Student: Rachel Yorke

Program: Secondary Education

Concentration: Mathematics

Instructions & Rubric for Teacher Work Sample (TWS)

Important !!

- SAVE STUDENT WORK.
- PLAN AND IMPLEMENT PRE-ASSESSMENTS. You can't do this after the fact.
- DESIGN a process for your students to give you feedback on the work sample and your teaching. This should include quantitative (numbers and checklists) as well as qualitative (open ended questions) data.

COMPONENTS OF TWS:

Title Page: **Name, Topic, Grade Level**

Table of Contents: include page numbers and/or tabs for easy reference

Copy of CFA (Contextual Factors Analysis) –Include a copy of your CFA. **Be sure to reference** the results of the CFA throughout your TWS.

TWS Overview:
- **Write a brief narrative of the TWS including topic, grade level, timeframe, and content area(s).**
- Create a chart to make your plan clear. Include the goals and objectives, activities, pre, formative, and summative assessments.
- Reference your CFA and address in narrative how it has informed your design for instruction.

Rating Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Description: Brief overview including topic, grade level, time frame, content areas. CAEP 1.1, 1.3, 1.4	Most elements are missing.	Only two elements described or elements unclear.	Three of four elements described or Some elements unclear.	All elements described and most elements clearly described.	All elements are clearly described and additional information is included.
Visual Organizer: Makes your plan clear and includes: the initial planning, goals/objectives, lesson activities, Pre, formative and summative assessments.	Visual organizer is unclear and/or does not relate to elements.	Visual organizer shows only one element.	Visual organizer does not include all elements.	Visual organizer includes all elements.	Visual organizer includes all elements and presents a clear visual of all TWS components.
Use of Contextual Information to Inform the Design for Instruction CAEP 1.1, 1.3, 1.4 / CCTS 2, 7	Instruction has not been based upon knowledge of subject matter, students or pre-assessment data.	Instruction has been designed with very limited reference to contextual factors.	Some instruction has been designed with reference to contextual factors.	Most instruction has been designed with reference to contextual factors. Most activities and assignments appear productive and appropriate for each student.	All instruction addresses the diverse needs of individual students and contextual factors of community, school and class.

Learning Goals (LG): The overarching learning goals are what daily lesson objectives are designed to meet. Each goal should be aligned with a measurable objective and assessment (found in your individual lesson plans).

- List and number the learning goals that will guide the planning, delivery, and assessment in your TWS. The goals should be varied, as well as significant and appropriately challenging for all students, reflecting the big ideas of the overall TWS. Total number of goals varies, but typically would range from 3-5.

- Address in narrative form how you determined the appropriateness of goals for your students based on pre-assessment and curriculum. Include how these goals are varied (consider Blooms, Piaget, knowledge / skills / dispositions, Marzano, Danielson, Marshall etc.).

Rating Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Significance, Challenge, and Variety CAEP 1.1, 1.3 CCTS 4, 7	Goals are not in evidence or are not clearly stated as learning outcomes.	Goals reflect only one type or level of learning. Goals are not stated clearly and are activities rather than learning outcomes.	Goals reflect several types of levels of learning but lack significance or challenge. Some of the goals are not clearly stated as outcomes.	Goals are listed and numbered and are clearly stated as learning outcomes. They reflect several types of levels of learning and are significant and challenging.	Goals are significant and challenge thought and expectations including several levels and types. (Blooms, Piaget, Knowledge Skills, Dispositions etc.)
Appropriateness for Students CAEP 1.4 CCTS 1, 2, 7	The goals presented are inappropriate for the class or set unrealistic expectations for students.	Goals are not developmentally appropriate; do not address pre-requisite knowledge, skills, experiences, or other student needs.	Some goals are developmentally appropriate and address some pre-requisite knowledge, skills, experience, and other student needs.	Most goals are developmentally appropriate; address pre-requisite knowledge, skills, experiences and other student needs.	Goals demonstrate realistic expectations for all students in addition to providing for students' critical thinking and reflection.

