

Directions for the Teacher Work Sample

(October 9, 2006)

Purpose and Brief Description

Teacher Work Sample Overview

The Teacher Work Sample (TWS) provides a written record of the ways the candidate plans instruction, teaches lessons, and learns from this teaching experience. At Western Carolina University, we expect our teacher candidates to positively affect their students' learning. We also expect our candidates to demonstrate their ability to teach "responsively," that is, to plan lessons based on the needs of their students and adapt their instruction to meet these needs. The TWS documents this accomplishment for the cooperating teacher, the university and academic supervisors, and the candidate's own professional development.

The unit must be a sequenced set of at least five (5) daily lessons addressing one or more goals from the North Carolina Standard Course of Study (SCoS) or program approved goals appropriate for the grade level and subject at which the teacher candidate is assigned. The teacher candidate should

- prepare a unit of learning (the five lessons may be part of a larger unit);
- construct an overview of the unit that connects plans to SCoS (overview may include narrative, outline, and/or tabular elements, but we encourage at least one table to show clear connections);
- develop pre-assessments to identify students' current understanding
- teach the unit ;
- administer post-assessments to measure students' learning; and
- reflect on the unit to improve instruction in the future.

Candidates will complete the TWS during the student teaching semester (or the second semester of the internship) and submit the complete TWS to the university supervisor no later than four weeks before the last day of Western's final examinations. The university supervisor will share an evaluation of the TWS with the teacher candidate and the cooperating teacher. The College of Education and Allied Profession Assessment Office will keep the TWS on file; it will not be returned to the teacher candidate unless changes are necessary.

TWS Components

The TWS required components are (1) description of the context, (2) goals, (2) unit overview (4) lesson plans, (5) pre- and post assessments, (6) assessment analysis, (7) diverse learner activity, and (9) synthesis. Each component is described below.

1. Description of Context

This section must include the following information:

- Number of students
- Grade level of students
- Other student characteristics (see worksheet)
- Time available daily to teach
- Other conditions that affect learning environment such as space, materials, overall classroom dynamics, student characteristics, et cetera. Be specific!

Candidates must include the worksheet below, but should also include a narrative description of the context.

2. Goals

Teacher candidates will identify the NC Standard Course of Study or other program-approved goals addressed by the teaching unit by number and description. The latest version of the Standard Course of Study is available at <http://www.dpi.state.nc.us/curriculum/>. However, if the candidates have goals for their students' learning which are not specified in the NC SCOS, they should also discuss those goals in this section.

3. Unit overview

The unit overview offers a summary of how the unit fits together. Teacher candidates should prepare a matrix that shows how activities and assessments relate to goals and objectives. This might, but need not, take the form of a table. See the attached template.

4. Daily Lesson Plans

Each program uses its own format for daily lesson plans, but they should be formally structured, detailed, and clear. Technology must be included in some, but not all, of the daily lesson plans. Indicate which technology standards are met. Daily lesson plans require a minimum of the following:

1. Objective(s) stating what students will do (or be able to do) at the end of the lesson. Why is the lesson taught? For example, "The students will identify and describe primary colors," "The students will solve 2 step math problems using whole numbers," or "The students will write a five paragraph persuasive essay of 250-500 words with the following parts..." The program may specify the format of objectives and required components.
2. List of materials, if any, including those teacher needs and those students need. Include technology required.
3. Procedures to be followed. Programs will determine format and specificity, but the plan should be specific enough for another teacher in the same discipline to use it without confusion.
4. An assessment method indicating how student progress will be determined.
5. Representative samples of student work across the unit showing how students met, exceeded, or failed to meet expectations. This selection of work samples must include sample work from two diverse learners (see directions for the "Diverse Learner Activity" on page 5). It should also reflect a meaningful means of

assessment, preferably one developed by the teacher candidates. For instance, a sampling of photocopied worksheets or a multiple-choice quiz is not appropriate. A writing sample, a sampling of problems solved, a detailed written record of skill performance (e.g., motor skill, musical instrument, adaptive living tasks), or an assignment which shows students' ability to fulfill the lesson's deeper goals or outcomes are appropriate.

5. Pre- and Post-Assessment (Assessments administered before and after instruction)

Teacher candidates must develop and administer pre- and post-assessments that specifically measure the goals of the unit. Pre-test(s) help the teacher candidate learn more about students' prior knowledge of the subject and about the individual differences in the class, while post-assessments provide information about what and how students learned.

Pre- and post-assessments must be pre-approved by the university supervisor and cooperating teacher (or program designee in cases where seminar instructor supports development of the TWS).

Assessments need not require paper-and-pencil responses, but they must be measurable and quantifiable so that they yield a percentage grade.

Assessments must measure the goal(s) of the unit; teacher candidates should not, for instance, assess five lessons in critical reading with a vocabulary quiz or a worksheet on summarizing plot. The post-assessment need not be the same as the pre-assessment (although it may be). If it is, though, teacher candidates should be able to show that the re-use of the same test measured learning and not just rote memorization. Pre- and post-assessments must include the following:

1. Goal(s)/Objective(s) (see directions for the unit overview.)
2. Specific questions or test items.
3. Specific directions for administering assessments
4. Specific directions for scoring, *with samples of scoring rubrics as appropriate.*
5. Student work samples representing work that meets, exceeds, and fails to meet expectations.
6. Representative samples of feedback to students; ideally, this should be more than a number at the top of each paper and should reflect the teacher's efforts to deepen student understanding.

6. Assessment Analysis

Teacher candidates will write a narrative statement summarizing what they learned from the pre- and post-assessments. To structure this analysis, teacher candidates should construct a chart that list all the students and their individual scores on the pre- and post-assessments. The narrative must analyze the scores presented in the chart, describing patterns of performance, that is, characteristics of understanding and misunderstanding for groups and individuals. It should assess the results in some depth; that is, it should not simply say "John did poorly and I expected this because John did not do his homework." Rather, it should explore a number of factors: not only student motivation

and effort, but whether the assessment really assessed what had been taught, whether the material could have been presented in more effective or varied ways, and how the results could be improved if the teacher taught this unit again.

Sample Chart

Student	Pretest Score	Posttest Score
John	60%	95%
Juanita	55%	92%
Jenna	35%	94%
Casey	70%	100%
Olga	60%	75%
Average	56%	91%

A Directed Reflection Guide Sheet for Assessment Analysis is included to assist.

Directed Reflection Guide Sheet for Assessment Analysis

Answer each question as completely as possible.

Assessment Description: Describe the pre- and post-assessment test, instrument or strategy.

1. What kind of test or assessment did you use? Was it multiple-choice, fill-in-the-blank, open-ended, or something else?
2. Was the assessment written, oral, performance (e.g., do something like shoot free throws or play notes on a musical instrument), or something else?
3. Did you administer the assessments to the whole group or to individuals?
4. How long did the pre- and post-assessment take to complete?
5. Were there any remarkable things that happened during pre- and post-assessment?

Assessment Suitability: Analyze whether the assessment used was appropriate for the objectives and learners.

1. How did the assessment measure the content goals of the unit? Did the questions or items measure the overall purpose of the unit or did they measure only partial facts of the unit? Describe.
2. Was the format of the assessments appropriate to the goals and the learners? For instance, if the assessment was written, could the students read the test adequately?
3. Was the assessment long enough or too long to assess goals? Why?
4. Were the directions clear enough to be understood by learners?
5. Was the scoring clear? Were there surprises in scoring? Were student responses clear enough to score according to directions?

Performance Description: Present the data and describe results.

1. Describe the average pre- and post-assessment performance and any gains made.
2. Describe the pre- and post-assessment performance of individual learners whose scores are remarkable for some reason. If some external situation influenced a particular score, note that. For example, a particular student may have been ill or had to leave early or a fire drill interrupted.

Analysis: Analyze the results of the group and individual learners.

1. Were the pre- and post-assessment scores expected? What was expected or unexpected?
2. Were individual learner scores expected? What was expected or unexpected?
3. Did the results demonstrate student learning?
4. From the results, what was learned best? What was not learned?

7. Diverse Learner Activity

As teacher candidates plan and teach their units, they will document ways in which *at least two* students demonstrated unique characteristics that affected their learning. For example, some individuals may have shown strong prior knowledge that warranted instructional modifications such as enrichment or independent study. Other students may show limited understanding of the content in ways that suggested instructional interventions tailored to their needs.

In this section of the TWS, the candidates will demonstrate the ability to:

- Assess diverse learner needs;
- Adjust instruction to meet these needs;
- Create partnerships to support diverse learners;
- Foster a community that respects the diverse learner needs.

Required evidence includes:

- Selected diverse students' work for the Teacher Work Sample unit
- Selected diverse students' pre- and posttest data

A Directed Reflection guide is provided to assist with this activity.

Directed Reflection Guide Sheet for Diverse Learner Activity

Answer each question as completely as possible. Remember that some of the questions refer to the TWS lesson plans.

Select:

1. Which students did you select?
2. Why did you select these students?

Describe: Describe the circumstances, situations, and issues related to the work of your unique or diverse learners.

1. What are the characteristics of the diverse learners you selected?
2. Describe the steps you took to assess these students' needs.

3. What partnerships did you establish with the parents/guardians of your students to support your work with these students?
4. How did you obtain information about the students' experiences, learning behaviors, needs, and progress?

Analyze: Analyze how the evidence and artifacts you've included show the relationship of your teaching practice to the standards in this activity.

1. How did your assessment of the characteristics and needs of the students you selected change your planning, instruction, and interaction with them?
2. What adjustments did you make in your lesson plans to accommodate the learning differences or needs of these students? Refer to student work samples to clarify your answer.

Appraise: Appraise the outcomes and effects you've had on the student, as shown by the evidence and/or artifacts you've included.

1. What interventions/interactions with your students were most and least productive in improving their learning?
2. What sources of information were most helpful to you in meeting the unique needs of the students?
3. Were the students successful this year? How do you know?
4. What benefits have come from the partnerships you established with parents/guardians and others in the school community?

Transform: Explain how the insights you've gained from reflection have led to the transformation of your teaching practice.

1. What did you learn about the diverse nature and needs of students?
2. Based on your experiences, what strategies will you use in your future teaching to meet the needs of diverse learners?

8. Synthesis

A synthesis will address all components of the unit and the TWS. The teacher candidates should reflect on the teaching of their units and describe both what the students learned and what the teacher candidates learned, reflecting on the experience as a whole. Use the attached Directed Reflection Guide Sheet. Respond to all questions.

Directed Reflection Guide Sheet

Describe: Describe the circumstances, situations, or issues related to the evidence or artifacts in your TWS.

1. Did the school have appropriate resources/materials for this unit? What materials/resources/services did you incorporate? Discuss any media tools you used and explain how they enhanced learning.
2. What kinds of multiple teaching strategies did you use in your lessons?

3. What strategies did you use to assess student learning?

Analyze: Analyze how the evidence and artifacts you included show the relationship between your teaching practice and the standards in this activity.

1. How were the ages/developmental levels of your students reflected in your lessons? *Select the student work samples from one lesson and use them to address this question.*
2. How did you link your students' prior knowledge with the events and experiences of the lessons?
3. How have you taken into account gender and culture in your planning with students?

Appraise: Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in this activity.

1. What did you learn about your instructional practices from the unit you taught?
2. How did the use of varied teaching strategies increase your students' opportunities to work with critical thinking and problem-solving activities? What different teaching strategies might you try next time?
3. What was the most effective lesson and why? Least effective, why not?
4. Which media tools have been the most and least effective in your classroom?

Transform: Explain how the insights you've gained from reflection have led to the transformation of your teaching practice.

1. If you teach this unit again, what instructional and assessment techniques will you change, and why?

Component 1

Description of Context (worksheet)

Candidate _____
Term/Year _____
Supervising Teacher _____
School/System _____

Subject(s): _____ Minutes for teaching: _____

Number of Students _____ Grade Level _____ Ages _____

Put number of students in class who match description:

Males _____ Females _____ White _____ Hispanic _____

African-American _____ Native American _____ Asian _____

Other _____ English as a Second Language _____

Students with IEP _____ Academically Gifted _____

Free/reduced Lunch _____

Describe any other characteristics of the students or the working environment that may influence teaching and learning in a narrative and elaborate on any of the items above.

Unit Overview Template

Unit Topic _____

Duration _____

Name _____

Pre/Post Test Question(s)	Goal/Objective	*Lesson Outline	Assessment of learning	Method of Differentiation

*Star the 5 lessons you plan to include in your Teacher Work Sample

The INTASC Standards

An integral component of the new performance-based process is the use of the Interstate New Teacher Assessment and Support Consortium (INTASC) standards. These standards reflect the requisite knowledge, skills, and attitudes necessary for teachers starting their career.

1. Content Pedagogy: The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

2. Student Development: The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

3. Diverse Learners: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Multiple Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving, and performance skills.

5. Motivation and Management: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self motivation.

6. Communication and Technology: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

7. Planning: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

8. Assessment: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Reflective Practice: Professional Growth: The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

10. School and Community Involvement: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

STANDARD 1: CONTENT PEDAGOGY

The teacher understands the central concepts, tools of inquiry, and structures of the discipline he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

KEY INDICATORS

The Candidate:

- demonstrates an understanding of the central concepts of his or her discipline.
- uses explanations and representations that link curriculum to prior learning.
- evaluates resources and curriculum materials for appropriateness to the curriculum and instructional delivery.
- engages students in interpreting ideas from a variety of perspectives.
- uses interdisciplinary approaches to teaching and learning.
- uses methods of inquiry that are central to the discipline.

STANDARD 2: STUDENT DEVELOPMENT

The teacher understands how children learn and develop, and can provide learning opportunities that support a child's intellectual, social, and personal development.

KEY INDICATORS

The Candidate:

- evaluates student performance to design instruction appropriate for social, cognitive, and emotional development.
- creates relevance for students by linking with their prior experiences.
- provides opportunities for students to assume responsibility for and be actively engaged in their learning.
- encourages student reflection on prior knowledge and its connection to new information.
- accesses student thinking as a basis for instructional activities through group/individual interaction and written work (listening, encouraging discussion, eliciting samples of student thinking orally and in writing).

STANDARD 3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

KEY INDICATORS

The Candidate:

- designs instruction appropriate to students' stages of development, learning styles, strengths and needs.
- selects approaches that provide opportunities for different performance modes.
- accesses appropriate services or resources to meet exceptional learning needs when needed.
- adjusts instruction to accommodate the learning differences or needs of students (time and circumstance of work, tasks assigned, communication and response modes).

- uses knowledge of different cultural contexts within the community (socio-economic, ethnic, cultural) and connects with the learner through types of interaction and assignments.
- creates a learning community that respects individual differences.

STANDARD 4: MULTIPLE INSTRUCTIONAL STRATEGIES

The teacher understands and uses a variety of instructional strategies to encourage student development of critical thinking, problem solving,

KEY INDICATORS

The Candidate:

- selects and uses multiple teaching and learning strategies (a variety of presentations/explanations) to encourage students in critical thinking and problem solving.
- encourages students to assume responsibility for identifying and using learning resources.
- assures different roles in the instructional process (instructor, facilitator, coach, audience) to accommodate content, purpose, and learner needs.

STANDARD 5: MOTIVATION AND MANAGEMENT

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

KEY INDICATORS

The Candidate:

- encourages clear procedures and expectations that ensure students assume responsibility for themselves and others, work collaboratively and independently, and engages in purposeful learning activities.
- engages students by relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and solve problems that are meaningful to them.
- organizes, allocates, and manages time, space and activities in a way that is conducive to learning.
- organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.
- analyzes classroom environment and interactions and makes adjustments to enhance social relationships, student motivation/engagement and productive work.

STANDARD 6: COMMUNICATION & TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

KEY INDICATORS

The Candidate:

- models effective communication strategies in conveying ideas and information and when asking questions (e.g., monitoring the effects of messages, restating ideas and drawing connection, using visual, aural, and kinesthetic cues, being sensitive to nonverbal cues both given and received).

- provides support for learner expression in speaking, writing, and other media.
- demonstrates that communication is sensitive to gender and cultural differences (e.g., appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgment of and responsiveness to different modes of communication and participation.
- uses a variety of media communication tools to enrich learning opportunities.

STANDARD 7: PLANNING

The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

KEY INDICATORS

The Candidate:

- plans lessons and activities to address variation in learning styles and performance modes, multiple development levels of diverse learners, and problem solving and exploration.
- develops plans that are appropriate for curriculum goals and are based on effective instruction.
- adjusts plans to respond to unanticipated sources of input and/or student needs.
- develops short and long-range plans.

STANDARD 8: ASSESSMENT

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

KEY INDICATORS

The Candidate:

- selects, constructs, and uses assessment strategies appropriate to the learning outcomes.
- uses a variety of informal and formal strategies to inform choices about student progress and to adjust instruction (e.g., standardized test data, peer and student self-assessment, informal assessments such as observation, surveys, interviews, student work, performance tasks, portfolio, and teacher made tests).
- uses assessment strategies to involve learners in self-assessment activities to help them become aware of their strengths and needs, and to encourage them to set personal goals for learning.
- evaluates the effects of class activities on individuals and on groups through observation of classroom interaction, questioning and analysis of student work.
- maintains useful records of student work and performance and can communicate student progress knowledgeably and responsibly.
- solicits information about students' experiences, learning behavior, needs, and progress from parents, other colleagues, and students.

STANDARD 9: REFLECTIVE PRACTICE: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others and who actively seeks out opportunities to grow professionally.

KEY INDICATORS

The Candidate:

- uses classroom observation, information about students and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on and revising practice.
- uses professional literature, colleagues and other resources to support self-development as a learner and as a teacher.
- consults with professional colleagues within the school and other professional arenas as support for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

STANDARD 10: SCHOOL AND COMMUNITY INVOLVEMENT

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

KEY INDICATORS

The Candidate:

- participates in collegial activities designed to make the entire school a productive learning environment.
- links with counselors, teachers of other classes and activities within the school, professionals in community agencies, and others in the community to support students' learning and well-being.
- seeks to establish cooperative partnerships with parents/guardians to support student learning.
- advocates for students.

Western Carolina University
Teacher Work Sample Assessment Signature Page

Teacher Candidate Name: _____ Date: _____

Signatures of review panel members:

University Supervisor: _____ date _____

Cooperating teacher: _____ date _____

Academic Supervisor: _____ date _____
(Special Subject & Secondary)

Other (optional): _____ date _____

Action taken by the review team: A TWS is considered acceptable if the overall rating is 3 or 4; an unacceptable TWS will earn a rating of 1 or 2. If the university supervisor, cooperating teacher, or academic supervisor (for special subject and secondary teacher candidates) assigns an unacceptable overall rating to the TWS, the TWS is unacceptable and must be revised.

Accepted ____ Rejected ____ Comments:

Teacher Work Sample Rubric

Criteria	Above Standard	At Standard	Below Standard	Unsatisfactory
Goals	North Carolina Standard Course of Study goals or other appropriate goals are identified and clearly stated. Goals are directly related to the unit and are at the appropriate level for the content and students. Neither too few nor too many goals are identified.	North Carolina Standard Course of Study goals or other appropriate goals are identified and clearly stated. Goals are directly related to the unit.	One or more goals are identified. Some but not all goals are related to the unit or the relationship may not be clear. Goals may not be clearly stated. One or more goals may be inappropriate for content and level of students.	Goals are inappropriate or not identified.
Unit Plan Overview	Strong evidence of a cohesively developed unit. <ul style="list-style-type: none"> • More than five lessons are included • Wide variety of appropriate strategies that push students to think critically • Unit plan utilizes time effectively and clearly demonstrates a logical progression from beginning to end • Makes insightful connections between goals and assessment 	Appropriate evidence of a developed unit. <ul style="list-style-type: none"> • Five lessons are included • Variety of appropriate strategies • Unit plan is realistic in terms of time and demonstrates a logical progression from beginning to end • Clear connections between goals and assessment 	Weak evidence of a developed unit. <ul style="list-style-type: none"> ○ Fewer than five lessons are included ○ Little variety of strategies and/or some strategies are inappropriate for students ○ Unit plan has too much or too little time and/or some lesson plans are not in logical progression ○ Incomplete or disjointed connections between some goals and assessment 	Little evidence of developed unit. <ul style="list-style-type: none"> • Fewer than five lessons are included • No variety of strategies and/or most strategies are inappropriate for students • Unit plan is unrealistic in terms of time and/or lesson plans are not in logical progression • Connections between goals and assessment are missing

Lesson Plans	<ul style="list-style-type: none"> • Comprehensive plans are developed by the candidate ○ More than five lessons are included ○ Aligned with goals and makes insightful connections between goals and lesson objectives ○ Technology is integrated in lessons throughout the unit ○ At least 2 lesson plans include differentiated strategies to meet the needs of more than 2 identified diverse learners ○ Lessons are based on research based/best practices throughout. ○ Representative student work for each lesson with extensive feedback that provides students with information about their progress and ways to improve their work – encourages students to reflect on their work 	<ul style="list-style-type: none"> • Plans are developed by the candidate • Five lessons are included • Lessons are aligned with goals • All lessons are described in detail and include objective, materials, procedures, assessment • Lessons incorporate technology appropriate to the subject • All lesson plans include differentiated strategies to meet the needs of 2 identified diverse learners • Lesson plans are consistent w/best practices and current research Lesson plans are challenging for all students • Representative student work for each lesson with feedback that provides students with information about their progress and ways to improve their work 	<ul style="list-style-type: none"> • Some plans (3 or 4) are developed by the candidate • 3 or 4 lessons are included • 3 or 4 lessons are aligned with goals • 3 or 4 lessons are described in detail and/or some lessons are missing the objective, materials, procedures, and/or assessment • There is minimal use of technology in lessons • 3 or 4 lesson plans include differentiated strategies to meet the needs of 2 identified diverse learners or lesson plans include strategies that meet the needs of only 1 identified diverse learner • Some lessons may use approaches inconsistent with best practice • Representative student work for 3-4 lessons with feedback that provides students with information about their progress and ways to improve their work 	<ul style="list-style-type: none"> • Few plans (2 or less) are developed by the candidate • 2 or fewer lessons are included • 2 or fewer lessons are aligned with goals • 2 or fewer lessons are described in detail and/or most lessons are missing the objective, materials, procedures, and/or assessment • There is minimal to no use of technology or technology does not facilitate learning • 2 or fewer plans include differentiated strategies to meet the needs of 2 identified diverse learners or lesson plans include strategies that meet the needs of only 1 identified diverse learner • Lessons are not based on best practices • Representative student work for 2 or fewer lessons with feedback that provides to improve their work or feedback does not provide information about progress or ways to improve
Pre/Post Assessment	<ul style="list-style-type: none"> • Pre/post assessment is aligned with goals • Pre/post assessment includes a variety of formats to clearly address the developmental needs of students • Pre/post assessment directions/scoring are explicit with no room for confusion <ul style="list-style-type: none"> • Pre- and post-assessments are comparable in objectives and format • Pre/post assessments are carefully constructed to ensure that it is free from bias 	<ul style="list-style-type: none"> • Pre/post assessment is pre-approved by program • Pre/post assessment is aligned with goals • Pre/post assessment is developmentally appropriate • Pre/post assessment directions/scoring are clear • Pre- and post-assessments are comparable • Pre/post assessments are free of bias 	<ul style="list-style-type: none"> • Pre/post assessment is aligned with some goals • Some parts of the pre/post assessment are developmentally appropriate • Most pre/post assessment directions and scoring are clear • Some parts of the pre- and post-assessments are comparable • A portion of the pre/post assessment is biased 	<ul style="list-style-type: none"> • Pre/post assessment is not pre-approved by program • Pre/post assessment is not aligned with goals • Pre/post assessment is not developmentally appropriate • Pre/post assessment directions/ scoring are not clear • The pre- and post-assessment are not comparable • The majority of the pre/post assessment is biased

Assessment Analysis	<ul style="list-style-type: none"> • Data are provided from all students and clearly labeled • A chart summarizing data is included with graphics that enhance the quality of the data • Chart includes the average pre- and post-test scores <i>and</i> a graphic • Narrative thoroughly addresses data and reflects exceptional knowledge of assessment and implementation strategies as related to planning instruction. • Conclusions are consistent with data and are thoroughly discussed, citing specific examples • Results are interpreted in reference to goals and include a plan for improvement • Differential performance is thoroughly explained and inform practice 	<ul style="list-style-type: none"> • Data are provided from all students • A chart summarizing data is included and has visual appeal • Chart includes the average pre- and post-test scores • Narrative addresses data and reflects a strong understanding of assessment and the role it plays when planning instruction • Conclusions are consistent with data • Results are interpreted in reference to goals • Differential performance is explained 	<ul style="list-style-type: none"> • Data are provided for some students • Chart includes some data • Chart omits the average pre <i>or</i> average post-test scores • Narrative addresses some data and/or reflects some understanding of assessment and the role it plays when planning instruction • Some conclusions are consistent with data • Some results are interpreted in reference to goals • Differential performance is partially explained 	<ul style="list-style-type: none"> • Data are missing • Chart is missing • Chart omits the average pre- <i>and</i> post-test scores • Narrative does not address data and/or presents a perception that assessment is not linked to planning instruction • Conclusions are not consistent with data • Results are not interpreted in reference to goals • Differential performance is not explained
Diverse Learners	<ul style="list-style-type: none"> • A comprehensive description and analysis of the strengths of two students and their diverse learning needs is included • Reflection provides a thoughtful and accurate assessment of the candidate's ability to meet the diverse learning needs for the two selected students. Many specific examples from the unit are included as evidence. • Adaptations are thoroughly described and justified based on knowledge of learning needs • Pre-post data are included • Work samples are included with detailed feedback 	<ul style="list-style-type: none"> • Thorough description and analysis of the strengths of two students and their diverse learning needs is included • Reflection provides an accurate assessment of the candidate's ability to meet the diverse learning needs for the two selected students. Several specific examples from the unit are included as evidence. • Adaptations are described and justified • Pre/post data included • Work samples are included with feedback 	<ul style="list-style-type: none"> • Description and analysis of the diverse learning needs of two students is included but a description and analysis of their learning strengths is omitted • Reflection provides a general but accurate assessment of the candidate's ability to meet the diverse learning needs for the two selected students. One specific example from the unit is included as evidence. • Adaptations are partially described and/or justifications are unclear • Some pre/post data are included • Some work samples are included or work samples are included without feedback 	<ul style="list-style-type: none"> • Description and analysis of the strengths of two students and their diverse learning needs are not included • Reflection reveals that the candidate did not accurately assess his/her ability to meet the diverse learning needs for the two selected students. Specific examples from the unit are not included as evidence. • Adaptations are not described and justified • Pre/post data are not included • Work samples are not included

<p>Synthesis</p>	<ul style="list-style-type: none"> • Thoroughly answers each question in guide • Reflection provides a comprehensive and thoughtful description of the teaching of the unit, what the students learned, and what the candidate learned. Reflects on the experience as a whole. References specific pieces of student work and cites specific examples from the unit. • Demonstrates ability to critically analyze his/her own teaching and provides several specific examples of how this experience will inform his/her practice. 	<ul style="list-style-type: none"> • Answers each question in guide • Reflection provides a thorough description of the teaching of the unit, what the students learned, and what the candidate learned. Reflects on the experience as a whole. References pieces of student work and cites general examples from the unit. • Demonstrates ability to analyze his/her own teaching and provides a few specific examples of how this experience will inform his/her practice. 	<ul style="list-style-type: none"> • Answers most, but not all, questions in guide • Provides a general reflection on the teaching of the unit and includes a description of what the students learned or what the candidate learned. A reflection on the experience as a whole may or may not be included. References pieces of student work <i>or</i> cites general examples from the unit. • Makes general suggestions about how his/her own teaching may be improved. 	<ul style="list-style-type: none"> • Does not address questions in guide • Reflection reveals that the candidate cannot accurately describe the teaching of the unit, what the students learned, and what the candidate learned. The reflection on the experience as a whole is omitted. References to pieces of student work are omitted. • Makes no suggestions on how his/her teaching may be improved.
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Guide to Rubric – Reviewers should use professional judgment whether component meets standard. Bulleted descriptors are intended to be helpful to candidates and raters. Overall rating is the evaluator’s judgment of the overall quality of the TWS. A rating of Below Standard for all components would not generally merit an overall rating of Meets Standard. It is assumed that some components may be weighted more than others at the rater’s discretion. At the rater’s discretion, an overall rating of 3-Meets Standard could be assigned if one component is Below Standard depending on the weight of the component and quality of the other components. A TWS is considered acceptable if the overall rating is 3 or 4; an unacceptable TWS will earn a rating of 1 or 2. If the university supervisor, cooperating teacher, or academic supervisor (for special subject and secondary teacher candidates) assign an unacceptable overall rating to the TWS, the TWS is unacceptable and must be revised.

Teacher Work Sample Evaluation Sheet

Candidate's Name: _____ Grade/Subject _____ Unit Title _____

Criteria (Numbers in parentheses are INTASC standards addressed.)	University Supervisor	Cooperating Teacher	Academic Supervisor or Other _____
Description of Setting w/Narrative • Includes demographic information for students	S U	S U	S U
NC SCoS or Program-Approved Goals (1) • Broken down into lesson objectives	S U	S U	S U
Unit Plan Overview (1,2,3,4,5,6,7,8) • Minimum - 5 lessons • Variety of appropriate strategies • Realistic in terms of time • Connection between goals and assessment	1 2 3 4 comments:	1 2 3 4 comments:	1 2 3 4 comments:
Lesson Plans (1,2,3,4,5,6,7,8) • Intern/student teacher developed • Minimum of five • Aligned with goals • Described in detail with objective, materials, procedures, assessment • Includes technology • Differentiation included • Consistent w/best practices • Challenging for all students • Representative student work with feedback	1 2 3 4 comments:	1 2 3 4 comments:	1 2 3 4 comments:
Pre/Post Assessment (2,8) • Pre-approved by program • Aligned with goals • Developmentally appropriate • Directions/scoring clear • Pre/post comparable • Free of bias	1 2 3 4 comments:	1 2 3 4 comments:	1 2 3 4 comments:

<p>Assessment Analysis (8,9)</p> <ul style="list-style-type: none"> • Data provided from all students • Chart summarizing data • Chart includes avg. pre- and post-test scores • Narrative addresses data • Conclusions consistent w/data • Results interpreted in reference to goals • Differential performance explained 	<p>1 2 3 4 comments:</p>	<p>1 2 3 4 comments:</p>	<p>1 2 3 4 comments:</p>
<p>Diverse Learner Activity (2,3,4,9,10)</p> <ul style="list-style-type: none"> • Thorough description and analysis of student's learning strengths and needs • Thoroughly answers reflection questions • Adaptations described and justified • Pre/post data included • Work samples 	<p>1 2 3 4 comments:</p>	<p>1 2 3 4 comments:</p>	<p>1 2 3 4 comments:</p>
<p>Synthesis (8,9)</p> <ul style="list-style-type: none"> • Thoroughly answers reflective questions • Demonstrates ability to critically analyze own teaching 	<p>1 2 3 4 comments:</p>	<p>1 2 3 4 comments:</p>	<p>1 2 3 4 comments:</p>
<p>Overall Rating A TWS is considered acceptable if the overall rating is 3 or 4; an unacceptable TWS will earn a rating of 1 or 2. If the university supervisor, cooperating teacher, program designee, or academic supervisor (for special subject and secondary teacher candidates) assigns an unacceptable overall rating to the TWS, the TWS is unacceptable and must be revised.</p>	<p>1 2 3 4 comments:</p>	<p>1 2 3 4 comments:</p>	<p>1 2 3 4 comments:</p>