

Special Education Supplement

Millersville University
A Guide for Student Teaching

Fall 2006

Mission Statement: Prepare educators to facilitate an empowered and unified P-12 learning community to be successful in the world of people through respect, collaboration, mutuality and the realization of each individual gift.

Fall 2005

Dear Student Teacher and Clinical Practicum Student,

Congratulations on completing your program of study and advancing to this final level of preparation. You have met high professional standards and the Special Education Department is confident that you are a ready and motivated teacher candidate. Many individuals have worked diligently to provide you with valuable tools to meet the challenges of student teaching and practicum. It is now time for you to combine your acquired knowledge, research, and creativity to be an effective teacher of students with all levels of ability.

As we prepare for the Fall 2005 semester, we know that there are significant changes on the horizon generated by No Child Left Behind and the Individuals with Disabilities Improvement Act of 2004. The Pennsylvania Department of Education (PDE) is in the process of interpreting and defining how the laws will be implemented. Be alert to information generated by PDE, the Special Education Department, your supervisor, and your cooperating teacher. We will all be impacted by the upcoming changes.

Best of luck to you as you complete this final step to being a certified teacher. Remember that open communication and thorough preparation will help you successfully apply your acquired skills and past experiences to your new challenges. Enjoy your assignment and make a lasting positive impression on the students you instruct and the teachers and administrators with whom you work.

With best regards,

Dr. Beakley, Chairperson
Department of Special Education

Special Education Supplement to the Guide to Student Teaching

Millersville University

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PROFESSIONAL EDUCATION UNIT

CONCEPTUAL FRAMEWORK - ABSTRACT

All members of the Millersville University's Professional Education Unit will create learning communities of inquiry and action, focus on students and demonstrate exemplary professional practices.

Learning Communities of Inquiry and Action	We will engage in learning communities in which reflection, collaboration, lifelong learning and habits of mind are developed and nurtured.
Focus on Students	We will balance knowledge and the principles and concepts delineated in professional and state standards with an appreciation of all students' individuality, diversity, and cultures.
Exemplary Professional Practices	We will demonstrate the knowledge, skills and dispositions of exemplary professionals. We will have strong competence in our content knowledge, pedagogical content knowledge and skills as delineated in professional, state and institutional standards. We will demonstrate professional dispositions or standards or standards of conduct, will be supportive of students, families and the school and community and will serve as catalysts for positive and responsible change.

To view the full text of the Conceptual Framework, visit the School of education web page linked to Millersville University's web page.

MISSION STATEMENT

The Professional Education Unit (PEU) is committed to the preparation and continuing development of education professionals (e.g., teachers, school leaders, and professional support personnel). The core of basic preparation includes a steadfast commitment to a liberal-arts based education, a strong knowledge of pedagogy and content, provision of ample field experiences, and the development of dispositions befitting an education professional. The PEU is committed to providing the Commonwealth of Pennsylvania and its students with professionals who are able to assume their roles and responsibilities as educators in a diverse and technologically complex society; who are able to understand and appreciate students as individuals; who develop habits of mind that support inquiry, reflection, and collaboration; and who demonstrate professional standards of conduct including a strong sense of ethics and the motivation to seek opportunities that foster professional and personal growth. The PEU is committed to serve as a resource for the communities in the region through the application of scholarship efforts and service.

VISION STATEMENT

We envision the Professional Education Unit (PEU) at Millersville University to be exemplary in the preparation of education professionals who recognize, respect, and respond to the promise of every child, seek to better the lives of individuals in a changing and complex society, and improve society through the education process. We envision generations of learners within the community, where PEU faculty and school partners support and guide future education professionals; where new education professionals support and guide their P-12 students and become partners in the preparation of future educators; and where subsequently their students become responsible, valued, and giving members of the community.

***NOTE:** Students in this document and the Mission and Vision Statement refer to school-age (pre-school to grade 12) students.*

Meet Your Supervisor

The first day of the semester begins with a mandatory group student teaching meeting in which student teachers receive general information and guidance about the semester. Following the meeting directions will be given for student teachers to proceed to scheduled meetings with their supervisors for their first placement. Typically, the Special Education student teacher/ supervisor assignments are posted outside of the Special Education Office in Gerhart Hall. Check your supervisor and time and location of your meeting prior to going to lunch. Some-times the location and times of meetings are based on the clustering of placements and the teaching schedule of the supervisor. This initial meeting is essential to your line of communication with your supervisor and for understanding of your supervisor's expectations and how the requirements of the placement will be implemented and evaluated. Your supervisor will have specific directions to help you implement the requirements of student teaching and additional activities that will support your success in the placement.

The First Day of Student Teaching

Hopefully you have met your cooperating teacher and discussed the day and time you will arrive. In the rare incident that your placement has been changed and you have not met your cooperating teacher, plan to do that the following day. Your hours in that school are the district specified "Teacher Day." Sometimes you may need to start earlier or leave later than the teacher to be well prepared. Local schools have schedules unique to their district. There is not a standard county school schedule; therefore, your schedule may differ from your fellow student teachers.

On your first day, conduct a "get-acquainted" activity and begin to learn students' names immediately. Your schedule of assuming responsibility should be discussed with your cooperating teacher and supervisor. During the first few days, spend time familiarizing yourself with the cooperating teacher's classroom systems and procedures and gather important information about the class and school to share with your supervisor. Below is a list of items you should gather.

- √School calendar marked with holidays and in-service days
- √Exact time of Teacher Day
- √Class schedule, including times and locations
- √Classroom procedures and behavior program(s)
- √Process for attendance and lunch information
- √Information on health issues and specific student needs
- √Fire drills and disaster procedures
- √School-wide procedure manuals
- √Dress Code information
- √Other items requested by the supervisor . . .

Lesson Plans

DO LESSON PLANS FOR EVERYTHING YOU TEACH

As stated in the *Guide for Student Teaching*, “No attempt at teaching should be made without proper planning.” A generic format is offered as a guide for successful planning. The components reflect thoughtful coverage of all essential components of the planning phase of instruction. The outlines offered on the next page emphasize what to think about and include when writing lesson plans.

There is no single expected format. Your supervisor may suggest or require a format that they know is effective. Your cooperating teacher may recommend a lesson plan format that is required by the school district. However, there are four expectations concerning lesson plans.

1. Lesson plans reflect the state standards, district curricular focus, and IEP goals of the student/s.
2. Lesson plans have congruence between objectives, procedures, and assessment.
3. The student teacher gives the lesson plan to the cooperating teacher two days prior to presenting the content to allow for questions or revisions.
4. The student teacher hands the supervisor a lesson plan when being observed. This may also be done by having plans in a binder and clearly marked with the date, time period and subject.

Teacher Work Sample

The Teacher Work Sample (TWS) is a comprehensive unit. At the graduate level the term *Comprehensive Unit* has been used instead of Teacher Work Sample. Because both are considered to involve effective planning, construction, and assessment of instructional methods, they are required in each 7-week placement. Special Education student teachers at the undergraduate and graduate level will do two complete units of Teacher Work Samples. Dual Elementary Education / Special Education majors will do one in each placement. Graduate students doing a SPED 690, Clinical Practicum, will do one unit in the 7-week assignment.

It is recognized that arrangements for special education instruction is varied and unique to the setting. This does not remove the requirement for a Teacher Work Sample or Comprehensive Unit. There may be a need for discussion between the supervisor, the cooperating teacher, and the student teacher to determine the content and group of students that will be addressed in the unit/TWS. There is flexibility in the use of content, group of students, and type of instructions being planned. Supervisors will consider the initial plans when evaluating the TWS. Details for the Teacher Work Sample are provided in Appendix A in this supplement and at http://fp.uni.edu/itq/PDF_files/June2002promptandrubic.pdf.

Lesson Plan Format - Sample

- I. Goal, Standards
- II. Lesson Objectives
- III. Materials and Resources
- IV. Procedure
 - a. Introduction
 - b. Instructional methods
 - c. Student activities
 - d. Adaptations to met individual needs
 - e. Closure
- V. Assessment and documentation
- VI. Reflection

Lesson Plan Format-Sample

- I. Standards
- II. Objectives (suitable to the time block) Objectives 1, 2, and so on
- III. Materials and Resources
- IV. Procedure
 - a. Introduction or Attention Getter
 - b. Teaching method, explanation, demonstration for Objective 1
 - c. Student practice activity for Objective 1
 - d. Teaching method, explanation, demonstration for Objective 1
 - e. Student practice activity for Objective 1
 - f. And so on for each objective
 - g. Summary
- V. Adaptations or modifications
- VI. Evaluation and recording
 - a. For Objective 1
 - b. For Objective 2
 - c. And so on for each objective
- VI Teacher reflection about details of the lesson and student results

Lesson Plan Format – Based upon Direct Instruction Methodology

- I. Standards, Goals, Objectives
- II. Demonstration (including materials)
- III. Guided Practice
- IV. Independent Practice
- V. Evaluation and Reflection

Note: Lesson plan formats can also be downloaded from the MU Student Teaching web page.

Adapting Instruction

The first step in adapting instruction is to ensure good teaching methods. Your understanding of evidence-based approaches should be broad, and your student teaching experience provides opportunities for you to apply and polish your skills.

Basic concepts for novice teachers include:

- Gaining and managing student attention
- Recognizing students' learning styles and preferences
- Providing an environment conducive to learning
- Explaining procedures and concepts clearly
- Stating your expectations
- Providing effective models and demonstrations
- Using systematic and sequential teaching approaches
- Varying group size and teaching format to promote active learning and mastery
- Using authentic, manipulatable and concrete materials
- Promoting positive interactions among children
- Utilizing proven tools, strategies and organizers
- Ensuring sufficient and appropriate practice
- Using and fading instructional prompts
- Providing frequent positive feedback and corrections when needed

Make sure that there are clear and descriptive ongoing assessment data that can be interpreted and analyzed. Include the following components:

- Assessment plan
- Formative evaluation
- Summative evaluation
- Graphs and narratives of student performance
- Clear analysis of learning and results

Use a systematic approach to determining what portion of the lesson or assignment needs modified. Make small changes and assess the effect. Large spontaneous changes are not effective in supporting student independence, acquisition of skills, or maintenance and generalization of content knowledge, skills and application.

- Consider the METHODS. Has what the teacher done supported the student's learning? Could further demonstration, explanation, or practice increase acquisition?

- Consider the MATERIALS. Is there enough concrete manipulation to internalize the skill? Is the reading level appropriate? Are there acceptable technological supports available to the student?

- Consider the OUTCOMES. Are outcomes relevant? Would minor changes increase the student's ability to learn the content?

- Consider SUPPORTS. With a constant goal of unassisted independent skills, would the help of a peer, adult or assistive device support the acquisition of the skill? Assessment can be used to determine how and if supports can be faded.

Professional Dispositions

Teachers are held to high standards. Our contact with children as their models and our public scrutiny make it imperative that teachers demonstrate professional, ethical and moral standards that exemplify and will perpetuate the goals of society and will ensure that the next generations sees and understands the standard we emulate. In the special education advanced professional studies courses and in the Professional Block II, as teacher candidates, you were given Professional Development Goals aimed to increase your recognition of professional behaviors and expand growth in professional areas that you targeted. This discussion is an extension of those goals that you analyzed and internalized.

Student teachers have access to many lists of professional behaviors, all of which, are pertinent to your performance as a teacher. In the Millersville University *Student Handbook* is a “Code of Student Conduct” which spans your entire college experience. The above mentioned “Professional Development Goals” were part of your advanced training. The *Guide to Student Teaching* has the “Pennsylvania Code of Professional Practice and Conduct for Educators” that comes from the Pennsylvania Department of Education. The Council for Exceptional Children lists professional ethics on its website. The following page has the dispositions selected for the Millersville University Professional Education Unit (PEU) that are coordinated with the special education department “Professional Development Goals”. It is likely that the school district in which you are placed has also articulated their expectation for professional dispositions through published handbooks and the teacher evaluation form. All of these and other lists of ethical practice have similar and specific regional or local expectations. You clearly have a wealth of information about what is expected of professionals.

The intention of mentioning and including the example in this supplement is for your reference and discussion. We want to be sure that you are informed about professional expectations. The items mentioned and included are not for evaluation purposes. However, if there are questions on your part, from your cooperating teacher, or from your supervisor, it is hoped you will use these references to guide your discussion and focus on the high standards that are expected from your performance as a teacher and a professional.

PEU Dispositions Rubric

Disposition Category	Examples
COMMUNICATES PROFESSIONALLY	<ul style="list-style-type: none"> ▪ <u>Clear and appropriate communication that leads to rapport with students, families, and other school personnel.*</u> <p>Follows appropriate channels of communication Abides by FERPA (Federal Educational Rights and Privacy Act) Displays an appropriate sense of humor Writes & speaks clearly Is professional during educational interactions Is easily understood Conveys an appropriate tone Listens carefully and actively Uses respectful, inclusive language in speaking and writing Demonstrates a working knowledge of professional vocabulary in the field of education</p>
DEMONSTRATES PROFESSIONAL GROWTH	<ul style="list-style-type: none"> ▪ <u>Seeks out feedback from students, cooperating teacher, supervisor, and peers and uses as a basis for reflection and improvement.</u> ▪ <u>Values ongoing professional development as revealed through use of literature and growth opportunities</u> <p>Exhibits curiosity about the profession Seeks & accepts critical feedback from peers, supervisors, faculty, students & students' families Self-regulates & modifies professional behavior based upon feedback Is aware of & involved with professional organizations, publications & activities</p>
DEMONSTRATES PROFESSIONAL RELATIONSHIPS	<ul style="list-style-type: none"> ▪ <u>Believes that all students including students with disabilities / linguistic / cultural diversity can learn at high levels as revealed through communication and action.</u> ▪ <u>Collaborates with support personnel to plan for the success of students with exceptional needs in inclusive learning environments.</u> <p>Exhibits an understanding & acceptance of diversity Is respectful during interactions with school students, educational personnel & families Works collaboratively with others (colleagues, supervisors, cooperating teachers) Treats individuals equitably Demonstrates knowledge of administrative hierarchy within public schools and the university Demonstrates the skill of reflective teaching by evaluating the strengths and weaknesses of his/her own work Accepts criticism as part of the learning and professional growth process Manages personal emotions in conflict situations Works as a team member to build consensus Demonstrates understanding of and respect for people of various cultures, races, economic classes and religions Presents him or herself as trustworthy by avoiding gossip and backbiting Addresses conflicts and problems directly with the person closest to the problem and seeks to resolve the problem</p>
EXHIBITS ATTRIBUTES SUITABLE TO THE PROFESSION	<ul style="list-style-type: none"> ▪ <u>Meets professional expectations through appropriate dress, punctuality, language, and interpersonal skills.</u> ▪ <u>Values preparation as revealed in planning of lessons /units for student learning of meaningful content.</u> ▪ <u>Values classroom as a community of learners as revealed through group construction of knowledge</u> <p>Presents information in a positive manner Demonstrates enjoyment in the content of the discipline Is flexible Demonstrates enjoyment of the profession of educator Is confident Displays positive relationships with children Cares for the profession Cares for the students' well being Is responsible Is energetic Demonstrates dedication Is personable Maintains professional appearance Is punctual and well prepared Asks questions for clarification States opinions and supports them with evidence Articulates and demonstrates effective procedures for problem solving Demonstrates the ability to discuss a problem from the perspective of various stakeholders Identifies and utilizes appropriate policies, procedures, and chain of authority to solve problems</p>

<p style="text-align: center;">DISPLAYS RESPONSIBLE & ETHICAL BEHAVIOR</p>	<ul style="list-style-type: none"> ▪ <u>Knows and adheres to professional codes of ethics, copyright and privacy laws.</u> Adheres to Professional Codes of Ethics of Pennsylvania, MU, and specific Professional Organization(s) of the program Is honest Demonstrates ethical behaviors Demonstrates a commitment to personal and professional growth as a standard of excellence Maintains confidentiality in interactions with students with exceptionalities
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*Underlined items represent items used in the Millersville Student Teaching Evaluation Instrument

4=EXEMPLARY (Candidate consistently and effectively displays appropriate dispositions as defined by the program at a level expected of practicing professional educators)

3=PROFICIENT (Candidate consistently and effectively displays appropriate dispositions as defined by the program)

2=PARTIALLY PROFICIENT (Candidate displays acceptable dispositions as defined by the program in an inconsistent fashion OR is developing the dispositions in a positive fashion. More attention and focus is required of this Candidate)

1=DOES NOT MEET PROFICIENCY (Candidate has not displayed acceptable dispositions OR has not demonstrated an adequate level of professional behaviors as defined by the program OR has displayed behaviors counter to those accepted as professional dispositions)

Student Teaching Evaluations

Please attend to these forms carefully. This is the first semester that this rating system is being used. You may want to have a 3-way discussion with your supervisor and cooperating teacher about this form.

For your information:

- ELN means Exceptional Learning Needs
- The items in italics are specific to special education standards required by the Council for Exceptional Children

Millersville Student Teaching Mid-Evaluation - Special Education

Student Teacher	School	Semester	Subject	Grade Level	Initials
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- G**=Good progress evidenced. You are building a sound foundation. Continued on-going development is expected.
- R**= Reasonable progress evidenced. Continued on-going development is expected.
- A**=Additional attention needed. Seek additional feedback and improvement in this area.
- N**=Needs significant remediation. There is need to develop specific plans for improvement and to demonstrate significant improvements in this area.
- L**=Limited opportunity to demonstrate at this point.

PROFESSIONALISM

Knowledge

— 1. Adheres to Pennsylvania Professional Code of Ethics, copyright and privacy laws.

Skills

— 2. Routinely and effectively collaborates with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

— 3. Meets professional expectations through appropriate dress, punctuality, language, and interpersonal skills.

— 4. Seeks out, reflects, and acts upon feedback from students, cooperating teacher, supervisor, and peers.

Dispositions

— 5. Demonstrates a belief that all students (including students with disabilities, linguistic and or cultural diversity) can learn at high levels.

— 6. Demonstrates a commitment to ongoing professional development through use of literature and professional growth opportunities.

PREPARATION

Knowledge

— 7. Incorporates strong general education knowledge to plan for content-area connections and applications.

— 8. Demonstrates in-depth understanding of the subject matter as described in Pennsylvania Standards.

— 9. Understands the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN); recognizes the effects of an exceptional condition in school and throughout life.

Skills

— 10. Designs instructional plans that incorporate Pennsylvania Standards.

EVIDENCE

EVIDENCE

PREPARATION (Continued)

11. Helps general education colleagues integrate individuals with ELN in regular environments and engages them in meaningful learning activities.

12. Ethically uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs.

13. Develops and revises plans in response to assessment data about student learning.

Dispositions

14. Demonstrates the value of preparation through translating individualized plans into carefully selected shorter-range goals; develops a variety of individualized transition plans as applicable.

TEACHING PERFORMANCE

Knowledge

15. Bases teaching decisions on sound educational theory and knowledge of students and school culture.

Skills

16. Understands typical and atypical language development; uses individualized strategies to enhance language development.

17. Communicates content in a variety of ways that students understand.

18. Stimulates student discussion, reflection, and participation.

19. Uses positive and consistent classroom management /with attention to safety; can safely intervene with individuals with ELN in crisis when necessary.

20. Possesses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

21. Uses frequent checks for assessing understanding.

22. Uses augmentative, alternative, and assistive technologies to support and enhance communication and learning.

23. Uses a variety of teaching strategies to encourage student inquiry and critical thinking.

24. Shapes environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

Dispositions

25. Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry, and individual responsibility to the group are valued.

EVIDENCE

EFFECT ON STUDENT LEARNING

- 26. Documented evidence of learning for all students, including those with exceptional needs and those who are linguistically and/or culturally diverse.
- 27. Evidence of student growth in critical thinking and interest in subject matter.
- 28. Evidence of student adherence to classroom expectations, standards, and routines.
- 29. Evidence of student respect and rapport with the student teacher.

EVIDENCE

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Additional Comments / Evidence

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EVALUATOR:

Name

Title

Date

Signature

Millersville Student Teaching Final Evaluation - Special Education

Student Teacher	School	School District
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Semester	Subject	Grade Level	Initials
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E=EXEMPLARY (explanation in Evidence section needed): The candidate consistently and thoroughly demonstrates indicators of performance. To receive this rating proficiency must be evidenced at the **level of a successful experienced teacher.**

S=SUPERIOR: The candidate usually and extensively demonstrates indicators of performance. Fulfilled at **the level of a superior beginning teacher.** Superior is the highest rating normally evidenced during student teaching.

C=COMPETENT: The candidate sometimes and adequately demonstrates indicators of performance. Fulfilled at the level of a competent beginning teacher needing standard first-year mentoring

U=UNSATISFACTORY(explanation in Evidence section needed): The candidate rarely, never, inappropriately, or superficially demonstrates indicators of performance. Not fulfilled at the quality expected for a beginning teacher.

PROFESSIONALISM

Knowledge

— 1. Adheres to Pennsylvania Professional Code of Ethics, copyright and privacy laws.

Skills

— 2. Routinely and effectively collaborates with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways.

— 3. Meets professional expectations through appropriate dress, punctuality, language, and interpersonal skills.

— 4. Seeks out, reflects, and acts upon feedback from students, cooperating teacher, supervisor, and peers.

Dispositions

— 5. Demonstrates a belief that all students (including students with disabilities, linguistic and or cultural diversity) can learn at high levels.

— 6. Demonstrates a commitment to ongoing professional development through use of literature and professional growth opportunities.

EVIDENCE

PREPARATION

Knowledge

— 7. Incorporates strong general education knowledge to plan for content-area connections and applications.

— 8. Demonstrates in-depth understanding of the subject matter as described in Pennsylvania Standards.

— 9. Understands the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN); recognizes the effects of an exceptional condition in school and throughout life.

Skills

— 10. Designs instructional plans that incorporate Pennsylvania Standards.

EVIDENCE

PREPARATION (Continued)

11. Helps general education colleagues integrate individuals with ELN in regular environments and engages them in meaningful learning activities.

12. Ethically uses the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs.

13. Develops and revises plans in response to assessment data about student learning.

Dispositions

14. Demonstrates the value of preparation through translating individualized plans into carefully selected shorter-range goals; develops a variety of individualized transition plans as applicable.

TEACHING PERFORMANCE

Knowledge

15. Bases teaching decisions on sound educational theory and knowledge of students and school culture.

Skills

16. Understands typical and atypical language development; uses individualized strategies to enhance language development.

17. Communicates content in a variety of ways that students understand.

18. Stimulates student discussion, reflection, and participation.

19. Uses positive and consistent classroom management /with attention to safety; can safely intervene with individuals with ELN in crisis when necessary.

20. Possesses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

21. Uses frequent checks for assessing understanding.

22. Uses augmentative, alternative, and assistive technologies to support and enhance communication and learning.

23. Uses a variety of teaching strategies to encourage student inquiry and critical thinking.

24. Shapes environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

Dispositions

25. Demonstrates a belief in classroom learning communities in which collaborative decision-making, inquiry, and individual responsibility to the group are valued.

EVIDENCE

EFFECT ON STUDENT LEARNING

- 26. Documented evidence of learning for all students, including those with exceptional needs and those who are linguistically and/or culturally diverse.
- 27. Evidence of student growth in critical thinking and interest in subject matter.
- 28. Evidence of student adherence to classroom expectations, standards, and routines.
- 29. Evidence of student respect and rapport with the student teacher.

EVIDENCE

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Additional Comments / Evidence

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EVALUATOR:

Name

Title

Date

Signature

To: Graduate Students Participating in SPED 690, Clinical Practicum
Practicum Supervisors, Cooperating Teachers, and Mentors

From: Dr. Barbara A. Beakley, Department Chair
Dr. Elba Rohena, Graduate Coordinator

Date: Fall 2005

Re: Overview and Expectations

The Clinical Practicum experience is for a graduate-level student who holds a teacher certificate in a field other than special education. This means the certificate candidate has met many of the professional teacher requirements and is seeking certification in an additional field. The 7-week practicum is provided to give them exposure and experience working with students with special needs.

Depending on the current situation of the practicum student they will have either a cooperating teacher or a mentor. Cooperating teachers provide the experience in their classroom much in the same way as with student teachers. Mentors are requested when special circumstances allow the practicum student to complete their requirements in their place of employment.

In addition to the 7-week placement, the evaluation process for practicum students is different than student teachers. A PDE 430 form is required to verify that the student has successfully performed in the areas designated on the form. The evaluation process is different. It is expected that the practicum student will go beyond the student teaching expectations and provide a more researched-based portfolio of teaching skills and student performance.

Please use the requirements on the following page as a guide. The requirements are followed by a few suggestions for implementation. The supervisor and practicum student should discuss all requirements and set clear expectations about how each area will be met within the specified setting. The special education department curriculum committee is in the process of revising the SPED 690 Clinical Practicum Requirements. Your input on changes would be helpful in the revision.

When the practicum student has completed the portfolio, the supervisor evaluates it based on the discussed criteria. The supervisor writes a final evaluation that is submitted to the department. The student teaching evaluation form may be used in addition, but is not turned into the field office; it is turned into the department.

Thank you for your contribution to the certification program and the clinical practicum.

SPED 690 – CLINICAL PRACTICUM- REQUIREMENTS

1. Select and use diagnostic assessment tools.
 - a. Evaluate individual students in main subject areas (e.g., reading, math, self help).
 - b. Develop a student profile by interpreting the assessment results.
2. Prepare a complete IEP packet for an individual student. The IEP must include information on present functioning levels, goals, specific objectives, and criteria for each objective. Instructional resources and media should be included as well.
3. Develop a portfolio of effective teaching materials, methods and ideas.
4. Teach specific academic and social skills.
 - a. Develop and instruct a unit in one academic area (science, social studies, health).
 - b. Prepare seatwork/independent activities.
 - c. Prepare at least one learning center.
 - d. Develop and submit lesson plans for all instructional contacts with students.
 - 1) objectives
 - 2) materials
 - 3) introduction
 - 4) development
 - 5) conclusion
 - 6) evaluation
5. Conduct a research study that measures change in students' behaviors. Clear each step with teacher prior to beginning.
 - a. Develop rationale for intervention.
 - b. Identify/specify a target behavior.
 - c. Baseline the behavior until a trend is established.
 - d. Specify research findings that may lead to possible interventions for the targeted behavior.
 - e. Intervene – specify intervention.
 - f. Graph data.
 - g. Describe results and draw conclusions.
 - h. List references.
6. Participate in all professional meetings.
7. Respond to/critique assigned readings from current professional journals.
8. Maintain a daily log. Include basic observations of daily events, specific behaviors and interventions, materials and methods. Also include personal reactions today.
9. Participate in scheduled meetings with University supervisor. All submitted materials (with exception of daily log) must be typewritten. Student confidentiality must be maintained: use only initials when referring to students in assignments.
10. Full-time teaching (50% of final grade).
 - a. Active involvement of students.
 - b. Adapts to needs of students/situations.
 - c. Sets and attains appropriate behavior goals.
 - d. Varies techniques of presentation.
 - e. Demonstrates positive working relationship with others.
 - f. Objectively evaluates personal performance.
 - g. Communicates clearly.
 - h. Effective teacher preparation.
 - i. Demonstrates skills in prescriptive and remedial teaching.

Cooperating teacher must receive and initial each assignment prior to submission to college supervisor.

Suggestions for Designing and Evaluating
SPED 690, Clinical Practicum

Clinical Practicum students must do a Comprehensive Unit by following the prompts for Teacher Work Sample. It is recommended that the student do one portfolio that contains all requirements.

The given comments correspond to the SPED 690 – Clinical Practicum Requirements

1. Address within the Comprehensive Unit,
2. If possible and coordinates with the time of year, prepare the IEP as stated. If this is not realistic, discuss an alternative activity that will show proficiency in IEP development. This could be a recently completed IEP or writing and presenting notes from attending a recent staff development program that presented changes to the IEP necessitated by IDEA 2004.
3. Address within the Comprehensive Unit.
4. Address within the Comprehensive Unit.
5. Do as stated with minor alterations based on supervisor, coop, mentor input.
6. Combine with #9 to include staff development opportunities that occur during the given 7-week period and scheduled discussions with the supervisor, coop mentor.
7. Do at the discretion of the supervisor, coop, and mentor. Relate to the Comprehensive Unit.
8. Chose on incident per day. Briefly describe the incident, action taken and teacher (practicum student) reflection.
9. Combine with # 6.

Follow the given requirement. Use the three written supervisor observations as a basis to evaluate this, or evaluate this component on the student teacher form.

*The Renaissance Partnership
For Improving Teacher Quality*

Teacher Work Sample:

- ***Performance Prompt***
- **Teaching Process Standards**
- **Scoring Rubrics**

June 2002

The June 2002 prompt and scoring rubric was revised by representatives from the eleven Renaissance Partnership Project sites:

California State University at Fresno, Eastern Michigan University, Emporia State University, Idaho State University, Kentucky State University, Longwood College, Middle Tennessee State University, Millersville University, Southeast Missouri State University, University of Northern Iowa, Western Kentucky University.

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NOTES:

Overview of Teacher Work Sample (TWS)

The Vision

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS standards:

- The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
- The teacher sets significant, challenging, varied, and appropriate learning goals.
- The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.
- The teacher uses regular and systematic evaluations of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Your Assignment

The TWS contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each Teaching Process is followed by a TWS Standard, the Task, a Prompt, and a Rubric that defines various levels of performance on the standard. The Standards and Rubrics will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each the standard. The underlined words in the Rubric and Prompts are defined in the Glossary.

You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Format

- **Ownership.** Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (d) your university, (e) course number and title. *Write a three-letter university code plus a four-digit student identification code on each page of the entire document.*
- **Table of Contents.** Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.
- **Charts, graphs and attachments.** Charts, graphs and assessment instruments are required as part of the TWS document. You may also want to provide other attachments, such as student work. However, you should be very selective and make sure your attachments provide clear, concise evidence of your performance related to TWS standards and your students' learning progress.
- **Narrative length.** A suggested page length for your narrative is given at the end of each component section. You have some flexibility of length across components, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, double-spaced in 12-point font, with 1-inch margins.
- **References and Credits (not included in total page length).** If you referred to another person's ideas or material in your narrative, you should cite these in a separate section at the end of your narrative under *References and Credits*. You may use any standard form for references; however, the American Psychological Association (APA) style is a recommended format (explained in the manual entitled "Publication Manual of the American Psychological Association").
- **Anonymity.** In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.

Teaching Processes Assessed by the Renaissance Teacher Work Sample

<p><i>Teaching Processes, TWS Standards, and Indicators</i></p>
<p>Contextual Factors <i>The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.</i></p> <ul style="list-style-type: none">§ Knowledge of community, school, and classroom factors§ Knowledge of characteristics of students§ Knowledge of students' varied approaches to learning§ Knowledge of students' skills and prior learning§ Implications for instructional planning and assessment
<p>Learning Goals <i>The teacher sets significant, challenging, varied and appropriate learning goals.</i></p> <ul style="list-style-type: none">§ Significance, Challenge and Variety§ Clarity§ Appropriateness for students§ Alignment with national, state or local standards
<p>Assessment Plan <i>The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.</i></p> <ul style="list-style-type: none">§ Alignment with learning goals and instruction§ Clarity of criteria for performance§ Multiple modes and approaches§ Technical soundness§ Adaptations based on the individual needs of students
<p>Design for Instruction <i>The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.</i></p> <ul style="list-style-type: none">§ Alignment with learning goals§ Accurate representation of content§ Lesson and unit structure§ Use of a variety of instruction, activities, assignments and resources§ Use of contextual information and data to select appropriate and relevant activities, assignments and resources.§ Use of technology
<p>Instructional Decision-Making <i>The teacher uses ongoing analysis of student learning to make instructional decisions.</i></p> <ul style="list-style-type: none">§ Sound professional practice§ Adjustments based on analysis of student learning§ Congruence between modifications and learning goals
<p>Analysis of Student Learning <i>The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.</i></p> <ul style="list-style-type: none">§ Clarity and accuracy of presentation§ Alignment with learning goals§ Interpretation of data§ Evidence of impact on student learning
<p>Reflection and Self-Evaluation <i>The teacher reflects on his or her instruction and student learning in order to improve teaching practice.</i></p> <ul style="list-style-type: none">§ Interpretation of student learning§ Insights on effective instruction and assessment§ Alignment among goals, instruction and assessment§ Implications for future teaching§ Implications for professional development

Contextual Factors

TWS Standard

The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

Task

Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

Prompt

In your discussion, include:

- **Community, district and school factors.** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
- **Classroom factors.** Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
- **Student characteristics.** Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students' skill levels. In your narrative, make sure you address student's skills and prior learning that may influence the development of your learning goals, instruction and assessment.
- **Instructional implications.** Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Suggested Page Length: 1-2

Contextual Factors Rubric

TWS Standard: The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities).	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
Knowledge of Students' Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities).	Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.	
Knowledge of Students' Skills And Prior Learning	Teacher displays little or irrelevant knowledge of students' skills and prior learning.	Teacher displays general knowledge of students' skills and prior learning that may affect learning.	Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

Learning Goals

TWS Standard

The teacher sets significant, challenging, varied and appropriate learning goals.

Task

Provide and justify the learning goals for the unit.

Prompt

- **List the learning goals** (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
- **Show how the goals are aligned with local, state, or national standards.** (identify the source of the standards).
- **Describe the types and levels of your learning goals.**
- **Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.**

Suggested Page Length: 1-2

Learning Goals Rubric

TWS Standard: *The teacher sets significant, challenging, varied and appropriate learning goals.*

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	
<i>Clarity</i>	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	

Assessment Plan

TWS Standard

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

Task

Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt

- **Provide an overview of the assessment plan.** For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.
- **Describe the pre- and post-assessments that are aligned with your learning goals.** Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students' performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).
- **Discuss your plan for formative assessment that will help you determine student progress during the unit.** Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals.

Example of Assessment Plan Table: Kindergarten

Learning Goals	Assessments	Format of Assessment	Adaptations
Learning Goal 1 <i>Example: The student will link wild animals with their habitats.</i>	Pre-Assessment	Checklist: game with animal masks & centers representing habitats (tree, lake, burrow, cave)	Repeat and modify instructions, as needed. Demonstrate and assist with cutting, gluing, etc. Provide model of a mask and model how to move to habitat centers. Keep all activities high-interest and brief.
	Formative Assessment	animal puppets and habitats (e.g., bird and nest) anecdotal records RE Q & A picture journals	Provide concrete models and assistance with fine motor tasks, as needed. Provide multiple explanations and model performances. Process writing (i.e., dictations) when needed. Provide verbal cues and plenty of wait time for Q & A.
	Post-Assessment	Checklist: game with animal masks & centers representing habitats	

Suggested Page Length: 2 + pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table

Assessment Plan Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals.	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.	Assessment criteria are clear and are explicitly linked to the learning goals.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	

Design for Instruction

TWS Standard

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

Task

Describe how you will design your unit instruction related to unit goals, students' characteristics and needs, and the specific learning context.

Prompt

- **Results of pre-assessment.** After administering the pre-assessment, analyze student performance *relative to the learning goals*. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each learning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.
- **Unit overview.** Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.
 - **Activities.** Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
 - how the content relates to your instructional goal(s),
 - how the activity stems from your pre-assessment information and contextual factors,
 - what materials/technology you will need to implement the activity, and
 - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).
 - **Technology.** Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

Suggested Page Length: 3 + visual organizer

Design for Instruction Rubric

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals	Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.	Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.	All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.	
Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	
Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
Use of a Variety of Instruction, Activities, Assignments and Resources	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	
Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources	Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.	Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.	Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.	
Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	

Instructional Decision-Making

TWS Standard

The teacher uses on-going analysis of student learning to make instructional decisions.

Task

Provide two examples of instructional decision-making based on students' learning or responses.

Prompt

- Think of a time during your unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

- Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

Suggested Page Length: 3-4

Instructional Decision-Making Rubric

TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning).	
Modifications Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	

Analysis of Student Learning

TWS Standard

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

Task

Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

Prompt

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students.

- **Whole class.** To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section). Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).
- **Subgroups.** Select a group characteristic (e.g., gender, performance level, socio-economic status, language proficiency) to analyze in terms of **one learning goal**. Provide a rationale for your selection of this characteristic to form subgroups (e.g., girls vs. boys; high- vs. middle- vs. low-performers). Create a graphic representation that compares pre- and post-assessment results for the subgroups on this learning goal. Summarize what these data show about student learning.
- **Individuals.** Select two students that demonstrated different levels of performance. Explain why it is important to understand the learning of these particular students. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. Graphic representations are not necessary for this subsection.

Note: You will provide possible reasons for why your students learned (or did not learn) in the next section, "Reflection and Self-Evaluation."

Suggested Page Length: 4 + charts and student work examples

Analysis of Student Learning Rubric

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

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

Reflection and Self-Evaluation

TWS Standard

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task

Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

Prompt

- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students' performance.
- **Reflection on possibilities for professional development.** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

Suggested Page Length: 2

Reflection and Self-Evaluation Rubric

TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Rating → Indicator ↓	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	