Comments:

Assessment Plan:

- Use your TWS overview to elaborate on your assessment plan. Use your graphic organizer from the overview describing the alignment of goals, objectives, and assessments. Your narrative or organizer needs to provide evidence of assessments that have been **conducted on an ongoing basis** before, during, and after instruction (pre, formative, summative assessments, and student self assessment). This should be in narrative form.

- **You must show that you have included multiple modes and approaches** such as performance-based tasks, written tasks, observation, personal communication, student self-assessment, peer assessment, etc. See Lesson Plan Supporting Materials I, Instructional Strategies, http://www2.umf.maine.edu/fieldservices/wp-content/uploads/sites/99/2015/08/Lesson-Plan-Supporting- Materials-1.pdf and Lesson Plan Supporting Materials II http://www2.umf.maine.edu/fieldservices/wp-content/uploads/sites/99/2009/10/Lesson-Plan-Supporting- Materials-2.pdf

- Create a list of all assessments used in your TWS and how they were scored. For example:

Assessment Type (pre, formative, summative, self)	Tool – (refer to strategy list)	Scoring Procedure / feedback
• Formative	• Write an essay	• Rubric

- Include <u>student samples</u> of the pre, formative, and summative assessments used throughout the TWS in the section for **Design for Instruction**.

Rater Indicator	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Alignment with Learning Goals and Instruction CAEP 1.2 / CCTS 6	Minimal plans for pre and post assessments are provided; assessments do not measure learning goals.	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 learning goal is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	All learning goals are assessed by the assessment plan and provide students with constructive feedback on their learning.
Multiple Modes and Approaches CAEP 1.2 / CCTS 6	The assessment plan fails to demonstrate evidence of student assessment other than after instructions. Limited knowledge of formal/informal assessments.	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 critical thinking.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	The assessment plan uses formal/informal assessments and student's self-assessments to assess student performance and effectiveness of the instructional sequence.

Comments:

Design for Instruction:

- **Lesson Plans**: Include 5-7 well written, comprehensive UMF lesson plans that illustrate significant times in your TWS from the beginning through the end. Be sure to include a written reflection of each lesson. Include <u>samples of student work/assessment with each lesson plan</u>.

- Use UMF Unit-Wide Lesson Plan Rubric to assess your lesson plans.

- Include<u>student</u><u>samples</u> of the pre, formative, and summative assessments used throughout the TWS.

- Within your 5-7 lesson plans you must address all 10 Common Core Teaching Standards. At some point in your TWS you must also address ISTE standard 11.2 and 11.5.

- Video one of your lessons from your TWS and complete the Video Self Analysis. Include the Video Self Analysis (green form), and place it after the corresponding lesson plan.

- **NOTE: Lesson plans will be assessed using the *UMF Unit-Wide Lesson Plan Rubric***

RATER INDICATOR	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Alignment with Learning Goals and Performances CAEP 1.3 / CCTS 4,7	No lesson is linked to learning goals. No learning activities are aligned to learning goals.	1-2 lessons are explicitly linked to learning goals. 1-2 learning activities, assignments and resources are aligned with learning goals. 1-2 learning goals are covered in the design.	Not all lessons are explicitly linked to learning goals. Not all learning activities, assignments and resources are aligned with learning goals. Not all 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.	All lessons are explicitly linked to learning goals, demonstrating critical thinking and reflection in activities and assignments.
Documentation of Common Core Teaching Standards CAEP 1.2 CCTS 7, 8	Documentation of standards does not exist in lesson plans.	2-4 standards are documented within lesson plans Or Most standards are not clearly documented	5- 9 standards are documented within lesson plans Or Some standards are not clearly documented.	Clear documentation and rationale exists for all Common Core Teaching Standards within your lesson plans.	Clear documentation and rationales exist for all Common Core Teaching Standards in lesson plans with multiple indicators.
Inclusion of Lesson Plans and Student Work CAEP 1.2 CCTS 7, 8	Less than 5 lesson plans are included and are not written in comprehensive UMF format. No examples of student work are included.	Less than 5 lesson plans are included and are written in comprehensive UMF format. Elements of the format may be missing. No examples of student work show a range of how students meet lesson objectives.	Lesson plans are included and are written in comprehensive UMF format but have sections of the format missing.. Few examples of student work show a range of how students meet lesson objectives.	5-7 lesson plans are included and are written in comprehensive UMF format. Some examples of student work show a range of how students meet lesson objectives.	5-7 lesson plans are included and are clearly written in comprehensive UMF format. Examples of student work show a range of how students meet lesson objectives
Student Samples of Pre, Formative and Summative	No student samples are included.	Two or fewer lesson plans include student samples.	Student samples are included, but not for all lesson plans.	A range of student samples for each lesson plan are included.	Multiple student samples are included.
Use of Technology CAEP 1.2, 1.5 CCTS 6, 11	Technology is not used or used inappropriately.	ISTE standards are not documented. Technology is used, however contributes little to the learning,	ISTE Standards are not documented. Minimal technology is used and somewhat contributes to the learning,	Clear documentation exists for 11.2 and 11.5 in your lesson plans. Technology is used and contributes to the learning,	Additional ISTE standards are documented along with 11.2 and 11.5 in your lesson plans. Technology is consistently used and significantly contributes to the learning,
Video CAEP 1.2, 1.5 CCTS 9, 11	No video self –analysis is included.	Self-analysis is included but weak.	Self-analysis of video is included with some constructive response to the lesson.	Video self-analysis is included and identifies elements of the lesson that could be adjusted.	Video self-analysis is included and identifies elements to adjust and extend the lesson.

Comments:

Instructional Decision Making:

- **Write a narrative** that demonstrates two examples of when you modified your instruction. Describe the students' learning or response that caused you to rethink your plans.

- Describe what you did next and explain why you thought this would improve student progress toward the learning goals. Give evidence as to how the change in your approach affected student learning as well as your next steps.

RATER INDICATOR	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Student Response to Instruction CAEP 1.2 CCTS 6, 8, 9	Examples are not included. or Examples are poorly developed in narrative.	Narrative includes less than two examples of when instruction was modified. Or Explanation of modifications is not clear.	Narrative includes two examples of when instruction was modified based on student response to instruction.	Narrative includes two clearly articulated examples of when instruction was modified based on student response to instruction.	Narrative includes two or more clearly articulated examples of when instruction was modified based on student response to instruction. The *what* and *why* are explained.
Modifications of Instructional Plans CAEP 1.2 CCTS 6, 8, 9	Modifications to the instructional plan are not clearly described, or rationale as to how changes would improve student progress toward the learning goals is not evident.	Modifications to the instructional plan are described with a weak rationale as to how changes would improve student progress toward the learning goals.	Modifications to the instructional plan are described with a rationale as to how changes would improve student progress toward the learning goals.	Modifications to the instructional plan are clearly described with a rationale as to how changes would improve student progress toward the learning goals.	Modifications to the instructional plan are clearly described with strong rationale as to how changes would improve student progress toward the learning goals.
Future Decision Making CAEP 1.2 CCTS 6, 9	Narrative does not address modifications or implications for next steps.	Narrative gives little information about modifications or how they affected student learning.	Narrative indicates how the modifications affected student learning with few details about implication for next steps.	Narrative indicates how the modifications affected student learning with detailed implication for next steps.	Narrative clearly indicates how the modifications affected student learning with detailed implication for next steps.

Comments:

Analysis of Student Learning:

- In order to analyze your assessment data to determine students' progress, create a graphic summary that shows the results of all pre, formative and summative assessments (reference coding system created for goals remembering that all goals are met through objectives in daily lessons). In your narrative describe the pattern that you found in your pre-assessment results that guided your instructional methods, grouping, modification of learning goals, or other forms of differentiation. Remember, all students and all goals are to be addressed. Refer to your lesson plan reflections as you create your narrative.

- In your narrative:
  - o Consider lesson plans and the objectives, including how you have kept records and monitored student learning.
  - o Summarize what the graphic tells you about your students' learning (i.e., the number of students that met each goal, which goals were not as fully met, etc.).
  - o Include examples of your record keeping and evidence of various ways that feedback has been provided to students.

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

RATER INDICATOR	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Analysis of Pre-Assessment Results CAEP 1.2 CCTS 6	No table or graph exists to show performance on pre-assessment.	The table, graph or chart exists but is weak. A few patterns of group performance are identified and described. A few differentiation strategies based on the analysis of student performance have been implemented.	The table, graph or chart shows some patterns of group performance. Some differentiation strategies based on the analysis of student performance have been identified and implemented.	Patterns of group performance on the pre-assessment are identified and described and shown through the chart, graph or table. Differentiation strategies based on the analysis of student performance have been implemented.	Many patterns of group performance are identified on the pre-assessment and described. Many differentiation strategies based on the analysis of student performance have been implemented.
Clarity and Comprehensiveness of Presentation CAEP 1.2 CCTS 6	Presentation is not clear. It does not accurately reflect all required data.	Graphic organizer is not clear and does not include the results of pre, formative, and summative assessments for students and/or the goals.	Graphic organizer is included and depicts results of pre, formative, and summative assessments for most students and most of the goals.	Graphic organizer is easy to understand and depicts results of pre, formative, and summative assessments for every student and every goal.	Graphic organizer is easy to understand and clearly depicts results of pre, formative, and summative assessments for every student and every goal.
Interpretation of Data CAEP 1.2 CCTS 6	Summary is not included or does not clearly address student progress.	A summary of the graphic explains student progress toward meeting some learning goals. Conclusions are not drawn from the data.	A summary of the graphic explains student progress toward meeting some learning goals. Conclusions are drawn from the data.	A summary of the graphic explains student progress toward meeting each learning goal. Meaningful conclusions are drawn from the data.	A summary of the graphic clearly explains student progress toward meeting each learning goal. Meaningful conclusions are drawn from the data.
Record Keeping and Feedback to Students CAEP 1.2 CCTS 6	No examples of record keeping are included.	Less than 3 examples of record keeping are included, AND / OR quality of record keeping is vague.	3-4 examples of record keeping are included, AND / OR record keeping is vague, OR evidence of feedback to students is minimal.	Examples of record keeping are included for all lessons. Evidence of providing feedback to students is clear.	Many examples of record keeping are included, providing significant feedback to students on all goals.

Comments:

Reflection and Self Evaluation:

- Design and include a means for your students to give you feedback on the work sample and your teaching. This should include quantitative as well as qualitative data (check lists, numbers as well as open ended questions). Include the results of this in your narrative.

- 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.

- Select the learning goal that was the 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. Discuss what you could have done differently to improve your students' performance.

- Reflect 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 areas you identified. Make connections here with the Goal Setting assignment.

- Reflect on your performance as a teacher, including feedback you received from students. Link your performance to student achievement. Evaluate your performance and identify future actions for improved practice and professional growth.

RATER INDICATOR	Not Met	Minimally Met	Partially Met	Satisfactorily Met	Exceeds
Reflection of Professional Performance CAEP 1.2 / CCTS 9	Linking specific teacher performance to student learning results is minimal.	Narrative loosely links reflection of performance as a teacher to student learning results. Professional performance is not evaluated and/or there are no future actions for improved practice and professional growth described.	Narrative links reflection of performance as a teacher to student learning results. Professional performance is evaluated and future actions for improved practice and professional growth are described.	Narrative strongly links reflection of performance as a teacher to student learning results. Professional performance is evaluated and future actions for improved practice and professional growth are clearly described.	Narrative strongly links reflection of performance as a teacher to student learning results. Professional performance is evaluated and future actions for improved practice and professional growth are clearly described and are incorporated into Action Plan.
Insights on Effective Instruction and Assessment CAEP 1.2 / CCTS 9	Provides no rationale for why activities or assessments were more successful than others.	Provides a brief rationale for why activities were more successful than others.	Identifies some successful and unsuccessful activities or assessments but minimally explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities or assessments but minimally explores reasons for their success (based on theory or research) for their success or lack thereof.	Identifies successful and unsuccessful activities or assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.
Insights from students on the TWS CAEP 1.2 / CCTS 9	Does not include insights from students or means used to get feedback.	Insights are minimally included. AND / OR means used not included	Insights are included however are not specifically linked to the TWS. OR Means of seeking input is questionable	Identifies what students liked and disliked about the group of lessons in your TWS. Means used to seek input included.	Insights are included and connected to what the teacher will do with these lessons in the future. Excellent example of means to seek input is included.
Interpretation of Most Successful Goal CAEP 1.2 / CCTS 6, 9	Does not address learning goal or give reasons.	Selects one learning goal where students were most successful, but provides no reasons for progress.	Selects one learning goal where students were most successful and provides two or more possible reason for progress.	Selects one learning goal where students were most successful and provides two or more possible reasons for progress. Considers learning goals, instruction, and assessment results and student characteristics or other contextual factors.	Selects one learning goal where students were most successful and provides two or more possible reasons for progress. Logically considers learning goals, instruction, and assessment results as well as student characteristics or other contextual factors.

Reflection and Self Evaluation (cont'd):

Interpretation of Least Successful Goal CAEP 1.2 / CCTS 6, 9	Does not address learning goals or give reasons.	Selects one learning goal where students were least successful, but provides no ideas to improve student progress.	Selects one learning goal where students were least successful and provides two or more possible reasons for lack of progress. Includes ideas as to what could be done differently to improve student progress.	Selects one learning goal where students were least successful and provides two or more possible reasons for lack of progress. Considers learning goals, instruction, and assessment results as well as student characteristics or other contextual factors, includes specific ideas as to what could be done differently to improve student progress.	Selects one learning goal where students were least successful and provides two or more possible reasons for lack of progress. Logically considers learning goals, instruction, and assessment results as well as student characteristics or other contextual factors, includes specific ideas as to what could be done differently to improve student progress.
Implications for Professional Development CAEP 1.2 / CCTS 9	Provides no professional learning goals or goals that relate to the insights and experiences described in this section. No connection made with Goal Setting.	Presents one or more professional learning goal(s). No connection with insights and experiences described in this section. Attempts a connection with Goal Setting.	Presents one professional learning goal that emerged from the insights and experiences described in this section. Identifies at least one step for improved practice and professional growth. Makes connection with Goal Setting.	Presents two professional learning goals that emerged from the insights and experiences described in this section. Identifies at least two steps for improved practice and professional growth. Makes connection with Goal Setting.	Presents two or more professional learning goals that clearly emerged from the insights and experiences described in this section. Identifies at least two specific steps for improved practice and professional growth. Makes a clear connection with Goal Setting.

Comments:

Review of Entire TWS

Complete a self assessment of your entire TWS using the UMF rubric.

Writing Mechanics	Work shows many errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows frequent errors with accepted conventions of usage, grammar, spelling, punctuation, and mechanics.	Work shows some errors with accepted conventions of usage, grammar, spelling, punctuations, and mechanics.	Work follows most accepted conventions of usage, grammar, spelling, punctuations, and mechanics.	Work follows all accepted conventions of usage, grammar, spelling, punctuation, and mechanics.
Organization of TWS Portfolio.	Poorly organized with no section dividers, or no table of contents, or not professionally presented.	Some missing components with an attempt to organize. Table of contents is vague, subsections not well defined.	Some organization exists in an attempt at professional presentation.	Professionally organized with clear table of contents which enables reader to locate information with ease.	Very professional, organized presentation in all regards.

Comments: