher candidates.

#### **How will your Teacher Work Sample tasks notebook be evaluated?**

The chart on the following pages indicates the sources of evidence that will be examined for each Kentucky Teacher Standard.

<b>Evidence Sources for Teacher Work Sample</b>		
TWS: Teacher Work Sample Notebook O: Your teacher observation while you are teaching your unit		Source
<b>Standard 1: The Teacher Demonstrates Applied Content Knowledge</b>	<b>TW</b>	<b>O</b>
1.1 Communicates concepts, processes, and knowledge		X
1.2 Connects content to life experiences of students	X	X
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning		X
1.4 Guides students to understand content from various perspectives	X	X
1.5 Identifies and addresses students' misconception of content	X	X
<b>Standard 2: The Teacher Designs and Plans Instruction</b>		
2.1 Develops significant objectives aligned with standards		X
2.2 Uses contextual data to design instruction relevant to students		X
2.3 Plans assessments to guide instruction and measure learning objectives		X
2.4 Plans instructional strategies and activities that address learning objectives for all students		X
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning		X
<b>Standard 3: The Teacher Creates and Maintains Learning Climate</b>		
3.1 Communicates high expectations		X
3.2 Establishes a positive learning environment		X
3.3 Values and supports student diversity and addresses individual needs		X
3.4 Fosters mutual respect between teacher and student and among students		X
3.5 Provides a safe environment for learning		X
<b>Standard 4: The Teacher Implements and Manages Instruction</b>		
4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students		X
4.2 Implements instruction based on diverse student needs and assessment data		X
4.3 Uses time effectively		X
4.4 Uses space and materials effectively		X
4.5 Implements and manages instruction in ways that facilitate higher order thinking		X
<b>Standard 5: The Teacher Assesses and Communicates Learning Results</b>		
5.1 Uses pre-assessments		X
5.2 Uses formative assessments	X	X
5.3 Uses summative assessments	X	X
5.4 Describes, analyzes, and evaluates student performance data		X
5.5 Communicates learning results to students and parents		X
5.6 Allows opportunity for student self-assessment	X	X
<b>Standard 6: The Teacher Demonstrates the Implementation of Technology</b>		
6.1 Uses available technology to design and plan instruction		X
6.2 Uses available technology to implement instruction that facilitates student learning	X	X
6.3 Integrates student use of available technology into instruction	X	X
6.4 Uses available technology to assess and communicate student learning	X	X
6.5 Demonstrates ethical and legal use of technology	X	X

	TWS    O
<b>Standard 7: Reflects on and Evaluates Teaching and Learning</b>	
7.1 Uses data to reflect on and evaluate student learning	X
7.2 Uses data to reflect on and evaluate instructional practice	X
7.3 Uses data to reflect on and identify areas for professional growth	X
<b>Standard 8: Collaborates with Colleagues/Parents/Others</b>	
8.1 Identifies students whose learning could be enhanced by collaboration	X
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort	X
8.3 Implements planned activities that enhance student learning and engage all parties	X
8.4 Analyzes data to evaluate the outcomes of collaborative efforts	X
<b>Standard 9: Evaluates Teaching and Implements Professional Development</b>	
9.1 Self-assesses performance relative to Kentucky's Teacher Standards	X
9.2 Identifies priorities for professional development based on data from self-assessment, student performance	X
9.3 Designs a professional growth plan that addresses identified priorities	X
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning	X
<b>Standard 10: Provides Leadership within School/Community/Profession</b>	
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment	X
10.4 Analyzes data to evaluate the results of planned efforts	X

## A Schedule of Activities for the Teacher Work Sample

**Prior to the Orientation Meeting with your cooperating teacher, you will:**

**1. READ THE TWS HANDBOOK THOROUGHLY.**

**In your Orientation Meeting, you will:**

1. Discuss potential students for involvement in Task D (Collaborate to Address Special Learning Needs) and identify the student to be involved.
2. Discuss observing 2 lessons that include either a formative or summative assessment.
3. Discuss Unit Subject and Timeline
4. Discuss requirements of the unit and the cooperating teachers involvement (which includes technology, working with diverse students, and evaluations.)

**Begin working in your classroom:**

1. Complete Section 1
2. Observe 2 lessons and write the reflections for each lesson. (See needed info in syllabus.)
3. Collaborate to Address Special Learning Needs
4. Begin working on unit (research/preparation/materials/technology)
5. Complete Task A (Designing the Instructional Unit.) The cooperating teacher **MUST** look at and approve this before you begin your unit.
6. Complete Task B (Designing Instructional Strategies and Activities)
7. Complete Task C-1
8. Complete Task C-2 (You should have one for each lesson you will teach. For example: 3 lessons = 3 copies of completed Task C-2 or 4 lessons = 4 copies of completed Task C-2.)
9. Continue to Collaborate with identified student record information on Task D.
10. **Before** you teach your unit, complete Task E.
11. Teach the unit
12. Complete Task F
13. Complete Task G no later than 2 days after each taught lesson. You should have one for each lesson you taught. For example, 3 lessons = 3 completed Task G or 4 lessons = 4 completed Task G.
14. Work with your cooperating teacher to identify your strengths and priority areas for growth and possible types of professional development activities you will need for Task H. (Assess and Manage Professional Growth.)
15. Complete Task I.
16. Throughout your time in the classroom keep your technology log which must include a reflection which means you will write about how you used the technology, student impact of the technology, and how you will improve it the next time.

**Complete your notebook:**

1. Cover Page
2. Table of Contents
3. Notebook divided by sections using the templates provided.

## Instructional Unit Overview

**The Instructional Unit**, a 3-5 lessons of instruction for one class, includes the following:

1. Plans for instruction and assessment that are aligned with the desired learning outcomes
2. The teaching of the content
3. The organization, analysis of, and reflection on evidence of student progress toward attainment of the desired learning outcomes.

A completed Teacher Work Sample (TWS) is one of several culminating activities leading to a degree in teacher education at Boyce College.. Concepts and terms from the TWS are imbedded into every Professional Education course, and portions of the TWS are assigned throughout the program curricula.. A full TWS Unit and written narrative is required in *ED 380 Field Experience: Teaching*, and in *ED 490 Supervised Teaching* and must be submitted as part of the electronic portfolio.

### TWS Holistic Scoring Rubric

<b>Teaching Process</b>	<b>Goal for Teacher Candidate Performance</b>	<b>Points</b>
<b>Learning Context</b>	The candidate describes a specific learning context, including community, school, classroom, teacher, and student characteristics, which might affect student learning. The candidates include the two observed lessons.	<b>15</b>
<b>Task A</b> Designing the Instructional Unit	After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit (the plan). The Task A template provides the guidelines that must be addressed as you design the instructional unit. Your unit must connect to the Kentucky Core Content, Program of Studies, and/or Kentucky Core Academic Standards.	<b>15</b>
<b>Task B</b> Designing Instructional Strategies and Activities	Design a set of formative assessments, learning strategies, and activities that you believe will best enable all students in your class to achieve the learning outcomes.	<b>15</b>
<b>Task C</b> Teaching and Learning Context/Lesson Plans	The task of the teaching and learning context and lesson plans is the opportunity for the teacher candidate to demonstrate analytic interpretation of student performance data, skills essential to the design of instruction, and critical evaluation of the impact of instruction on student learners. This task also includes the completed technology log.	<b>20</b>
<b>Task D</b> Collaborates to Address Special Learner Needs	The candidate makes instructional changes based on analyses of assessments before and during instruction, These assessments may be simple observations of student reactions or actual “test” results.	<b>15</b>
<b>Task E</b> The Assessment Plan	The task of the instructional unit provides information about the assessment plan; the pre and summative assessments; and the alignment of objectives, assessments, and instructional strategies/activities. Formal assessments will be identified and described.	<b>20</b>
<b>Task F</b> Organizing and Analyzing Results	The candidate uses assessment results to profile student learning and presents an analysis of student progress for each learning objective	<b>15</b>

<b>Task G</b> Lesson Analysis and Reflection	The candidate reflects on his or her instruction and student learning to improve teaching practice.	<b>15</b>
<b>Task H</b> Assess and Manage Professional Growth	The candidate will use the information that they have gained through the performance of the unit and feedback from their cooperating teacher to plan areas of professional growth.	<b>5</b>
<b>Task I</b> Reflecting on the Impact of Instruction	This task will be used to describe the impact on student achievement through an analysis of and a reflection upon student performance. Included in the reflection will be a description of the refinement of future lesson(s) in order to improve student achievement. There are three (3) templates to complete for this task.	<b>5</b>
<b>Total</b>		<b>140</b>

- You must submit draft copies of Task C templates to your cooperating teacher's review and feedback before you implement your unit.

Your performance on designing, teaching, and evaluating your unit of instruction, Tasks B-G, will be evaluated by the rubrics on:

- Standard 1 – Demonstrates Applied Content Knowledge
- Standard 2 – Designs & Plans Instruction
- Standard 5 – Assesses & Communicates Learning Results
- Standard 6 – Demonstrates Implementation of Technology
- Standard 7 – Reflects on & Evaluates Teaching & Learning

# Section B

Instructions for completing  
each template (Section C)  
provided.

## Learning Context

### **Goal for Teacher Candidate Performance: Learning Context**

The candidate describes a specific learning context, including community, school, classroom, teacher, and student characteristics that might affect student learning.

### **Objectives & Scoring Guide: Learning Context**

<b>Objective for Teacher Candidate Performance</b>	<b>Points</b>
The candidate describes specific community characteristics that might affect student learning.	<b>2</b>
The candidate describes specific school characteristics that might affect student learning.	<b>2</b>
The candidate describes specific classroom characteristics that might affect student learning.	<b>2</b>
The candidate describes characteristics of the classroom teacher and herself or himself that might affect student learning.	<b>2</b>
The candidate describes specific student characteristics that might affect student learning.	<b>7</b>
<b>TOTAL</b>	<b>15</b>

### **Guidelines: Learning Context**

You will be writing this portion in narrative form for your TWS.

Describe the general socio-economic status of the community where your school is located and draw inferences from this about the possible impact of this on your students' learning in general as you teach this unit. Describe the school, including its age and physical appearance; number of students; number of teachers; support personnel; administration; student to teacher ratio; media and educational resources (e.g, computer lab, library, teacher resource room); parent involvement; enrichment activities; sports; and extracurricular activities. How might the school as you have described it above, affect the learning of the students in any way, positive or negative. What is the composition of your students in the classroom? How many students are in the classroom? What are the genders by number? Do you have any that are repeating the grade? What is the ethnicity breakdown of the students? Do you have a significant number of disadvantaged students in your classroom? Do you have special needs learners (LD, ADHD, autistic, etc.)? If so, how many, and what are the IEPs (if any) for these students? How will these student characteristics and the dynamics of the classroom affect the possible learning outcomes during the instruction of the unit? What is the physical environment of the classroom and how will that affect the instruction? How is the room arranged, and will you need to do any rearranging to accommodate the instruction? How about the lighting, the room temperature, and the resources available to you for performance of the teaching? Will any of this affect the instruction and/or the student learning outcomes? Does the room arrangement allow you the freedom to do grouping if necessary? What is the school schedule during the teaching of the unit? For example, are there any interruptions of the instruction by recess, or lunch, or students who are taken from the room for special resource learning during the instruction of the unit time? How will any of this affect the learning outcomes?

## Task A: Instructional Unit

### Designing the Instructional Unit

#### Directions for Completing Task A

The instructional unit and objectives that you select must be directly related to the Program of Studies, Kentucky Core Content and/or the Kentucky Core Academic Standards. Refer to curriculum documents on the KDE Website <http://www.education.ky.gov/> for instruction guidelines, content emphasis, objectives, and ideas for instruction at each grade level.

The instructional unit should include the following:

1. **Unit Title and Unit Duration.**
  2. **Identify Unit Objectives:** Your unit objectives will identify the knowledge, reasoning, performance skills, and/or products addressed by the unit. You will show the connection to the Program of Studies, Core Content and/or the Kentucky Core Academic Standards. Use any available resources that your school has to help identify your unit objectives. These include curriculum maps designed from standards, skills identified during professional learning team meetings, or other references that show a direct connection to the standards and the needs of students based on analyzed data.
- When you identify the objectives in this unit of study, you may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning expected from your students (e.g., critical thinking, comparing and contrasting, creating).
3. **Differentiated Instruction:** Describe the characteristics of your students who will require differentiated instruction.
    - Describe how their diverse needs impact instructional planning for the unit.
    - Describe the strategies you will use to address those needs.
  4. **Overview of Technology:** Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology. This technology is not limited to only those students who have assistive technology needs.
    - Describe the technology
    - Describe how it will be used in the classroom
    - Describe the student use of technology

<b>Objective for Task A: Instructional Unit</b>	<b>Points</b>
The candidate describes effective unit title and unit duration	<b>2</b>
The candidate identifies effective unit objectives.	<b>2</b>
The candidate describes strategies to address differentiated learning.	<b>5</b>
The unit objectives indicate different kinds of learning expected from students.	<b>3</b>
The candidate identifies different technology and how it will be used effectively in the classroom.	<b>3</b>
<b>TOTAL</b>	<b>15</b>

## **Task B: Designing Instructional Strategies and Activities**

### **Directions for Completing Task B**

Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve your learning outcomes. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

#### **Instructional Unit Design Template**

Using the Task B Unit Organizer template, outline **all** the lessons designed to facilitate student learning of the unit objectives.

Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all students in your class to achieve. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels. For each lesson:

- Identify the unit objective addressed (by number only).
- Describe the specific lesson objective/learning target that is aligned to the unit objective.
- Describe the formative assessment(s) that will be utilized for the objective.
- Describe the differentiated assessment plan.
- Describe the strategies/activities you plan to use.
- Describe differentiated strategies/activities to meet diverse student needs.
- Describe the media/technologies/resources used for the lessons.
- Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.

<b>Objective for Task B: Designing Instructional Strategies and Activities</b>	<b>Points</b>
The candidate outlines all the lessons designed to facilitate student learning and meet objectives.	5
The lessons include a variety of appropriate instructional strategies.	3
The activities outlined will enable all students to succeed. .	2
The formative assessments were outlined which will be utilized to measure the student's learning of the objectives.	5
<b>TOTAL</b>	<b>15</b>

## Task C 1 & 2

Task C provide opportunities for the teacher candidate to demonstrate analytic interpretation of student performance data, skills essential to the design of instruction, and critical evaluation of the impact of instruction on student learners.

### **Task C-1: Teaching and Learning Context/Task C-2: Lesson Plan**

- a) Task C requires description of factors that will guide development of lesson design, including identification of diverse learners within the classroom (e.g. number of ELL students, students with IEPs or 504 Plans, Gifted students, etc.) Teacher candidates are asked to develop profiles of three students who will require differentiated instruction to meet their diverse needs. Teacher candidates identify only three students from their daily schedules.

Teachers should use anecdotal records, formative/summative assessments, observations, and other means to gather data to create the profile.

- b) Task C-2 focuses on development of measurable learner targets or objectives, strategies to be utilized for lesson implementation, and identification of forms of student assessment. The learner targets/lesson objectives will connect to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.
- c) When completing Task C-2 for your instructional unit, use the following to help guide you:
- **Lesson Objectives/Learning Targets:** Are they student-centered/observable/measurable?
  - **Assessments:** Include student self-assessments (may be used as the pre-assessment) and formative assessment strategies that are used to determine student progress and to modify/inform instruction.
  - **Instructional Strategies/Activities:** Describe the engaging, differentiated strategies and activities, and describe how student needs are met.

Use the Assessment Design Checklist below as a guide when developing your assessments for the Task C-2 lesson plan.

Objective for Task C1 & 2	Yes
• The teacher candidate describes factors that will guide development of lesson design.	3
• Appropriate resources are identified to enhance the lesson.	3
• Student characteristics or attributes are explained thoroughly	3
• Three students are identified from the diversities with an accurate description	3
• Every part of the lesson plan is completed with thoughtful consideration and description.	3
• The unit is designed with an appropriate number of lesson plans with the sequence provided.	3
• The technology log is provided and completed with detail.	2
• Total	20

## **Task D: Collaborate to Address Special Learning Needs**

### **Task Overview:**

Design and implement a learning plan for a student whose learning could be enhanced by collaboration. Using the Task D template, identify the student, develop your collaboration work plan, report on the collaborative process, and then describe the impact of the process on student learning.

### **Standard 8 -- Collaborates with Colleagues/Parents/Others.**

#### **Guidelines for Completing Task D**

The guidelines below should be used when you develop your collaboration plans.

1. Using the contextual factors information you described in Task A and input from your resource teacher, identify a student whose learning would be enhanced by collaborative efforts. You may choose a student whose profile you created in C1 or another student. This student could have needs because of learning challenges (e.g., a student with IEP, 504 plan, or an LEP student), a student whose needs are a result of his/her strengths (e.g. a student with a GSSP), or a student whose engagement is limited (e.g. over-commitment to part-time jobs, family responsibilities, or extracurricular activities).
  
2. Once you have identified the student, you should develop your collaboration work plan. Your cooperating teacher can provide valuable assistance in identifying the expertise of school staff relative to the needs of your identified student.

Note: If your identified student moves or drops out of school before you have implemented the collaboration plan, you must identify another student. If you have implemented the student's collaboration plan and have collected some performance data before he/she moves or drops out, you should analyze the available data and evaluate the plan's impact on student learning.

3. If the analysis of the assessment data reveals that the collaboration plan had little or no impact on student learning, you have the opportunity to reflect on the plan and identify possible alternative approaches that could be used in the future.

<b>Objective for Task D: Collaborate to Address Special Learning Needs</b>	<b>Points</b>
An appropriate student was chosen with help from cooperating teachers.	<b>5</b>
Collaboration work plan is realistic and works towards the needs of the identified students.	<b>5</b>
Meet with the student the appropriate number of times.	<b>5</b>
<b>TOTAL</b>	<b>15</b>

## Task E: The Assessment Plan

### Directions for Completing Task E

In this section of the instructional unit, you will provide information about your assessment plan, your pre-and summative assessments and the alignment of objectives, assessments, and instruction.

You will outline how you will assess your students throughout the unit, in alignment with your learning objectives and the knowledge, reasoning, performance skills, and/or products. The assessments are aligned when:

- Pre- and summative assessments address the same material and the same objectives/learning targets
- Assessments are consistent with the types of knowledge and skills identified in your objectives, and
- Instruction given is matched to objectives and to the way students must demonstrate knowledge and skills in assessments.

Note: The description of your assessment plan must include both formative and summative measures conducted at key points during instruction, (e.g., pre-assessment(s), observations of student work, oral questions, summative assessment model(s) etc.)

#### 1. Complete the template for the pre-assessment plan. You will

- Identify unit objectives aligned to the pre-assessment.
- List the type(s) of pre-assessment items, including student self-assessments.
- Include a copy of the assessment and rubrics of the pre-assessment, including student self-assessments.
- Indicate which items/performances measure the attainment of unit objectives.
- Use the **Assessment Design Checklist** on the following page to evaluate your pre-assessment.

Template Example (does not include required assessment(s) or rubric(s)):

**Pre-Assessment Plan**

<b>Unit Objectives</b>	<b>Type of Assessment</b>	<b>Items/performances measuring attainment of unit objective (<i>How are you going to know the student met their objective?</i>)</b>
1. Students will identify the relationship between geometric figures and fractional parts 2. Students will construct geometric designs based on fractional parts.	Selected Response (e.g. multiple choice) Constructed Responses (e.g. ORQ)	1. Questions 1; 5; 8; 9; Rubric CR 1 2. Questions 16; 18; 22; 30; Rubric CR 2

#### 2. Pre-instruction Assessment Analysis

- After administering the pre-instructional assessment and using the learning outcomes as well as any other information collected in your pre-assessment instrument, analyze initial student performance.
- After reviewing student self-assessment data, identify learning targets students acknowledge having/need.
- Attach tables, charts, or graphs to present the results of the pre-assessment in a format that allows you to identify patterns of student performance as a whole and for groups of students who have diverse needs relative to each learning outcome.
- Describe the patterns you found.
- Discuss the implications of the pre-assessment results for your design of instruction.
- Describe how your awareness of achievement gaps within your student group will guide your instruction.
- Utilize the template for Task E to begin collecting data for the analysis section of the instructional unit.

#### 3. Complete the template for the summative assessment plan. You will identify the same areas as with the pre-assessment. A copy of the summative assessment and rubric(s) must be attached.

- Identify the alignment between the summative assessments and the unit objectives. The summative assessment will identify the same objectives or learning targets as the pre-assessment. The summative assessment could be a repeat of the pre-assessment, a parallel form of the pre-assessment, or a different assessment that covers the exact same content.
- List the type(s) of assessment items.

- Include copies of rubrics for the summative assessments.
  - Indicate which items/performances measure the attainment of which unit objectives.
  - Use the **Assessment Design Checklist** to evaluate your summative assessment.
4. Describe the accommodations/adaptations for pre- and summative assessments. Accommodations are those practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.
5. Describe any technology integration for your pre- and summative assessments.
- Describe the purpose of the technology and how it was used.
  - Describe how you will incorporate technology to develop, implement, and/or analyze your assessments for this unit.

### **Assessment Design Checklist**

Your professor will rate the following elements of each pre- and summative assessment as included in the Teacher Work Sample unit. A careful review of each element is recommended.

Objective for Task E: The Assessment Plan	
• Are the directions for students complete and clear?	1
• Are all test items understandable?	1
• Is the test appropriately organized? i.e., item types organized by section, easiest to most difficult? (e.g., matching, multiple choice, fill-in-the-blank, essay)	2
• Is the number of points to be awarded for each item specified?	3
• Are the scoring rubrics/criteria complete and clear?	2
• Are the test items aligned with unit objectives?	3
• Is there an explanation of how the assignment/activity will be evaluated (scored or graded)?	2
• Is there an explanation of the conditions under which the activity/assignment is to be performed (independent/group)?	1
• Are the scoring rubrics/criteria complete and clear?	2
• Are the activities or assignments aligned with unit objectives?	3
Total	20

## Task F: Organizing and Analyzing the Results

### Directions for Completing Task F: Organizing and Analyzing the Results

After you have taught the instructional unit and administered the summative assessment, your next Task F is to organize and analyze the assessment results.

You will complete the following tables for Task F:

1. Organizing and Analyzing the Results (Whole Class)
2. Organizing and Analyzing the Results (Diverse Learners)

Once completed you will also complete the section for Task F: Reflection on the Impact of Instruction

**Use as many templates as needed to complete this task. Identify the students only by their first name.**

<b>Objective for Task F: Organizing and Analyzing the Results</b>	<b>Points</b>
Are the results appropriately written and organized?	<b>5</b>
The results were analyzed with great clarity and description.	<b>5</b>
The results were analyzed accurately and lessons have been amended.	<b>5</b>
<b>TOTAL</b>	<b>15</b>

## Task G: Lesson Analysis and Reflection

Task G encourages critical analysis of the effectiveness of lesson presentation on student learning, promotes intern self-awareness, and serves as an impetus for professional extension. The teacher candidate should focus the remarks on his/her own performance and on student learning. The task also asks for descriptors of efforts to communicate continuous progress to students and parents.

Task overview: For each observed lesson, organize and analyze the student performance data so that you can reflect on and evaluate student learning and the effectiveness of your instruction. Your data analyses and reflection will be the basis for identifying ways to improve instruction and student learning. Teacher Candidates are also asked to describe efforts to communicate progress with students and parents.

You will need student data to identify those who are below criteria, meet criteria, or exceed criteria. Exceeding does not mean they received 100% on an activity. This category allows you to identify those who are gifted or high achieving in that area and differentiate strategies for those in need of more challenging activities or new content.

You will complete one for each lesson taught.

- Standard 5 – Assesses and Communicates Learning Results
- Standard 7 – Reflects on and Evaluates Teaching and Learning

<b>Objective for Task G: Lesson Analysis and Reflection</b>	<b>Points</b>
Are the results appropriately written and organized?	<b>5</b>
The lessons were analyzed with great clarity and description.	<b>5</b>
The reflection was written with great clarity, description, and thought.	<b>5</b>
<b>TOTAL</b>	<b>15</b>

# Section C

Templates that the Teacher Candidate will complete and include in TWS

## **Table of Contents Checklist for the TWS Notebook**

This should be the second page of your notebook with the appropriate page numbers.

	Page(s) #
Section 1	2 Observed Lessons <u>Learning Context</u>
Section 2	Task A: Designing the Instructional Unit
Section 3	Task B: Designing Instructional Strategies and Activities Task C 1: Teaching and Learning Context Task C 2: Lesson Plans (One for each lesson of the unit. ) Completed Evaluations from your Cooperating Teacher (2) Technology Log
Section 4	Task D: Collaborate to Address Special Learning Needs Task E: The Assessment Plan Task F: Organizing and Analyzing the Results (This includes all tables and graphs)
Section 5	Task G: Lesson Analysis and Reflection Task H: Assess and Manage Professional Growth Task I: Reflecting on the Impact of Instruction

**Include any artifacts needed to support your tasks. (student work, graphs, charts, pictures etc.)**

## Learning Context

You will be writing this portion in narrative form for your TWS.

Describe the general socio-economic status of the community where your school is located and draw inferences from this about the possible impact of this on your students' learning in general as you teach this unit. Describe the school, including its age and physical appearance; number of students; number of teachers; support personnel; administration; student to teacher ratio; media and educational resources (e.g, computer lab, library, teacher resource room); parent involvement; enrichment activities; sports; and extracurricular activities. How might the school as you have described it above, affect the learning of the students in any way, positive or negative. What is the composition of your students in the classroom? How many students are in the classroom? What are the genders by number? Do you have any that are repeating the grade? What is the ethnicity breakdown of the students? Do you have a significant number of disadvantages students in you classroom? Do you have special needs learners (LD, ADHD, autistic, etc.)? If so, how many, and what are the IEPs (if any) for these students? How will these student characteristics and the dynamics of the classroom affect the possible learning outcomes during the instruction of the unit? What is the physical environment of the classroom and how will that affect the instruction? How is the room arranged, and will you need to do any rearranging to accommodate the instruction? How about the lighting, the room temperature, and the resources available to you for performance of the teaching? Will any of this affect the instruction and/or the student learning outcomes? Does the room arrangement allow you the freedom to do grouping if necessary? What is the school schedule during the teaching of the unit? For example, are there any interruptions of the instruction by recess, or lunch, or students who are taken from the room for special resource learning during the instruction of the unit time? How will any of this affect the learning outcomes?

**Field Experience Teacher Observation Form***Boyce College**Department of Teacher Education***Educational Field Experiences: Observation of a Teaching Lesson**

Teacher Candidate: \_\_\_\_\_ Date: \_\_\_\_\_

School &amp; Grade \_\_\_\_\_ Cooperating Teacher: \_\_\_\_\_

Please respond to the following for **each** of your scheduled observations:

1. What was the subject area of the observed lesson?
2. How many children were being taught this lesson?
3. How did the teacher start the lesson (How did she/he gain the student's interest)?
  
4. What teaching strategy or approach was the teacher using? (technology, visuals, handouts, grouping vs. whole class, co-teaching, use of children to assist, question/answer approach, etc.)
  
5. Were any assessments or activities used during the lesson to measure student grasp of any of the lesson concepts? Was there a preassessment? A formative assessment? A summative assessment? Tell about it, if so.
  
6. What classroom management strategies did the teacher use? (How did she keep control?)
  
7. Give your personal reaction(s) to the teaching of this lesson. (What other ideas could have been used? Did you agree with the classroom management style? Etc. )
  
8. What did you do while the teacher was teaching? (co-teaching strategy, observed, helped a student one-on-one, prepared for next lesson etc.)

**Task A: Instructional Unit****Teacher Candidate Name:****Date:**

# of Students:

Age/Grade Level

Content

Unit Title:

Unit Duration:

**Respond to the following items:**

- 1) Identify unit objectives that indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit. Show the connection of the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.
  
- 2) Describe the characteristics of your students who will require differentiated instruction to meet their diverse needs.
  
- 3) Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology.

<b>Task B: Designing Instructional Strategies and Activities</b>				
<b>Lesson #</b>	<b>Unit Objective #</b>	<b>Lesson Objectives/ Learning Target</b>	<b>Formative Assessment(s)</b>	<b>Instructional Strategies/Activities</b>
			<b>Assessment Description:</b> <b>Differentiated Assessment Plan:</b>	<b>Strategies/Activities:</b> <b>Differentiated Strategies/Activities:</b> <b>Media/Technologies/Resources:</b>
			<b>Assessment Description:</b> <b>Differentiated Assessment Plan:</b>	<b>Strategies/Activities:</b> <b>Differentiated Strategies/Activities:</b> <b>Media/Technologies/Resources:</b>
			<b>Assessment Description:</b> <b>Differentiated Assessment Plan:</b>	<b>Strategies/Activities:</b> <b>Differentiated Strategies/Activities:</b> <b>Media/Technologies/Resources:</b>
<b>Use of Technology for Instruction</b> Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.				

## **Task C-1: Teaching and Learning Context**

Complete to describe your teaching and learning context.

**Teacher Candidate Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Content Areas:	Grade Level(s):	Daily average number of students taught

**Resources/Assistance**

Develop (conduct) an inventory of the available resources and assistance. (Possible examples: technology, parent involvement, supplies, and human resources available to you.)

Describe how you will utilize the resources to implement the school and instructional goals.

**Critical Student Characteristics or Attributes**

- a. Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in developmental levels and achievement levels.)
  
- b. Based on the diversities you've described in a above, develop a profile for three specific students in the class(es) that you teach during a schoolday.

**One student struggling to meet lesson objectives or targets:**

**One student meeting lesson objectives or targets:**

**One student exceeding lesson objectives or targets:**



**BOYCE**  
COLLEGE

---

## Lesson Plan Format

*Adapted from KTIP*

Teacher Candidate \_\_\_\_\_ Date \_\_\_\_\_ Age/Grade Level \_\_\_\_\_

# of Students: \_\_\_\_\_ # of IEP Students: \_\_\_\_\_ # of LEP Students: \_\_\_\_\_

Subject \_\_\_\_\_ Major Content \_\_\_\_\_ Lesson Length \_\_\_\_\_

Unit Title \_\_\_\_\_ Lesson Number and Title \_\_\_\_\_

### **CONTEXT**

1. Explain how this lesson relates to the unit study or your broad goals for teaching about the topic.
2. Describe the students' prior knowledge or the focus of the previous lesson.
3. Describe generally any critical student characteristics or attributes that will affect student learning.

**OBJECTIVES** State what students will demonstrate as a result of this lesson. Objectives must be student-centered and observable/measurable. Objectives must be clearly communicated to the students.

**CONNECTIONS** Explain how your objectives are connected to appropriate Common Core State Standards and Kentucky Core Content and/or Program of Studies. Use no more than two or three connections

**ASSESSMENT PLAN** In tabular format, organize how objectives will be assessed. Include copies of assessment instruments and rubrics (if applicable to the lesson plan).

**Objective/Assessment Plan Organizer (Sample)**

Learner Objective Number	Type of Assessment	Description of Assessment	Adaptations and/or Accommodations
Objective 1	Formative	Open Response	Extra time for 2 IEP students
Objective 2	Summative	Written response for student portfolio	Word banks for student with IEP

### **RESOURCES, MEDIA AND TECHNOLOGY**

1. List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students
2. If appropriate, list technology resources for the lesson including hardware, software, and Internet URLs, and be sure to cite the sources used to develop this lesson.

**PROCEDURES** Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom. Appropriate Components:

Opening/Attention, Content Presentation/Interaction, Activity and/or Assessment, Closing/Wrap-up

# **Technology Log- Teacher and Student Use**

## **Task D: Collaborate to Address Special Learning Needs**

Teacher Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

### **Collaboration Work Plan**

**This work plan must be approved by your cooperating teacher before implementation. You must collaborate with your student at least 3 times.**

#### **Orientation Meeting**

Identify a student whose learning would be enhanced by collaborative efforts and provide a rationale for why this student was selected. (Use only the student's first name.)

**Lesson Objective(s)/Learning Targets** – What do you plan to accomplish in terms of student learning?

**Assessment Plan** – How will you measure the impact of the collaborative effort on student learning?

<b>Activities</b>	<b>Timeline</b>	<b>Persons Involved and Their Roles</b>	<b>Resources Needed</b>

#### **Collaboration 1**

Describe the progress made in your collaborative efforts, providing appropriate documentation.

#### **Collaboration 2**

Describe the progress made in your collaborative efforts, providing appropriate documentation.

#### **Collaboration 3**

Using the assessment data collected, describe the impact of the collaboration plan on this student's learning and describe possible next steps.

## Task E: The Assessment Plan

Teacher Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

**1. Pre-Assessment Plan**

**2. Pre-Assessment Analysis**

- Describe the patterns of student performance you found relative to each learning outcomes. (Attach tables, graphs, charts, or extended narratives to support your analysis)
- Describe how you used the analysis of your pre-assessment data in your design of instruction.
- How did your awareness of achievement gap groups within your students influence your planning and instruction?

**3. Summative Assessment Plan (Utilize Task E instructions.)**

Unit Objectives	Type of Assessment	Items/performances measuring attainment of unit objective

**4. Accommodations / Adaptations for Pre- and Summative Assessments**

**5. Technology Integration for Pre- and Summative Assessments**

<b>Task F: Organizing and Analyzing the Results</b>																			
<b>Teacher Candidate Name:</b>								<b>Date:</b>											
<b>Task F</b> <b>Organizing and Analyzing the Results (Whole Class)</b>																			
<b>Students</b>	<b>Pre</b>	<b>Unit Objectives</b> Mark each objective met with an X for pre-assessment.								<b>Summative</b>	<b>Unit Objectives</b> Mark each objective met with an X for summative assessment.								<b>Analysis for Individual Instruction:</b>
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
<b>Implications for Whole Class Instruction:</b>																			

Use the following table for your identified gap group. Identify by students only by their first name. Your gap group could be gifted/talented students/ELL/students with a targeted learning plan, etc.

<b>Teacher Candidate Name:</b>		<b>Date:</b>		<b>Gap Group /Diverse Learners:</b>															
<b>Task F</b> <b>Organizing and Analyzing the Results (Diverse Learners)</b>																			
<b>Students</b>	<b>Pre</b>	<b>Unit Objectives</b> Mark each objective met with an X for pre-assessment.								<b>Summative</b>	<b>Unit Objectives</b> Mark each objective met with an X for summative assessment.								<b>Analysis for Individual Instruction:</b>
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
<b>Implications for Instruction of Diverse Learners:</b>																			

## Task G: Lesson Analysis

One of these should be completed for each lesson taught.

**Intern Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Cycle:** \_\_\_\_\_

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

**1.** Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)

**2.** For each lesson objective/learning target, sort the student performance into three categories

- a) Below criteria \_\_\_\_\_ # of students
- b) Meeting criteria \_\_\_\_\_ # of students
- c) Exceeding criteria \_\_\_\_\_ # of students

**3.** For each category, describe the students' strengths **and** learning needs.

- a) Below criteria
- b) Meeting criteria
- c) Exceeding criteria

**4.** Reflect on the following:

- a) How effective was your instruction based on analysis of student performance identified in number 2 above?
- b) What new professional learning and resources could help you increase your instructional effectiveness?
- c) Describe patterns in student performance. How will these patterns be used in planning and instruction?

**5.** For each category of students, how will you differentiate instruction?

- a) Below criteria
- b) Meeting criteria
- c) Exceeding criteria

**6.** Describe how you would communicate continuous progress with students and parents/caregivers (other than school grade reporting).

## Task H: Assess and Manage Professional Growth

Intern Name: \_\_\_\_\_ Date: \_\_\_\_\_ Cycle: \_\_\_\_\_

### 1. Identifying strengths and Areas for Growth

Using the analysis of your self-assessment, student performance data, and feedback from your resource teacher, work with your resource teacher to identify your strengths and areas for professional growth related to the Kentucky Teacher Standards

- Strengths
- Areas for Growth

### 2. Identifying Priority Areas for Growth

From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

- Priority Area 1
- Priority Area 2
- Priority Area 3

Considering the context of your school, data about your students, and the analysis of your self-assessment data, what types of professional development do you think you need?

**Directions for Completing Task I: Reflecting on the Impact of Instruction**

Based on your organization and analysis of the assessment data and from the chart, graph, or table from Task I, complete the following template, *Task I, Reflecting on the Impact of Instruction*. Typically, a majority of students (more than 50 percent) will meet the objectives that are established. However, it is unlikely that all students will meet all of the objectives all of the time. When students do not meet the objectives, you must reflect on the objectives themselves, the planned assessment(s), and the instruction that took place.

**Task I: Reflecting on the Impact of Instruction**

Teacher Candidate Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. Select the unit objective on which your students were **most** successful, based on your analysis of student learning. Based on samples of student work, provide two or more possible reasons for this success.
  
2. Select the unit objective on which your students were **least** successful, based on your analysis of student learning. Based on samples of student work, provide two or more possible reasons for this lack of success.
  
3. Describe the performance of the identified diverse or gap group(s) in your class compared to the performance of the class as a whole. What factors contributed to their success/failure?
  
4. Since the conclusion of the instructional unit, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?
  
5. Based on your reflection about your students' performances, describe at least two areas for professional growth that you believe has the potential to increase your instructional effectiveness and thereby improve your students' learning.

## GLOSSARY

**This section provides general definitions for some of the terms frequently used in the TWS materials.**

**Accommodations**

Practices and procedures in the areas of presentation, response, setting, and timing/scheduling that provide equitable access during instruction and assessments for students with disabilities.

**Alignment**

The consistency among objectives, pre-assessments, instruction, formative assessments, and summative assessments.

**Analysis of Data**

Includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

**Artifacts**

Documents or pieces of evidence that are used to support Teacher Work Sample entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

**Benchmarks**

Models of performance that illustrate, by way of example, standards of teaching at different levels.

**Collaborating:**

Exchanging information, altering activities, sharing resources and enhancing each other's capacity for mutual benefit and to achieve a common goal. The qualitative difference between cooperating and collaborating is that organizations and individuals are willing to learn from each other to become better at what they do. Collaborating means that organizations share risks, responsibilities, and rewards. It requires a substantial time commitment, very high level of trust, and turf sharing.

**Data**

Information providing measured evidence of progress.

**Developmentally Appropriate**

The use of content, instruction, and assessment that meet the students' ability to reason, interpret, focus, communicate, and interact, both socially and academically.

**Differentiation**

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas, and to develop products.

**Diverse Student Needs**

Various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

**ELL**

English Language Learners

**Exhibits**

Documents, artifacts, or other products that demonstrate an intern's performance on a task.

**Formative Assessment**

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.

**Gap Groups**

Groups of students in a school or classroom who are not performing at the level of proficiency. They might include those students who are English Language Learners, have IEPs, a 504 plan, or some other special education needs, students in a gender gap, or those who are falling behind because of cultural and/or economic environment.

**GSSP**

Gifted Student Services Plan

**Higher-order Thinking**

Comparing, analyzing, synthesizing, evaluating, and applying knowledge by the classroom strategies that go beyond dissemination of factual information.

**Holistic Scoring**

The process of assigning a single performance level rating based on an overall view of a standard or exhibit. It is an inferential process in which the observer draws some overall conclusions based on evidence gathered from the assessment components using criteria specified by the indicators. The observer assesses the standard as a whole and should resist averaging indicator scores.

**IEP**

Individualized Education Program designed to meet the unique educational needs of a child who may have a disability, as defined by federal regulations

**Intervention**

An educational practice, strategy, curriculum, or program to enhance learning for students.

**Indicators**

Descriptors of each standard on which the intern is evaluated using the Intern Performance Record (IPR).

**Instructional Materials**

Any print, non-print, or electronic medium of instruction designed to assist students in achieving the academic expectations.

**Interdisciplinary**

Intentionally developed activities which teach connections across content areas and diminish artificial divisions between subject areas; examples could be long-term projects and thematic units.

**Learning Outcomes**

Educational aims or end products which encompass all goals and objectives.

**Learning Targets**

Educational aims or end products which encompass all goals and objectives. These are sometimes referred to as "I can" statements.

**Misconceptions**

Student responses which indicate inaccurate understanding of content.

**Modifications**

Practices that change, lower, or reduce learning expectations. Modifications can increase the gap between the achievement of students with disabilities and expectations for proficiency at a particular grade level.

## **Objectives**

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in “By the end of this lesson, the student will be able to identify and describe eight major causes of the Civil War.”

## **Patterns of Achievement**

Regular growth in knowledge that can be charted or graphed showing the progress of student toward the objectives of the unit.

## **Performance-based Assessment**

An assessment that includes what a student or teacher is able to do (performance) rather than simply an explanation of what they know.

## **Professional Development**

The means and activities teachers use to achieve professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

## **Professional Growth Plan**

The plan teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators. It usually involves self-assessment and a written plan for addressing and improving in the identified areas of growth.

## **Prompts**

Statements that provide directions for the teaching tasks utilizing guiding questions, suggestions for specific actions, and graphic organizers that the intern can use to complete teaching tasks.

## **Reflection**

The reporting and analyzing of teaching philosophies, practices, and experiences. A vital part of a performance-based product is the reflection required of the teacher to understand why a lesson was productive or unproductive.

## **Rubric/Scoring Guide**

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance in this TWS. They define criteria to meet the expected teaching standard of performance. For each of Kentucky’s ten standards, five to eight indicators have been developed from the Standards. Each component (Planning, Teaching and Evaluating the Results of a Lesson, Professional Responsibilities, and Instructional Unit) of the TWS has rubrics that will be used to evaluate the intern’s performance on classroom interactions or TWS exhibits.

## **Self-Assessment**

A student’s evaluation of his or her own work.

## **Specially Designed Instruction**

Adapting, as appropriate, to the needs of an eligible child under IDEA that ensures access to the general curriculum and success on educational standards.

## **Standards**

Brief statements about what the teacher must be able to do. Kentucky’s ten teaching standards represent those ten key statements for teacher interns and experienced teachers.

## **Student-centered**

Strategies built on the natural interests and motivation of the students. Activities place the responsibility to provide evidence of understanding on students.

**Summative assessment**

Evaluation of the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

**Teaching tasks**

Opportunities for the intern to demonstrate performance using standards (e.g., teach a lesson and be observed, design a two to four week unit of instruction, analyze learning results for the unit). Teaching tasks are designed to provide opportunities to demonstrate teaching performance.

**Technology**

Materials, devices, computers, and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to word processing products, student data systems, white boards or presentation formats, Web quests, LCD projectors, computer labs, software packages that assist student learning, and email.

**Universal Design**

An approach to designing environments and products so they can be used by the widest range of users without adaptation. It is also a way to conceptualize access and to maximize learning for the greatest number of students.

**Variety of Instructional Strategies**

Two or more instructional strategies that meet different learning needs of all students.

**Work plan**

A structured plan or format for collaboration, professional development, and leadership tasks that includes objectives, activities designed to achieve objectives, timeline for completing activities, and special resources needed to complete activities.

## **Teacher Work Sample**

### **Examples of Completed Tasks**

#### **EXAMPLES**

The following presents an array of examples of completed tasks of the TWS. They vary in content and style, but should be used to assist in the completion of the tasks for the TWS notebook. All examples are based upon actual work submitted with permission from teacher candidates.

There is NOT an example of every template in this packet.

## Task A: Instructional Unit

Name:	Date:	
# of Students:	Age/Grade Level	Content
Unit Title: Fall of the Roman Empire		Unit Duration: 2 weeks

**Respond to the following items:**

- 1) Identify unit objectives that indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit objectives. Show the connection of the objectives to the state curriculum documents, i.e., Program of Studies, Kentucky Core Content, and/or Kentucky Core Academic Standards.

My objectives are written in "student centered" language:

1 I can identify the purpose and source of power of the Roman Republic government, and compare that to the purpose and source of power in the USA government.

2 I can explain how Roman Government policies enabled Rome to control distant territories and diverse cultures, and compare that to how USA influences distant lands and diverse cultures.

3 I will analyze the problems created when controlling diverse cultures.

4 I will evaluate the benefits and drawbacks of being ruled by an Empire, or a distant civilization.

5 I can explain how Rome's economic policies affected trade and control of the vast territories and many diverse cultures of the Roman Empire, and compare this to how the USA affects trade.

6 I can describe how Rome modified the physical environment to aid distribution of goods across the empire, and compare this to how the USA modifies environments.

7 I will analyze the factors that contributed to the fall of Rome.

8 I will investigate if the USA is suffering from the factors that contributed to the fall of Rome.

9 I will create a plan to save Rome from collapsing.

**SS-07-5.3.2**

Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.

**SS-07-5.1.2**

Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships.

**SS-07-5.1.1**

Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D.

**SS-07-4.4.1**

Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.

**SS-07-4.2.1**

Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement).

**SS-07-4.3.2**

Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.

**SS-07-3.4.2**

Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.

**SS-07-3.4.1**

Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.

**SS-07-3.1.1**

Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used.

**SS-07-2.3.1**

Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D.

**SS-07-2.3.2**

Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D.

**SS-7-CS-S-5**

Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today.

**SS-7-CS-S-2**

Students will investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.

**SS-07-1.1.2**

Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom).

**SS-7-GC-S-2**

Students will compare rights and responsibilities of individuals in world civilizations prior to 1500 C.E. to the rights and responsibilities of U.S. citizens today.

**SS-07-1.1.1**

Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D.

- 2) Describe the characteristics of your students who will require differentiated instruction to meet their diverse needs.
- Some students will require individual sessions due to work outside of the home. They have the opportunity to attend individual tutoring sessions. Since there are requirements for researching through several resources, students will be provided various websites and materials that contain the needed information at various reading levels. I will work collaboratively with the special education teachers and the ELL teachers and assistance in helping identify and work with students with these materials. For those who need challenges, they are encouraged to create alternate projects that further advance the information of the unit.
- 3) Provide an overview of technology that will be integrated to enhance instruction and demonstrate student use of technology.

The students use technology for their Research Project on Ancient Egyptian culture. The research project was chunked into multiple steps, and the students would not be able to move on to the next step in the project until they had completed the previous step to proficiency. In order to complete all the steps of the project the students needed to research ancient Egyptian culture topics and sub-topics like. Students had to research in order to do things like: write an essay about Egyptian culture; create a visual example of Egyptian culture; present a topic of Egyptian culture to the class; etc.).

Part of the research requirement was that students needed to use the internet to research about their topic and subtopic. This is how I had students use technology. I first had a discussion with my students about plagiarism and citation. I explained to the students that they could not simply copy what they found on the internet, because that would be plagiarism. Instead I told them that they had to a) paraphrase and summarize what they learned from the internet research, and b) had to cite the website that they got that information from. I explained that the purpose of this research was for them to learn not to simply copy and paste someone else's learning. I also provided a list of website by topic to help students begin their research.

What I wanted from the students was for them to find specific information pertaining to their topic and sub-topic of ancient Egyptian culture. I wanted the students to extend their learning beyond what they could find in the books. I wanted the students to ask questions about their research topic, and to find their answers. I also wanted the students to realize that the internet is a resource for information and

learning and not simply a technology to keep you in touch with your friends.

What I got from the students was not exactly what I wanted. Some students clearly copied from the websites they found. I realized that the students have very little practice at summarizing and paraphrasing, and that they are not good at these skills due to a) a lack of practice using these skills, and b) because they have low reading comprehension skills. Some students were not sure exactly what they should be researching so the information they found was not relevant or useful to their project.

What I would change is that I need to recognize that students do not know how to summarize and paraphrase well, and that students do not have a lot of practice with identify what they don't know, and what they would like to know more about. Although I taught the students how to responsibly use technology and provided an opportunity for the students to enhance their learning through technology, nevertheless the impact of the use of technology was limited because of the above issues, and because this was probably one of the first few times the students had been challenged to use the internet as a learning resource. It was also probably one of the first few times that my students were challenged to independently research a topic. In the future I will try to provide mini examples and mini-opportunities for the students to develop all of the above skills.

### **Task B: Designing Instructional Strategies and Activities**

<b>Lesson #</b>	<b>Unit Objective #</b>	<b>Lesson Objectives/ Learning Target</b>	<b>Formative Assessment(s)</b>	<b>Instructional Strategies/Activities</b>
1	1	1 I can identify the purpose and source of power of the Roman Republic government, and compare that to the purpose and source of power in the USA government.	<p><b>Assessment description:</b> Formative Probing Questions/ Tri-fold graphic organizer comparing/contrasting the two governments</p> <p><b>Summative:</b></p> <p><b>Differentiated Assessment Plan:</b> Students would create a one-act role play; Students could work in groups or in pairs to describe benefits or drawbacks of foreign rule. The accuracy of the role play is based upon the research completed and a class designed rubric.</p>	<p><b>Strategies/Activities:</b> Use of classroom instructional framework; utilize interactive slide lecture to help students identify, record and recall similarities/differences between the two governments</p> <p><b>Differentiated Strategies/Activities:</b> Students would create a one-act role play; Students could work in groups or in pairs to describe benefits or drawbacks of foreign rule</p> <p><b>Media/technologies/resources:</b> Slide lecture through use of white board; graphic organizer; use of internet to research primary and secondary sources; Alpha Smart</p>
2	2	2. I can explain how Roman Government policies enabled Rome to control distant territories and diverse cultures, and compare that to how USA influences distant lands and diverse cultures.	<p><b>Assessment description:</b> Reading assignment assessed through discussion questions and exit slip.</p> <p><b>Differentiated Assessment Plan:</b> Differentiated reading assignments according to each student's reading level with differentiated and scaffolded reflection questions.</p>	<p><b>Strategies/Activities:</b> Use of Classroom Instructional Framework utilizing Response Groups to have students examine and compare the policies that enabled Rome and USA to control/influence distant lands and diverse cultures.</p> <p><b>Differentiated Strategies/Activities:</b> Mixed ability groupings to utilize zone of proximal development and to provide diverse experiences and skill sets to the group (e.g., mixed groups for role play)</p> <p><b>Media/technologies/resources:</b> Alpha Smart</p>

3	3 and 4	I will analyze the problems created when controlling diverse cultures	<p><b>Assessment description:</b> Formative assessment via discussion questions and exit slip questions. This will lead to the summative assessment via analysis and explanation of a political cartoon on the test, and through completion of the culminating assessment.</p> <p><b>Differentiated Assessment Plan:</b> Mixed ability grouping;</p>	<p><b>Strategies/Activities:</b> Use of Classroom Instructional Framework utilizing Experiential Exercise to teach students the problems of controlling large areas of land and diverse culture, and to help students evaluate the benefits and drawbacks of being ruled by a foreign power.</p> <p><b>Differentiated Strategies/Activities:</b> Differentiated readings and roles for students based on student readiness for the skills and concepts utilized and taught. The readings are based upon my analysis of student readiness and utilizing web searches to find various reading material.</p> <p><b>Media/technologies/resources:</b> Utilize computer to research and find additional materials that extends the learning of this lesson. Students are required to provide a summary based upon new information they have identified.</p>	43
4	5	I will evaluate the benefits and drawbacks of being ruled by an Empire or a distant civilization	<p><b>Assessment description:</b> Formative assessment via discussion questions and exit slip questions. This will lead to the summative assessment via analysis and explanation of a political cartoon on the test, and through completion of the culminating assessment.</p> <p><b>Differentiated Assessment Plan:</b> Specific reading selection based on student readiness. Alternate assessments by working in pairs on the assessment.</p>	<p><b>Strategies/Activities:</b> Use of Classroom Instructional Framework utilizing Experiential Exercise to teach students the problems of controlling large areas of land and diverse culture, and to help students evaluate the benefits and drawbacks of being ruled by a foreign power.</p> <p><b>Differentiated Strategies/Activities:</b> Mixed ability grouping; graphic organizers and partially completed notes</p> <p><b>Media/technologies/resources:</b> Same as 3; video clips</p>	
5	6	I can explain how roles in economic policies affected trade and control of the vast territories	<p><b>Assessment description:</b> Formative Assessment via discussion questions and exit slip.</p>	<p><b>Strategies/Activities:</b> Use Classroom Instructional Framework (CIF) utilizing Interactive Slide lecture to help students identify, record, and</p>	



		<p>and many diverse cultures and compare this to how the USA affects trade.</p>	<p>Use of ORQ question that will be used to prepare students for the summative assessment.</p> <p><b>Differentiated Assessment Plan:</b> Graphic organizers and partially completed notes.</p>	<p>recall similarities and differences between the two governments. Probing questions; tri-fold graphic organizer comparing/contrasting the two governments.</p> <p><b>Differentiated Strategies/Activities:</b> Graphic organizers and partially completed notes</p> <p><b>Media/technologies/resources:</b></p>	45
6	7	<p>I can describe how Rome modified the physical environment to aid distribution of goods across the empire, and compare this to how the USA modifies environments.</p>	<p><b>Assessment description:</b> <b>Formative assessment:</b> Create a visual display depicting engineering achievements from Rome, and modern examples of those same achievements.</p> <p>Use of problem solving questions that ask the students to explain how the Romans engineered answers to specific problems that the empire faced, and modern examples of engineering that address those same problems.</p> <p><b>Differentiated Assessment Plan:</b> Work in groups or pairs if needed to assist with completion. Provide resources to those students who may not have internet access at home or ability to get to public library.</p>	<p><b>Strategies/Activities:</b> Use of the Classroom Instructional Framework utilizing Social Studies Skill Builder activities such as reading text for information, viewing and analyzing images, and complete interactive tasks that replicate some of the modifications of USA and Rome. Through these activities students will learn about the various Roman engineering achievements, and how they have been used in modern life.</p> <p><b>Differentiated Strategies/Activities:</b> Use of mixed ability groups or peer helpers for students who will need zone of proximal development support, and to increase the understanding various learner viewpoints brought to each social studies Skill Builder activity.</p> <p>Differentiated texts for students with low reading and comprehension levels. Modified tasks according to student readiness to utilize and learn specific skills/concepts.</p> <p><b>Media/technologies/resources:</b> Computer use for visual display information; research; use of graphing tools to identify achievements</p>	
7	8	<p>I will analyze the factors that contributed to the fall of Rome</p>	<p><b>Assessment description:</b> <b>Formative assessment via a graphic organizer that identifies, traces, and explains the causes and effects that led</b></p>	<p><b>Strategies/Activities:</b> Use of CIF utilizing Student Response Groups to help students identify, explain, and evaluate the causes of the fall of Rome.</p>	

		<p>Rome. An ORQ question that allows the student to analyze and compare factors that caused the fall of Rome and diminishing power of the USA.</p> <p><b>Differentiated Assessment Plan:</b> Differentiated response group assignments according to student readiness to utilize and learn specific skills/concepts.</p>	<p><b>Differentiated Strategies/Activities:</b> Use of mixed ability groups or peer helpers for students who will need zone of proximal development support, and to increase the understanding various learner viewpoints brought to each social studies Skill Builder activity. Differentiated reading and differentiated response group assignments according to student readiness to utilize and learn specific skills/concepts.</p> <p><b>Media/technologies/resources:</b> graphic organizer</p>	
8	8	<p>I will investigate if the USA is suffering from the same factors that contributed to the fall of Rome</p>	<p><b>Assessment description:</b> Formative assessment via a graphic organizer that identifies, traces, and explains the causes/effects that led to the fall of Rome. An ORQ comparing the problems found in the two civilizations.</p> <p><b>Differentiated Assessment Plan:</b> Differentiated response group assignments according to student readiness to utilize and learn specific skills/concepts.</p>	<p><b>Strategies/Activities:</b> Use of Classroom Instructional Student Response groups to help students identify, explain, and evaluate potential factors that could contribute to the decline of the influence of the USA on world politics.</p> <p><b>Differentiated Strategies/Activities:</b> Differentiated texts and response group assignments according to student readiness to utilize and learn specific skills/concepts</p> <p><b>Media/technologies/resources:</b> Graphic organizer. Use of handheld classroom student response technology to respond and gather student data from verbal questions.</p>
9	9	<p>I will create a plan to save Rome from collapsing.</p>	<p><b>Assessment description:</b> Formative assessment via teacher asking probing questions to check for understanding. Via the culminating assessment the project will show the teacher how well the students understand the causes of the fall and how well the Roman government would or could respond to those causes.</p>	<p><b>Strategies/Activities:</b> Use of the CIF utilizing problem solving group work to bring to life the factors that caused Rome to collapse. Students will be challenged to create plans that fixes the problem and factors that led to Rome's fall.</p> <p><b>Differentiated Strategies/Activities:</b> Use of mixed ability groups or peer helpers for students who will need zone of proximal development support, and to</p>

		<p><b>Differentiated Assessment Plan:</b> Teacher guidance will be provided to help students choose a plan option that is appropriate to their readiness.</p>	<p>increase the understanding various learner viewpoints</p> <p>Media/technologies/resources: PowerPoint (student created)</p>
<p><b>Use of Technology for Instruction</b> Describe how you will use technology to enhance instruction <b>and</b> how students will use technology to enhance/facilitate their learning. <b>I will use technology to help present information, skills, ideas, and concepts to the students in the form of powerpoint slides, and video clip presentations relevant to the topics being covered.</b></p> <p><b>Students will use technology to process information via interactive slide lectures, where they will be asked to analyze a visual presentation.</b></p> <p><b>Students will use technology to research current issues regarding the state of the USA in consideration of the factors that caused the fall of Rome to allow them to analyze if the USA is headed for a collapse like the Roman Empire.</b></p>			

## C1: Teaching and Learning Context

**Name:** Josie Brown

**Date:** 3/3/2011

<b>Content Areas:</b> English	<b>Grade Level(s):</b> 12th	<b>Daily average number of students taught</b> 84
-------------------------------	-----------------------------	--

### **Resources/Assistance**

Develop (conduct) an inventory of available resources and assistance. (Possible examples : technology, parent involvement, supplies, and human resources available to you.)

In my classroom, I have a computer with internet connection, a mounted digital projector, document camera, wireless mouse, wireless tablets (NEW!), printer, textbooks, and a CPS remote clickers set. I do not have any assistants. Parent involvement for most of my students is very low, though for the students from the Spanish Immersion Program, parent involvement is very active.

Describe how you will utilize resources to implement school and instructional goals.

I use technology every single day, and expect my students to also use technology. At the beginning of the year, I surveyed all of my students and determined that all of them have internet access at home, though several students are limited by the fact that they share their home computer with multiple family members. I have created a website for each of my classes, where I post the daily assignments and the weekly agenda, so students who miss are not left behind. I summarize the major discussion points we cover each day, and add that to the webpages each night. I also use technology to expedite assessment feedback. I believe in constant feedback and opportunities to re-draft writing based on the formative assessment I do.

### **Critical Student Characteristics or Attributes**

- a. Using appropriate student achievement and demographic data, identify and describe the characteristics of your students that will require differentiated instruction to meet their diverse needs. (In developing your response, you may need to examine characteristics such as differences in culture, language, and learning styles as well as differences in development levels.

Valley has a population that includes 42% White/Non-Hispanic, 43% African American, 10% Hispanic, and 5% Other. More than 60% of our population qualifies for Free or Reduced lunch. Achievement gaps exist for students who are on free and reduced lunch, students who have disabilities, and African American students. Some of the students are in an AP class for the first time in their academic careers. I have several students who have been in a Spanish Immersion Program since elementary school, and they generally have a stronger educational foundation. That span of educational history creates a dynamic class environment. One of the challenges is creating an environment in which every student's voice is equally powerful and considered equally valid. Students with a stronger background are much more vocal and willing to participate, whereas students who are new to AP classes are generally more reluctant and need opportunities to excel in the classroom.

Additionally, some of the students work and are busy with countless activities outside of the classroom. This impacts the time that they can devote to classwork outside of class. Many of the students need extra support and help because their foundation prior to this class is not as strong as some of the other students' foundations. Other students need help outside of class so that they can continue to grow and excel even though they have surpassed the mainstream expectations of the course. To provide students with the kind of individualized instruction that they need, I have begun working with them in individual tutoring sessions. I've worked with some of the students all year, but because we're reaching the final stages of preparation, I find that many more students are taking advantage of these individualized sessions. To be specific about the different kinds of needs, students who are classified as gifted and talented need to be pushed and challenged. Working with them individually has given me more opportunities to challenge them with their writing. Many of the Spanish Immersion students also need an extra push because of their educational background. Also, there are students in gap groups who have low test scores that indicate a weaker foundation in some of the skill areas. For students who are struggling, providing differentiation through the form of lower level readings and scaffolded activities is an essential part of the course.

- Based on the diversities you've described in a above develop a profile for three specific students in your class(es) that you

### **One student struggling to meet lesson objectives or targets:**

Marissa works at her family restaurant after school, and struggles to complete assignments. She is a bright girl who has never struggled with academics before, but has never been enrolled in an AP class, so the pace and volume pose a challenge for her. She is frustrated by the lack of success and shuts down if she does not immediately accomplish the objectives.

### **One student meeting lesson objectives or targets:**

Adam is an athlete who knows what he has to do to maintain his eligibility and has college acceptance as a motivating goal. He does all of his work with about 90% accuracy, but if he were to apply himself a bit, he could be accomplishing more.

### **One student exceeding lesson objectives or targets:**

Talia is one of the top five students in her graduating class at Valley. She is in the Gifted and Talented Program, and has already been accepted at the college of her choice. She is an exceptional writer and an avid reader. She is also a capable public speaker who participates in the debate and speech teams. She has had major roles in every theatrical production for the entire time she has been enrolled in Valley, while maintaining

## Task D: Collaborate to Address Special Learning Needs

**Name:** Peggy

**Date:** May 20, 2011

### **Collaboration Work Plan**

**This work plan must be approved by your committee before implementation.**

#### **Orientation Meeting**

Identify a student whose learning would be enhanced by collaborative efforts and provide a rationale for why this student was selected. (Use only the student's first name.)

Justin is a special education student whose learning would be enhanced by collaborative efforts. Justin has displayed a low level of achievement in all his classes to date. He has shown little engagement to the content in any class, and is often a disruption.

The parent teacher conferences revealed that Justin was promoted to 7th grade dependent upon his performance in the early part of the year. If Justin does not perform well he will be demoted back to 6th grade. I was not aware of this fact, nor this practice, but I realize how unfortunate for the student psychologically, socially, and academically it would be for him to fall back into 6th grade. Justin had improved for a 2 week period before the parent teacher conference, but has since regressed in behavior and performance in all his classes. This shows that A) Justin wants to do well, and B) the present system being used to educate him in our classes is failing to reach him.

Describe your plan for contacting and developing the collaboration plan with the parents/caregivers.

At the parent conference previously mentioned, I exchanged email addresses with the parents. I will use this, as well as phone calls to communicate. I am going to contact Justin's parents and set up a meeting with the four content teachers to create a plan. Part of the discussion will be centered around prospective activities and outcomes. I will propose to use the behavior tracking chart as part of our plan discussion. As part of the collaboration plan we will ensure the plan aligns with ARC goals identified in

#### **Lesson Objective(s)/Learning Targets – What you plan to accomplish in terms of student learning?**

I plan to improve Justin's behavior, engagement in classes in school, and general academic performance. This will be measured by improvements in positive comments on the behavior chart (fewer behavioral referrals), increased time on task in the classroom based on monitoring sheet, and improvements on daily and other formative assessments/summative assessments.

#### **Assessment Plan – How will you measure the impact of the collaborative effort on student learning?**

Student's behavior will be tracked to observe if there is a decrease in incidences of off-task behavior, refusal to do work, disrespectful behavior toward peers, disrespectful behavior toward adults, use of TAB in and TAB out, and referrals/susensions.

Student's academic performance will be tracked to observe if he improves his level of proficiency and standardized assessments, and classroom content centered assessments.

Activities	Time Line	Persons Involved and Their Roles	Resources Needed
<b>Daily Behavior Tracking Chart</b>	Checked both daily and weekly (Started Sept 5th, 2010, and ongoing)	All 4 content area teachers, collecting evidence, and reflecting on said evidence and communicating with student's parents/guardians	Existing IEP Behavior tracking sheets Resource teacher Classroom assessments
Team meetings to discuss student behavior and performance and reflect on interventions that are successful or failing the student.	Ongoing (August 17th, 2010, to May 27th, 2011)	ECE collaborative teacher, to assist in student tracking, provide extra instructional support when needed, and offer alternative solutions to remediating student behavior and academic performance.	
Assess and measure student performance on standardized tests, and other classroom assessments	Starting with first standardized assessment or classroom assessment 2nd Trimester	Behavior coach to help student reflect on behavior and create a pro-active, positive behavior management plan.	

**Collaboration 1**

Describe the progress made in your collaborative efforts providing appropriate documentation.

Over the past two months the most positive result I have seen with Justin is the improvement in our relationship. As the year began Justin was extremely defiant and disruptive in class, and he became very upset when I executed any consequences with him. The frequent discussions I have had with him have improved our relationship. He has begun to view me as someone who is consistent and concerned about his success. The results from this improved relationship are that Justin has been more productive in class and has been better behaved in class. His grade has improved in my class going from a C to an A- based on the fact that he now remains in class to learn, and he is completing his assignments. His score on the CCA improved from novice, novice to apprentice low. This shows that Justin has potential to be a successful student but he has some self destructive tendencies that he needs to work on controlling.

**Collaboration 2**

Describe the progress made in your collaborative efforts providing appropriate documentation.

Justin still has many areas to improve on. His written expression and ability to retain information are greatly reduced when he is not fully focused. His behavior is still not ideal and he does have days or periods where he is a complete disruption and unable to remain focused or on task. These days hurt his learning in the long run because they interrupt his progression of learning during a class's unit of study. His low scores on the CCA are indicative of the fact that he needs a lot of practice with writing ORQs, because he was able to give me more detailed answers for the ORQ when I spoke with him later. His poor performance on the Multiple choice section shows that Justin needs more practice applying his knowledge so that he can use it to reason out the correct multiple choice answer. We need to continue to improve Justin's focus and motivation so that we can begin to improve the underlying skills that are holding back his success in school.

**Collaboration 3**

Using the assessment data collected, describe the impact of the collaboration plan on this student's learning and describe possible next steps.

Justin's grades have fallen to below the level that they were when the collaboration started. He is failing Social Studies and Science. His work in his Language Arts class and Math class has improved, although his scores on the standardize assessments have not improved in Math at least he is trying to learn in those classes.

Justin has completely fallen apart for me as the school year progressed. I feel like myself, and the school has failed this child. He has shown that he is a capable learner, and that he does enjoy learning in the right environment. It appears that I am unable to create that environment for him in my classroom. I spoke to his mother about his issues and she was also concerned for him and equally frustrated by the fact that he seems to "turn it on for one class, and then turn it off for another."

The incident that got Justin expelled/suspended seemed to undo any progress I had made with him. When he returned it was as if we had never had a relationship, and he was not cooperative in trying to rebuild a new one.

The inconsistency in Justin's day due to having or not having his collaborative teacher with him has really undermined any progress. It seems that in his mind his Language Arts and Math classes are "real" classes, and his Science and Social Studies classes are free time classes. Some days he does come in and independently follow directions and do work, but other days he is a disruptive defiant student from the start of class until he is sent out.

What I have learned from this experience is that the relationships with these at risk students are extremely fragile and you need to constantly go back to the beginning with reflective discussion again and again in order to get the student to evaluate his/her behavior

and lack of progress. Only then can I get the student to take ownership of their work and behavior. I have also learned that I need to do a better job mimicking the procedures, redirects, and consequences that the collaborative teacher uses in their classroom so that these students will carry their expectations to every classroom.

As a team we need to create a plan to help Justin make up all the learning he has missed. This needs to not simply be a packet this needs to be a completely extra effort on his part to make up all the learning he has missed due to his behavior. We need to have a long discussion with him and his parents about what problems his behavior has created for him. We need to create a plan that helps Justin: identify his responsibilities for his misconduct, monitor his behavior in class, and fill in any learning gaps that he has created for himself.

<b>Task E: The Assessment Plan</b>		
<b>1. Pre-Assessment Plan</b>		
Name:	Date:	
<p><b>Unit Objectives</b></p> <p>1 I can identify the purpose and source of power of the Roman Republic government, and compare that to the purpose and source of power in the USA government.</p> <p>2 I can explain how Roman Government policies enabled Rome to control distant territories and diverse cultures, and compare that to how USA influences distant lands</p> <p>3 I will analyze the problems when controlling diverse cultures.</p> <p>4 I will evaluate the benefits and drawbacks of being ruled by an Empire, or a distant civilization.</p> <p>5 I can explain how Rome's policies affected trade and control the vast territories and many cultures of the Roman Empire, and compare this to how the USA trade.</p> <p>6 I can describe how Rome the physical environment to aid distribution of goods across the empire, and compare this to how USA modifies environments.</p> <p>7 I will analyze the factors that contributed to the fall of Rome.</p> <p>8 I will investigate if the USA is</p>		
<p><b>Type of Assessment</b></p> <p><b>Multiple choice Short answer/open response</b></p>		
<p><b>Items/performances measuring attainment of unit objective</b></p> <p><b>Unit Obj 1. Multiple choice questions: 2, 3, 4</b></p> <p><b>Unit Obj 2. Open response question, 5</b></p> <p><b>Unit Obj 3. Multiple choice questions: 7, 8, 9</b></p> <p><b>Unit Obj 4. Open response question 10</b></p> <p><b>Unit Obj 5. Multiple choice questions: 11, 12, 13, 14, 15, 16</b></p> <p><b>Unit Obj 6. Open response question: 17</b></p> <p><b>Unit Obj 7. Multiple choice question 19 and open response question 20.</b></p> <p><b>Unit Obj 8. Multiple choice questions 30.</b></p> <p><b>Unit Obj 9. Open response question 31.</b></p>		

<p>suffering from the factors that contributed to the fall of Rome.</p> <p>9 I will create a plan to save Rome from collapsing.</p>		
---	--	--

**2. Pre-instruction Assessment Analysis (attach tables, charts, or graphs, or extended narratives to support your analysis)**

- Describe the patterns of student performance you found relative to each learning outcome. (Attach tables, graphs or charts of student performance that allowed you to identify the patterns of student performance noted.)**

Only 2 students successfully answer any of the pre-assessment questions. That is understandable, because the concepts taught are introductory to all of them unless they have some prior knowledge about Rome, and Roman government. Based on the student's performance on the pre-assessment I can tell that my students have only a partial grasp of some of the learning objectives for this unit. Their answers lacked the clarity, specific details, and explanations needed for me to feel that they had mastered any of the learning targets. The students were missing some basic understandings about the US and Roman government systems. Those will need to be corrected during the first few lessons. Some students showed that they vaguely understood the problems and benefits of being ruled by a foreign power, and the problems with controlling distant land, but again they lacked details and explanations. I will make sure while going over those learning objectives that I challenge the students to explain their answers with lots of detail and explanation. Overall based on their performance students have shown the beginnings of the social studies critical thinking concepts and skills I intend to teach them.

- Describe how you used the analysis of your pre-assessment data in your design of instruction.**

This showed me that I need to start at the very beginning and have a lesson focused on government in general, then I need to have a lesson on Roman Government system, and then I need to make sure I have a lesson that informs the students about the USA government system. I was hoping the students would have a little bit more prior knowledge about the American government system, but it appears that they do not, so I will need to make sure I provide some time for the students to learn about how the USA system of government works before I have them compare the USA and Roman Governments.

The performance also shows that students have little knowledge of American History i.e. the problems our country has faced. This means my instruction for those objectives will have to focus on providing an introduction to control and economic problems in American history before I ask them to compare US policies of control with Roman policies of control.

- How did your awareness of achievement gap groups within your students influence your planning and instruction?**

The largest achievement gaps or at least the ones that most limit the progress of our students pertain to reading comprehension, written expression, prior knowledge, and student behavior.

My awareness of achievement gap groups within my students influenced my planning and instruction because I realized that in order to overcome gaps in reading comprehension and written expression I need to differentiate according to readiness for the learning activity, and according to reading level so that all students can work in their optimum learning range. I have also designed lessons that rely less on reading comprehension. Instead I have lessons where the students experience the learning through doing. In order to overcome gaps in students prior knowledge I have designed instruction that A) does not require prior knowledge for any student to be successful, and B) provides opportunities to gain the missing prior knowledge before the critical learning activities begin.

In order to overcome achievement gaps pertaining to student behavior groups I have attempted to structure lessons that are more

assessments to be authentic and relevant for the students for that same reason.

<b>3. Summative Assessment Plan</b>			
<b>Unit Objectives</b>	<b>Type of Assessment</b>	<b>Items/performances measuring attainment of unit objective</b>	
<p><b>. I can identify the purpose and source of power of the Roman Republic government, and that to the purpose and source of power in the USA government.</b></p> <p><b>2 I can explain how Roman Government policies enabled Rome control distant territories and cultures, and compare that to how USA influences distant lands and diverse cultures.</b></p> <p><b>3 I will analyze the problems when controlling diverse cultures.</b></p> <p><b>4 I will evaluate the benefits and drawbacks of being ruled by an Empire, or a distant civilization.</b></p> <p><b>5 I can explain how Rome's economic policies affected trade control of the vast territories and many diverse cultures of the Empire, and compare this to how USA affects trade.</b></p> <p><b>6 I can describe how Rome the physical environment to aid distribution of goods across the empire, and compare this to how USA modifies environments.</b></p> <p><b>7 I will analyze the factors that contributed to the fall of Rome.</b></p> <p><b>8 I will investigate if the USA is suffering from the factors that contributed to the fall of Rome.</b></p> <p><b>9 I will create a plan to save Rome from collapsing</b></p>	<p><b>Multiple Choice, Short Answer/Open Product (Unit objective 9)</b></p>	<p><b>Unit Obj 1. Multiple choice 3, 4</b></p> <p><b>Unit Obj 2. Open response question,</b></p> <p><b>Unit Obj 3. Multiple choice 8, 9</b></p> <p><b>Unit Obj 4. Open response question</b></p> <p><b>Unit Obj 5. Multiple choice 12, 13, 14, 15, 16</b></p> <p><b>Unit Obj 6. Open response question:</b></p> <p><b>Unit Obj 7. Multiple choice question and open response question 20.</b></p> <p><b>Unit Obj 8. Multiple choice questions 30.</b></p> <p><b>Unit Obj 9. Open response question 31.</b></p>	

**Accommodations / Adaptations for Pre- and Summative Assessments**

Extended time to complete assessments will be provided for those students who need that time, or who are guaranteed that time according to I.E.P.s or 504 plans.

Summarizing, paraphrasing, and scribes will be provided for those students who struggle with reading comprehension and written expression, or those who are guaranteed those accommodations according to I.E.P.s or 504 plans.

Drawing, verbal expression, role playing, or 1 on 1 discussions with teacher to prove proficiency of a specific skill/concept will be appropriate alternative assessments for those students whose multiple intelligences have large weaknesses in reading comprehension and written expression.

**5. Technology Integration for Pre- and Summative Assessments**

Use the classroom response system (clickers) for students to complete a portion of the pre and summative assessment and then use the data provided in the analysis. This will be used in the analysis of pre and summative assessment data and to create a display (bar graph) showing the results.

## TASK F: Organizing and Analyzing the Results

### 1. Organizing and Analyzing the Results (Whole Class)

**Whole Class:** , Organizing and Analyzing the Results (**Whole Class**), record each student's first name (only), the pre- and summative assessment results, and an analysis for individual instruction related to the unit objective(s). Provide implications for whole class instruction.

**Example 1: Elementary teacher whose instructional unit was in writing (not all students in the class were included in this sample).**

Task F: Organizing and Analyzing the Results Reflecting on the Impact of Instruction																									
Name: Janice Flener		Date: April 30, 2010																							
<b>Task F</b> <b>Organizing and Analyzing the Results (Whole Class)</b>																									
<ul style="list-style-type: none"> <li>In the unit on writing effectively, unit objectives were identified in Tasks G and H that were aligned to the Kentucky Core Academic Standards. Our team worked with the KDE deconstructed standards documents which helped me create my unit objectives. Using formal assessments on lesson objectives, I was able to determine each student's abilities to meet my unit objectives. My unit topic was designed on the writing process.</li> <li>Before starting my unit I administered a pre-test that consisted of an essay regarding their favorite hobby, sport, or other topic they would like to write about. The summative assessment addressed the same objectives and content. Students could either write about the pre-assessment topic or choose another of their choice. They had 30 minutes to complete both assessments.</li> <li>When I organized the pre- and post-unit essays for punctuation errors, I found the following:</li> </ul>																									
Students	Pre	Unit Objectives		Summative	Unit Objectives		Analysis for Individual Instruction:																		
		Mark each objective met with an X for pre-assessment			Mark each objective met with an X for summative assessment																				
		1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8								
Joe	11 errors	X								5 errors	X	X			X	X		Made gains, but did not meet all the objectives. Had missed several days during this period. Was not placed in ESS at the time, though he did have a peer tutor. Needs additional one-to-one assistance. ESS, RTI program will be implemented. He needs special attention on punctuation and order of details.							
Cathy	4 errors		X	X	X		X			2 errors	X	X	X	X	X	X	X	Improved understanding at the level of mastery that was expected. Cathy still had issues with correct colon usage prior to lists. We discussed this and gave her more							

**Example 2:** High school science teacher whose instructional unit focused on application of the scientific method in a laboratory setting (not all students in the class were included in this sample).

Name: Richard Brennan	Date: May 11, 2010
<b>Task F</b> <b>Organizing and Analyzing the Results (Whole Class)</b>	
<ul style="list-style-type: none"> <li>In this unit, students were to formulate testable hypotheses and demonstrate the logical connections between the scientific concepts guiding a hypothesis and the design of an experiment. Part of my objectives were that students would demonstrate understanding of the scientific method by applying all five steps in solving a problem I had given them in the physics laboratory. During the instruction (the unit), we discussed scientific method and applied it to cases we reviewed through texts and internet presentations. We also applied it in a demonstration experiment I conducted with student assistance in front of the class. Once we completed the unit and lessons in class, the students individually or in pairs, created their own problem of inquiry and incorporated the scientific method to their question and provided a demonstration.</li> <li>My pre-assessment consisted of a paper/pencil assessment to help judge my students' prior knowledge and application of the scientific method as described in Task H of my assessment plan. My summative assessment consisted of two parts: a paper/pencil multiple choice and open response, as well as the performance event (experiments) that was completed by individual students or by those in pairs. I made observational notes while they presented their findings for the performance assessment and scored the inclusion of all steps of the scientific method their open response questions of the paper/pencil tests using a rubric we created as a class. The results were:</li> <li>•</li> </ul>	

Students	Pre	Unit Objectives Mark each objective met with an X for pre-assessment								Summative	Unit Objectives Mark each objective met with an X for summative assessment								Analysis for Individual Instruction:
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
Barb/Rachel	Met no obj.									Performed experiment well	X	X	X	X	X	X			Team was able to follow directions well. Barb acted as leader. Provided accurate and organized information based on the scientific method. Met all six unit objectives with 100 percent accuracy. This team has decided to further investigate their topic for the science fair.
Ann/Andy	Incorrect responses									3 steps in write-up were accurate	X		X		X				Had difficulty understanding collecting and organizing data. The outcomes were inaccurate since the data was incorrect. After meeting with the students on their outcomes, we discovered that there were some misconceptions related to their chosen topic of electromagnetism. We designed a plan of study and will be working together to allow them to redo their experiment.
Mario/Darius	Incorrect responses									All steps in write up	X	X	X	X	X	X			Team was able to follow directions well. Provided accurate and organized information based on the scientific method.

• **Implications for Whole Class Instruction:** The class as a whole is able to understand the scientific method. For those students such as Ann/Andy had difficulty with organizing their work and/or understanding their chosen topic, I will work with them after school to further understand their topic or allow them to work on a different topic. My goal is to ensure they understand the process of scientific inquiry and method. They will follow-up redoing the experiment or experimenting with a new topic. For those that were successful, we will continue to further our studies by applying scientific theory and conceptual understandings to solving problems of technological design (e.g., Styrofoam cups, transistors, computer chips) and examine the interaction between science and technology.

2. **Organizing and Analyzing the Results (Diverse Learners):** Using the Task J-1 template, Organizing and Analyzing the Results (Diverse Learners), identify a gap group in your classroom using first names only. Record the pre- and summative assessment results, and an analysis of each student's progress related to the targeted objective(s). Provide implications for instruction based on the gap group's findings.

### Example 3: Diverse Learners: Middle School Language Arts (6<sup>th</sup> grade) focusing on literature concepts.

Name: Sonny Dee	Date: May 5, 2010	Gap Group: Gifted/Talented
<b>Task F</b> <b>Organizing and Analyzing the Results (Diverse Learners)</b>		
Middle School Language Arts (6 <sup>th</sup> grade) focusing on literature concepts.  In this unit on characterization, my objective was that students would be able to score at a 4 (1 – 4 scale) on an open response question based on the characterization of a book that we just finished reading/studying as a class, <i>Roll of Thunder, Hear My Cry</i> . In order to score proficient, students needed to demonstrate their ability in four different ways (my four unit objectives): <ul style="list-style-type: none"> <li>Students will be able to determine a theme or central idea of a text and analyze its development over the course of the text.</li> </ul>		

- Students will be able to make connections between the text and its relationship to the characters, setting, and plot.
- Students will be able to analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

For both my pre- and summative assessments, I gave the students open response questions based on developing themes and analyzing contexts of a written passage to make connections to the various components of my objectives. The students were given up to 45 minutes to read and respond to the literature passage via the open response questions.

When I analyzed the open responses, I found the following which resulted in some optional assignments for three students. I had to change my rubric to address the mode of presentation of my gifted students, but the objectives did not change.

Students	Pre	Unit Objectives Mark each objective met with an X for pre-assessment								Summative	Unit Objectives Mark each objective met with an X for summative assessment								Analysis for Individual Instruction:
		1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
		Scored a 4	X	X	X						X	X	X						
John	Scored a 4									Scored a 4									Each of these students had already read <i>Roll of Thunder, Hear My Cry</i> . (Amy had read it several times as she stated it was her favorite). However, they completed the same pre-assessment as all students. The pre-assessment for these students who all had GSSPs in Language Arts demonstrated their knowledge of the characters and plot of this book by Mildred Taylor that I had intended to teach to all students. Since they did so well on the pre-assessment, I chose to modify their unit assignments to utilize the whole class assigned book as well as a non-fiction to incorporate social studies. To assist with expanding the content, the following was substituted as the reading assignment for this unit, <i>Harriet Tubman: Conductor on the Underground Railroad</i> , by Ann Petry 1955. The task for the three students related to this book was to analyze and compare the conditions of the African American family in the fiction novel written in 1976 to the situations in the non-fiction book. They were to prepare a presentation in a format of their choosing to the whole class and at a minimum covering the same objectives and evaluation rubric. All three were to read the book and decide on who would complete specific tasks. John chose to complete a written report summarizing the key aspects of the book. He chose to compare the realities of Harriet Tubman and any changes in the lives of African Americans between 1955 and 1976.
Amy	Scored a 4	X	X	X						Scored a 4	X	X	X						Background same as above, but Amy and Jose chose to work as a team to present a visual presentation of the life of Harriet Tubman via PowerPoint with scripts and pictures of the time. This presentation would also capture events that occurred in Roll of Thunder with a comparative analogy to Harriet Tubman.
Jose	Scored a 4	X	X	X						Scored a 4	X	X	X						Background same as above with the team development and presentation of the PowerPoint. Amy and Jose would work on a presentation plan showing who would be working on which aspect of the PowerPoint. Jose thought it would be a good idea to also create a timeline that can be displayed in the classroom showing events that had taken place in the African American community between 1955 and today. Amy, Jose, and John all agreed to work on the timeline.

**Implications for Instruction of Diverse Learners:** During the course of creating the presentation, the three asked if they could somewhat change their original plans. Since much of what John had been working on mirrored the PowerPoint presentation and timeline, they asked if they could work on the PowerPoint and timeline together. The information that John had

gathered was used to assist with the PowerPoint. The PowerPoint and timeline was organized according to a rubric the students developed and was then approved by me. The presentations of the three were presented to the class. The comparison of the fiction to the non-fiction allowed the students to link to real-world events and brought depth to the in-class conversations. The other students suggested that for the next reading assignment, the whole class be allowed to complete a similar project for *Dragonwings* by Laurence Yep. They were excited about the possibility of creating a Chinese culture display in the classroom to accompany the book.

## Technology Template

### Example

#### Technology Log - Student Use

Project:	Date:	Reflection:
Career Matchmaker - Computers	10/12/2010	Not all students were able to complete the project in the time allotted. Because of the concern about computer availability at home, next time I have a lesson like this I either need to break it into 2 days or make sure I use the entire block for <del>project instead of trying to do some mini lessons prior to the</del>
Cover Letter and Resume Writing -	10/26/2010	Students were able to complete assignment once I showed them where the resume and cover letter templates were. I was surprised by the lack of basic word processing skills, though.
Short Story Game -	10/27/2010	CPS receiver wouldn't work. Sent in a tech help request. Used white boards since CPS wouldn't work.
Job Search -	10/28/2010	Students much more proficient on Internet searching than word processing. Craziness of the day did disrupt lesson. Everything took longer because of the fire drill and confusion, <del>so I modified the final product for the day (from write up on 3</del>
Figurative Language Review	11/3/2010	Took a few minutes to get students focused on the activity instead of just playing with the receivers. Once settled, the students were very engaged. I liked the data I got from the software, especially since I could see instantly what students <del>understood and what was still a bit of a mystery</del>
Food webquest	11/15/2010	Nice break for students after 2 straight weeks of lecture/practice. Should have explained instructions, expectations, and outcome for the day in the classroom <del>before going downstairs though. Might not have had to</del>
Career Narrative - Computers	11/16/2010	Should have had students hand write a draft the class before so that the typing of the narrative would be faster. Some students had problems getting finished in 45 minutes because <del>they hadn't done the pre-work/drafting that was homework</del>
Career Narrative - Computers	11/18/2010	Managed to get time in the library to let students finish typing narrative. Don't know if it was the right move, but it did increase the number of students finishing/handing in their work. For those who finished during the last class, I had them work on ILPs so they had an alternate assignment.

Cookbook Page Creation - Computers	11/30/2010	Couldn't find lab/library time on computers, so did it's group work on the computers in the classroom. Should have checked computers first to make sure all worked. Students managed to finish the research part of the project, but I made the decision to have them create their page on construction paper rather than PPT since we were running out of time in class.
------------------------------------	------------	---

Grammar Review - CPS Units	12/6/2010	I like using the CPS units and think they are an effective tool for student engagement and quick assessment. Need to think of some ways to use them that aren't just review.	
ILP Completion - Computers	1/4/2011	I have found that taking the seniors to the library to use the computers instead of the computer lab does keep them more focused on what the assignment is. I will continue to try to get my classes into the library first, based on this behavior. I had some students who had completed their ILPs in other classes, <del>but since more than half the class needed to finish their ILPs, I</del>	
Medieval Period Research/Presentations	1/14/2011	Because they were working on group projects, I decided to once again take the students to the computer labs so I didn't have to worry about noise level. I think the difficulty students had with this assignment was that they hadn't done much in the way of internet research, so even though we went through the expectations and we talked about how to determine if a website was a good source or not, they still had issues figuring out what information was good and which was not. I think they need more practice doing internet research in order to get more fluid with it. Also, I learned through this assignment that rescheduling computer labs after snow days is difficult. I am very grateful to the teacher who was supposed to be in the	
Vocabulary Discovery - Computers	1/26/2011	While looking up the words online and presenting that information to the class did seem to engage more students, I think they also got slightly confused because dictionary.com is at a higher level than the dictionaries they normally use in class. Instead of using the computers I should have stuck with my original plan to have them look words up in the paper	
Seedfolks Wiki (Reading) -	02/01-02/16/2011	The wiki worked very well as a formative assessment for student understand of plot and character elements. It also demonstrated the need to have them write more, as their shows many areas of need. (I wonder how I can work that into "Reading" curriculum for next year.) Additionally, I found were able to comprehend more by working on the wiki because there was more peer-to-peer work as opposed to me doing group direct instruction.	

Historical Context Research - Computers	2/4/2011	I continue to struggle with research via computer. Even after having 2 classes about doing research, students still has problems identifying relevant sources. Additionally, there was the issue of timing, which some students finishing their work quickly and then wanting to stay online and listen to music or watch videos. Extra credit assignments were not even enough <del>to entice them into doing more work.</del>
--	----------	--

Hero Essay -	2/15/2011	I am surprised how long it took them to type a 5-paragraph essay. They had completed a rough draft in the previous class, so I assumed they would be able to type their final draft in half of a class. Instead, it took an entire class period with 3 students not finishing. I told those students they had to finish on their own time and turn it in the following class. However,	
<i>Living Up The Street</i> Wiki	2/23-03/17/2011	Using the wiki for the second time proved to be a good idea, as we were much more efficient using it this time around but were engaged in the reading. By making the assignments more particular literary elements, I was able to use it more effectively for formative assessment. Also, by adding a writing assignment this time, I think the students were better able to build text-to-self text-to-world connections with the book.	
Shakespeare Webquest	2/24/2011	I only had the computer lab for 45 minutes, so given what I know about the time it takes for my students to complete these types of assignments (needing time to translate information, etc). I cut down the Webquest so that it was manageable for my students.	
Elizabethan Era Research/Presentation	3/1/2011	This assignment mirrored an assignment done on 01/14/2011, so I hoped that it would make it a little easier for students to complete since the format would be the same.	
Informal Research - Computer	3/25/2011	The sophomores did some informal research for a group research project they will be completing. The informal research involved using Google, Bing, Wikipedia, etc., to see just what kind of information was available about their research topics. In general, this was easily accomplished, though some students had problems understanding the more academic or complex information that was available. It was a success.	
<i>To Kill a Mockingbird</i> Webquest - Computer	4/11/2011	Thought something on the computer, like a Webquest, would be a good way to get my freshmen back into the swing of school right after Spring Break. Took longer than expected, but the students were much more interested in the information than if I had simply talked about it.	

## Task G: Lesson Analysis and Reflection

**Name:** Josie Brown      **Date:** 3/30/2011

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

1. Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?) For this objective, I used the results of the multiple choice section of the mock exam. This section of the exam is very challenging, and it is considered a success if students get close to half of the answers right. I scanned the class's results and compared them to national averages. I considered scores from 15 to 20 below the expectation. I considered scores of 21-34 meeting the expectation. I considered scores of 35-43 (the highest score in the class) to be exceeding the expectation. I felt like this was very effective, because they will encounter this strategy when they take the exams, and it will help them on the exam and beyond that.

2. For each lesson objective/learning target, sort the student performance into three categories

- a) Below criteria 9 # of students
- b) Meeting criteria 8 # of students
- c) Exceeding criteria 3 # of students

3. For each category, describe the students' strengths **and** learning needs.

- a) Below criteria  
Students in this category need help reading closely. Students who are missing this many questions often do not have a solid grasp on what the passages are saying, so they need help with reading comprehension strategies (since the passages can be extremely challenging). Students in this area need to work on answering the more approachable questions (such as ones that refer to specific lines and literary devices) rather than the more complex questions.
- b) Meeting criteria  
Students who have met the criteria now need to be pushed into the next level, which in this case often means simply getting a few more answers right. They have a solid basic comprehension of the passages, but they need to work on building their vocabulary skills and they need to review literary terms. Additionally, they often need to work on reading carefully. They are doing well to get some of the questions right, but they need to work on reading more deeply and critically.
- c) Exceeding criteria  
The students in this category are excellent readers who think critically and efficiently. They are able to process complex passages and evaluate the most accurate answers without being distracted by other answers that are true or only slightly inaccurate. They can think critically even when under pressure and significant time constraints. They are well versed in the various genres and styles of writing. They need to be pushed--this can be done by forcing them to delve more deeply into the difficult passages (because often the questions for those passages are more superficial).

4. Reflect on the following:

- a) How effective was your instruction based on analysis of student performance identified in number 2 above?  
Because of the difficult nature of this section of the exam, I was pleased to see that everyone tried to answer the questions. Although some of the scores were low, several of the students in this category got a few questions for multiple passages right, which indicates that they are pushing through the difficulty and attempting to answer the questions. However, many of the students ran out of time, so putting them in slightly pressured situations that require quick reading and thinking would make them more successful. In class, a lot of the students indicated new awareness of the passages and the questions, and their self-reflections after the deconstruction indicated that they had learned from the process.

As far as the deconstruction activities went, the group work took more time than I expected, but it was helpful and made the other activities more meaningful. As is often true with technology, the clickers did not work right away, but we were patient and eventually everything worked properly. As I mentioned previously, the day before the class period, my wireless mouse died, and consequently, I felt glued to the front of the room, which was an adjustment, but worked out fine. I could have had a student run the CPS clicker PowerPoint for me, which might have been more effective. Also, students were quite restless toward the end of class -- the activity would have worked better if we had completed it over two days rather than trying to cram it into one.

- b) What new professional learning and resources could help you increase your instructional effectiveness?

The clickers have made this activity much more engaging. Knowing more about how to construct multiple choice questions and how to deconstruct them would make me more effective. Additionally, having access to more examples of AP multiple choice questions would enable me to let the students practice more, which would help them feel more confident.

- c) Describe patterns in student performance. How will these patterns be used in planning and instruction

It was common that students ran out of time; as I mentioned above, being more diligent about pressured time situations would help with that. It was also quite frequent that students did not annotate the passages, so we have been practicing more of that in class, and we'll continue to practice it prior to the test. I will give them more passages that are copied so that they can mark them up and write on them directly. I will also begin the next few classes with short passages and a couple of questions, and I will time those activities so that we address the sensation of having to decide quickly.

#### **5. For each category of students, how will you differentiate instruction?**

- a) Below criteria

I will work with them individually and in small groups, and I will give them strategies that will target how to best answer questions and make the most use of their time. I'll work with them on how to read closely and I'll talk with them about test-taking strategies. I will also give them passages that are slightly more accessible so that they can find success with this kind of question.

- b) Meeting criteria

For these students, I will continue to push them by giving them challenging readings and difficult questions. I will continue to push them by checking their annotations on the passages and by asking them to identify strategies that they are using to help them find the right answer.

- c) Exceeding criteria

With these students, I will push them by getting them to justify the right and wrong answers for some of the questions. I will also give them more difficult reading passages when possible, and I will ask them more challenging questions about the harder passages.

#### **6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).**

With the students, I first simply gave them their answer sheets back. They did not have the correct answers. Their homework preceding the deconstruction was to annotate the five passages and to review the questions and the answers that they selected. They were allowed to change their answers if they decided that the original answer was incorrect. When they came to class, I told them the national percentages for all of the questions that we addressed. Additionally, when the students clicked in their answers, they could immediately see the class results. Students also got individual scoring sheets with the results of their mock exam--the sheets indicated their raw score and their score on the five point scale. Students were told to share these results with their parents. Additionally, parents can see the deconstruction PowerPoint on iSchool if they are interested. Parents will also be receiving a letter that talks with them about the upcoming AP test and the final preparations that they can help their child do.

## Task H

### Assesses and Manages Professional Growth

**Name:** Sherri Salsman

**Date:** April 1

#### **Prior to Cycle 1 Committee Meeting**

#### **1. Identifying strengths and Areas for Growth**

Using the analysis of your self-assessment, student performance data, and feedback from your resource teacher, work with your resource teacher to identify your strengths and areas for professional growth related to the Kentucky Teacher Standards.

- **Strengths**

I have strong interpersonal skills, which enable me to create a safe and friendly learning environment in my classroom.

- **Areas for Growth**

Areas for growth are instructional planning, implementation of effective instructional strategies/differentiation of instruction with a focus on engaging students, and making use of multiple learning styles.

#### **2. Identifying Priority Areas for Growth**

From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

- **Priority Area 1**

Standards 2 and 4- While I feel that I have a strong understanding of what skills, concepts, and content I need to teach, I do not feel confident that I plan and design instruction that helps all students master those skills, concepts, and content.

I am especially concerned about designing instruction that: moves at an appropriate pace for each classroom, challenges all learners, and engages all learners. I want to have instruction that makes the learning “stick”.

- **Priority Area 2**

Standard 5- I need to improve my use of formative assessments and student reflection to help myself and the students recognize what concepts have been mastered or not mastered. I recognize the importance of communicating assessment results to students and parents so that we can recognize when we need to intervene and support the struggling student.

I need to become more adept at using pre assessments to identify pre-existing knowledge, and then allow the pre-assessments to inform my instruction (i.e.- enable those students to do alternative in-depth inquiry that continues to challenge and develop those students who are ahead, or adjust instruction to teach concepts that students need to have mastered before the intended concepts are taught).

- **Priority Area 3**

**Considering the context of your school, data about your students and the analysis of your self-assessment data, what types of professional development do you think you need?**

I need continued training and support in content specific instructional strategies that engage all students while assisting low performing students. I plan on taking a multi-cultural class to address my learning needs. I also am involved in Stiggins, Classroom Assessment for Student Learning.

<b>Task I: Reflecting on the Impact of Instruction</b>	
<b>Name:</b>	<b>Date:</b>
<p>1. Select the unit objective on which your students were <b>most</b> successful, based on your analysis of student learning.        Based on samples of student work, provide <u>two or more</u> possible reasons for this success.</p> <p>The learning objective on which my students were most successful based on my analysis of student learning was learning objective #3: I will analyze the problems created when controlling a diverse culture.</p> <p>One reason for this success was because the students learned through doing for this learning objective. Specifically the students learned through an experiential role play. This experience made the learning "stick" in the student's mind. The discussion following the role play also helped clarify for those students who did not directly experience the problems in the role play. The extra readings that were differentiated according to readiness about political and economic policies also helped students learn about the issues or problems that the Romans dealt with when they tried to control their huge empire.</p> <p>Another reason for this success was because I continually stressed for students to use R.A.V.E. for their ORQ answers. I have seen a tremendous improvement in the students' quality of work and performance since they began using this system to show what they know</p>	
<p>2. Select the unit objective on which your students were <b>least</b> successful, based on your analysis of student learning.        Based on samples of student work, provide <u>two or more</u> possible reasons for this lack of success.</p> <p>The learning objective on which my students were least successful based on my analysis of student learning was #1: I can compare the purpose and sources of power in the Roman system of government, and compare that to the purpose and sources of power in the USA system of government.</p> <p>One reason for this lack of success was the form of the assessment for this objective. Based on the input of peers, and from the students themselves it has become apparent that the assessment questions were confusing and formatted so poorly that even adults were unsure how to show me what they knew. I think this prevented a lot of students from showing their true knowledge of this objective.</p> <p>Another reason for this lack of success is the lack of differentiated activities to help use multiple intelligences to learn this concept. The instruction for this objective mainly used reading, and note taking for learning. While that was effective for some students, a great many more do not learn best that way.</p> <p>What I would do differently to improve student performance is A) modify the assessment so that it is more clear and simplified, and B) use differentiated and varied instruction to help all types of learners master the concept.</p>	
<p>3. Describe the performance of the identified diverse or gap group(s) in your class compared to the performance of the class as a whole. What factors contributed to their success/failure?</p> <p>The gap group I identified in my class was not successful, but some of the students did show potential and progress. I had two students who made little progress, but two other students in the group were able to improve their performance on a few of the objectives, which is better than they had done on previous units. All four of</p>	

these students require a great deal of behavior interventions or else they are going to fall farther behind due to their missing instruction because of their behavior. They were able to be successful when I did not challenge the own self managing skills by controlling the degree of freedom they had to interact with peers. One became so confident that she was able to actually effectively complete an activity that required a high level of peer interaction.

4. Since the conclusion of the instructional unit, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?

Since the conclusion of the instructional unit I have met with those students who did not meet or master the objectives one on one to conference about why they did not meet or master those objectives. Most of the issues pertained to either missing that instruction and not making it up, or behavior interfering with their learning. For those students who missed instruction we discussed what they need to do in order to get the instruction for me. For those students with behavior issues we discussed what challenges they have when it comes to controlling their behavior, and what they can do to control their behavior in my class.

I also conferred with those students parents. We made arrangements for those students who missed the instruction to stop by before or after school to make up the instruction they missed, and we made a plan I for those students to make sure that in the future they speak with me and their parents about making up the work they missed.

For the students with behavior problems I also spoke with their parents, the guidance counselors, and the behavior coach to identify the students weaknesses, and start creating a plan to help the student a)improve their behavior, and b) make up the instruction they have missed.

I have also considered modifying my instruction to add more interactive and experiential assignments into my lesson plans, because those appear to be more successful, along with considerate, reading level appropriate readings for the students to gain a basis of knowledge that they use in their interactive/experiential lessons.

Based on your reflection about your students 'performances, describe at least two areas for professional growth that you believe have the potential to increase your instructional effectiveness and thereby improve your students' learning.

The impact that the information gained from my reflection about my students' performances will have on my professional development decisions is that I will find more professional developments that focus on content specific instructional strategies, and assessment strategies. The reason why I will focus on those professional developments is because the former will help me differentiate and vary instruction so that multiple intelligences will be able to be utilized in my classroom thus allowing more students to learn the way they learn best in my classroom; and because the latter will help me design assessments that are best suited for the type of concept that I am trying to assess- i.e. not all concepts are best assessed in open responses, or tests.

## KTS TEACHING OBSERVATION RUBRICS

### Kentucky Teacher Standards Rubrics

#### STANDARD 1: THE TEACHER DEMONSTRATES APPLIED CONTENT KNOWLEDGE

**Directions:** After observations of the teacher candidate in teaching lessons, circle one of the rubric levels. Then follow directions for that level with regard to the indicators

1 BEGINNER	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
Teacher candidate <u>fails to demonstrate a current and sufficient academic knowledge of the certified content areas</u> to develop student knowledge and performance in those areas.  No indicators performed.	Teacher candidate demonstrates <u>limited academic knowledge of the certified content areas</u> .  Check the indicators below that the candidate performed adequately.	Teacher candidate demonstrates <u>sufficient academic knowledge of the certified content areas</u> to develop student knowledge and performance in the content areas.  Check indicators below of candidate's strengths.	Teacher candidate demonstrates <u>exemplary academic knowledge of the certified content areas</u> to develop student knowledge and performance in the content areas.  The candidate performed all indicators below.

**Indicators:**

- Communicates concepts, processes, and knowledge.
- Connects content to life experiences of students.
- Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- Guides students to understand content from various perspectives.
- Identifies and addresses students' misconceptions of content.

Comments:

**STANDARD 2: THE TEACHER DESIGNS AND PLANS INSTRUCTION**

**Directions:** After observations of the teacher candidate in teaching lessons, circle one of the rubric levels. Then follow directions for that level with regard to the indicators

1 BEGINNER	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
Teacher candidate <u>poorly designs/plans instruction</u> that develops student abilities to grow through the instruction.  No indicators below are performed.	Teacher candidate <u>shows limited ability to design/plan instruction</u> that develops student abilities to grow through the instruction.  Check the indicators below that the candidate performed adequately.	Teacher candidate demonstrates <u>sufficient ability to design/plan instruction</u> that develops student abilities to grow through the instruction.  Check the indicators below to show the candidate's strengths.	Teacher candidate demonstrates <u>exemplary ability to design/plan instruction</u> that develops student abilities to grow through the instruction.  The candidate performed all indicators below.

**Indicators:**

- Develops significant objectives aligned with standards.
- Uses contextual data to design instruction relevant to students.
- Plans assessments to guide instruction and measure learning objectives.
- Plans instructional strategies and activities that address learning objectives for all students.
- Plans instructional strategies and activities that facilitate multiple levels of learning.

**Comments:**

### STANDARD 3: THE TEACHER CREATES AND MAINTAINS LEARNING CLIMATE

**Directions:** After observations of the teacher candidate in teaching lessons, circle one of the rubric levels. Then follow directions for that level with regard to the indicators.

1 BEGINNER	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
<p>Teacher candidate <u>fails to create a learning climate</u> that supports the development of student abilities to grow through the instruction .</p> <p>No indicators below are performed.</p>	<p>Teacher candidate <u>shows limited ability to create a learning climate</u> that develops student abilities to grow through the instruction.</p> <p>Check the indicators below that the candidate performed adequately.</p>	<p>Teacher candidate demonstrates <u>sufficient ability to create a learning climate</u> that develops student abilities to grow through the instruction.</p> <p>Check the indicators below to show the candidate's strengths.</p>	<p>Teacher candidate demonstrates <u>exemplary ability to create a learning climate</u> that develops student abilities to grow through the instruction.</p> <p>The candidate performed all indicators below.</p>

**Indicators:**

- Communicates high expectations.
- Establishes a positive learning environment.
- Values and supports student diversity and addresses individual needs.
- Fosters mutual respect between teacher and students and among students.
- Provides a safe environment for learning.

Comments:

#### **STANDARD 4: THE TEACHER IMPLEMENTS AND MANAGES INSTRUCTION**

**Directions:** After observations of the teacher candidate in teaching lessons, circle one of the rubric levels. Then follow directions for that level with regard to the indicators.

1 BEGINNER	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
Teacher candidate <u>fails to introduce, implement, manage instruction</u> that develops student abilities to grow through the instruction.  No indicators below are performed.	Teacher candidate <u>shows limited ability to introduce, implement, manage instruction</u> that develops student abilities to grow through the instruction.  Check the indicators below that the candidate performed adequately.	Teacher candidate demonstrates <u>sufficient ability to introduce, implement, manage instruction</u> that develops student abilities to grow through the instruction.  Check the indicators below to show the candidate's strengths.	Teacher candidate demonstrates <u>exemplary ability to introduce, implement, manage instruction</u> that develops student abilities to grow through the instruction.  The candidate performed all indicators below.

**Indicators:**

- Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- Implements instruction based on diverse student needs and assessment data.
- Uses time effectively.
- Uses space and materials effectively.
- Implements and manages instruction in ways that facilitate higher order thinking.

**Comments:**

## STANDARD 5: THE TEACHER ASSESSES AND COMMUNICATES LEARNING RESULTS

**Directions:** After observations of the teacher candidate in teaching lessons, circle one of the rubric levels. Then follow directions for that level with regard to the indicators.

1 BEGINNER	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
Teacher candidate <u>fails to . assess learning and communicate results</u> to students and others with respect to student growth resulting from the instruction. No indicators below are performed.	Teacher candidate <u>shows limited ability to assess learning and communicate results</u> to students and others with respect to student growth resulting from the instruction.  Check indicators below candidate performed well.	Teacher candidate demonstrates <u>sufficient ability to assess learning and communicate results</u> to students and others with respect to student growth resulting from the instruction.  Check indicators below of candidate's strengths.	Teacher candidate demonstrates <u>exemplary ability to assess learning and communicate results</u> to students and others with respect to student growth resulting from the instruction.  The candidate performed all indicators below.

### Indicators:

- Uses pre-assessments to establish baseline knowledge and skills for all students.
- Uses formative assessments to determine each student's progress and guide instruction.
- Uses summative assessments to measure student achievement.
- Describes, analyzes, and evaluates student performance data to determine progress of individuals and identify differences in progress among student groups.
- Communicates learning results to students and parents that provide a clear and timely understanding of learning progress relative to objectives.
- Allows opportunity for student self-assessment.

### Comments:

## STANDARD 6: THE TEACHER DEMONSTRATES THE IMPLEMENTATION OF TECHNOLOGY

**Directions:** After observations of the teacher candidate in teaching lessons, or in other school situations where technology may be used, circle one of the rubric levels. Then follow directions for that level with regard to the indicators.

1 BEGINNER	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
Teacher candidate <u>fails</u> <u>to use technology</u> to support instruction or to enhance effectiveness as a professional teacher.  No indicators below are performed.	Teacher candidate <u>makes</u> <u>limited use of technology</u> to support instruction or to enhance effectiveness as a professional teacher.  Check indicators below candidate performed well.	Teacher candidate demonstrates <u>sufficient</u> <u>use of technology</u> to support instruction or to enhance effectiveness as a professional teacher.  Check indicators below of candidate's strengths.	Teacher candidate demonstrates <u>exemplary</u> <u>use of technology</u> to support instruction or to enhance effectiveness as a professional teacher.  Candidate performed all indicators below.

### Indicators:

- Uses available technology to design and plan instruction.
- Uses available technology to implement instruction that facilitates student learning.
- Integrates student use of technology into instruction to enhance learning outcomes and meet diverse student needs.
- Uses technology to assess and communicate student learning.
- Ensures that personal use and student use of technology are ethical and legal.

### Comments:

**STANDARD 7: REFLECTS AND EVALUATES TEACHING AND LEARNING.**

**Directions:** After observations of the teacher candidate in teaching lessons, or in conference with the candidate about his/her practices in reflection, circle one of the rubric levels. Then follow directions for that level with regard to the indicators.

1 BEGINNER	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
Teacher candidate <u>fails to . reflect on and evaluate</u> specific teaching/learning situations and/or programs..  No indicators below performed.	Teacher candidate <u>shows limited use of reflecting</u> on and evaluating specific teaching/learning situations and/or programs.  Check indicators below candidate performed adequately.	Teacher candidate demonstrates <u>sufficient use of reflecting</u> on and evaluating specific teaching/learning situations and/or programs..  Check indicators below of candidate's strengths.	Teacher candidate demonstrates <u>exemplary use of reflecting</u> on and evaluating specific teaching/learning situations and/or programs.  Candidate performed all indicators below.

**Indicators:**

- Reflects on and accurately evaluates student learning using appropriate data.
- Reflects on and accurately evaluates instruction practice using appropriate data.
- Uses data to reflect on and identify areas for professional growth.

**Comments:**

## STANDARD 8: COLLABORATES WITH COLLEAGUES AND/OR PARENTS AND/OR OTHERS

**Directions:** After discussion with the cooperating teacher and/or other teachers, or the school principal, circle one of the rubric levels which best applies with regard to the candidate's collaboration. Then follow directions for that level with regard to the indicators

1 BEGINNER	2 DEVELOPING	3 PROFICIENT	4 ADVANCED
Teacher candidate <u>fails</u> <u>to collaborate with</u> <u>colleagues, parents, and</u> <u>other agencies</u> to design, implement, and support learning programs for improved student learning.  No indicators below are performed.	Teacher candidate <u>shows</u> <u>limited use of collaboration</u> with colleagues, parents, and other agencies to design, implement, and support learning programs for improved student learning.  Check indicators below candidate performed well.	Teacher candidate <u>demonstrates sufficient use of collaboration</u> with colleagues, parents, and other agencies to design, implement, and support learning programs for improved student learning.  Check indicators below of candidate's strengths.	Teacher candidate demonstrates <u>exemplary</u> <u>use of collaboration</u> with colleagues, parents, and other agencies to design, implement, and support learning programs for improved student learning.  Candidate performed all indicators below.

### Indicators:

- Identifies students whose learning could be enhanced by collaboration.
- Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- Implements planned activities that enhance student learning and engage all parties.
- Analyzes data to evaluate the outcomes of collaborative efforts.

### Comments: