

## West Virginia Teacher Performance Assessment

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified by research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. You are required to plan and teach a unit (consisting of a minimum of 3-5 lessons). Before you begin to teach the unit, you will identify and describe contextual factors, formulate learning goals based on state and national content standards and prior research based decisions on student performance, develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and design an instructional plan. During instruction, you will videotape and analyze teaching episodes. After teaching the unit, you will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate your teaching as related to student learning.

The TPA will be evaluated by university-based faculty. The four-point rating scale on each rubric reflects the same descriptors you will see as a beginning teacher in West Virginia. The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia. You must score "Emerging" or "2 points" on each descriptor in each rubric in order to satisfactorily complete the TPA. Candidates who score an "Unsatisfactory" or "1 point" on any item will be required to remediate and/or re-do the TPA. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Your performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase your qualifications as an applicant for a teaching position.

You will include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that you taught. Each of these are a required part of the TPA. If one or more sections are omitted, you will be required to remediate and re-do the TPA. Any references to another person's ideas or material in your narrative must include a citation for each source at the end of each task. You may use any standard form for references; however, the American Psychological Association (APA) style is recommended. Please do not include any student names or means of identification for students participating in your lessons in any part of your TPA. While you should hide students' names on all examples of student work submitted as part of the TPA, you will need to make sure that you have a method such as numbering for each student's data/work.

The outline for your Teacher Performance Assessment is as follows:

- TASK 1: Contextual Factors
- TASK 2: Standards and Goals
- TASK 3: Assessment Plan
- TASK 4: Design for Instruction
- TASK 5: Implementation and Reflection on Daily Instruction
- TASK 6: Impact on Student Learning
- TASK 7: Reflection and Self-Evaluation

The TPA is aligned with the Council on Accreditation for Educator Preparation (CAEP) Standard 1.1, the West Virginia Professional Teaching Standards (WVPTS), and the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

**TASK 1: CONTEXTUAL FACTORS**

This task requires that you provide a clear description and analysis of the factors that influence teaching and learning. The TPA should include a description of all the contextual factors that could impact your instructional decision making. You will write in a narrative that will discuss and analyze how each of these factors (the community, family, school, classroom and individual characteristics) will impact what you plan and teach during the unit. The Contextual Factors Template will be included in this section of your TPA and it should help you collect, describe and analyze information.

<b><u>TASK 1</u></b>	<b>WHAT TO DO</b>	<b>REQUIRED ARTIFACTS</b>
<p><b><u>FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY AND ANALYZE/DISCUSS RELEVANT FACTORS FOR YOUR CHOSEN CLASS AND HOW EACH IMPACTS TEACHING AND LEARNING:</u></b></p> <ol style="list-style-type: none"> <li><b>Community, School, and Family Factors</b> – Identify factors such as geographic location, community and school population, socio-economic profile, unique characteristics of the population such as high school graduation rates, college degrees, annual income, racial/ethnic/cultural composition, etc. School factors to consider are school’s mission and strategic plan, the number of students enrolled, number of students on free or reduced lunch, school-wide support systems, parental involvement, political climate, community and family support for education, and other unique school characteristics.</li> <li><b>Classroom Factors</b> – Identify classroom factors such as physical features, teacher-student ratio, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, and classroom arrangement.</li> <li><b>Content Specific Factors</b> – Identify factors unique to your specific content area that are available including materials, classroom (e.g., math manipulatives), community (e.g., guest speakers), and technology (e.g., graphing calculators) resources that you may or may not use.</li> <li><b>Student Factors</b> – Identify student characteristics (cognitive, social, emotional) you must consider as you design instruction and assess learning including age, grade level, gender, race/ethnicity, culture, students’ interests, developmental levels, learning styles and students with special needs, English language learners, and/or at-risk.</li> </ol>	<ol style="list-style-type: none"> <li>In the Contextual Factors Template, list factors from each category that you think are impacting instructional decisions in your classroom.               <ol style="list-style-type: none"> <li>community, school, and family factors,</li> <li>classroom factors,</li> <li>content specific factors,</li> <li>student factors</li> </ol> </li> <li>In the narrative, analyze and discuss how each of the four areas of contextual factors you chose impact the planning, delivery and assessment of your unit.</li> </ol>	<ul style="list-style-type: none"> <li>Contextual Factors Template</li> <li>Contextual Factors Narrative</li> <li>References (e.g., for the data points)</li> </ul>

**TASK 1: Contextual Factors Template**

This template is designed to help you **organize and understand** the many factors that affect teaching and learning. The subcategories listed in each factor are just suggestions. Select subcategories (listed or not) that help you determine the instructional strategies and approaches that will support your students' learning. In this chart, **list** the factors as they relate to your teaching.

Types of Factors	Contextual Factors
<p><b>Community</b>  <i>(e.g., urban, suburban, or rural; census data for the community, race/ethnicity, family structure; socio-economic information; community's school support)</i></p> <p><b>School</b>  <i>(e.g., enrollment; percent of students receiving free or reduced lunch; AYP data; ethnicities; percent of students with IEPs; percent of ELL students; teacher-student ratio; schedule)</i></p> <p><b>Family</b>  <i>(e.g., percent of families with college degrees, annual income; parental involvement in classroom; support for education; family configuration; socio-economic profile)</i></p>	
<p><b>Classroom Factors</b>  <i>(e.g., classroom arrangement; classroom rules and routines; extent of parental involvement; scheduling; availability of technology)</i></p>	
<p><b>Content Specific Factors</b>  <i>(e.g., content area(s), materials, resources, technology specific to your area)</i></p>	
<p><b>Student Factors (In terms of the whole class and individual students)</b>  <i>(e.g., identify the cognitive, social, emotional characteristics such as grade level, age, gender; language needs; special needs; race/ethnicity; achievement/developmental levels; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest; learning styles; students' skill levels)</i></p>	

## TASK 1 RUBRIC: Contextual Factors

	Distinguished (4 points)	Accomplished (3 Points)	Emerging (2 Points)	Unsatisfactory (1 point)
<p><b>Implications of Community, School, &amp; Family Factors</b></p> <p>WVPTS 2A, InTASC 2, CAEP 1.1</p>	<p>The candidate <u>demonstrates an understanding</u> of the unique community, school, and family factors and their potential impact on teaching and learning for the whole class and individual students.</p> <p>The candidate considers these factors, combined with others, to create a learning environment where <u>students' differences are respected and valued</u>.</p>	<p>The candidate identifies unique community, school, and family factors that <u>influence teaching and learning</u> and their potential impact on <u>teaching and learning for the whole class and individual students (specific)</u>.</p> <p>The candidate <u>creates a learning environment where all students can be successful</u>.</p>	<p>The candidate identifies unique community, school, and family factors</p> <p>and</p> <p>(identifies) their potential impact on student learning (generic).</p>	<p>The candidate <u>identifies</u> community, school, and family factors that may impact teaching and learning, but is <u>unable to use contextual information in meaningful ways</u> to create a classroom environment where all students can learn.</p>
<p><b>Implications of the Classroom Factors</b></p> <p>WVPTS 2F, InTASC 3, CAEP 1.1</p>	<p>The candidate identifies the unique classroom factors that influence teaching</p> <p>and</p> <p>documents specific learning activities to establish a positive classroom environment where learning is the focus</p> <p>and</p> <p>individual learning, <u>social, and emotional</u> differences are considered.</p>	<p>The candidate identifies the unique classroom factors that influence teaching</p> <p>and</p> <p><u>documents specific learning activities</u> to establish a positive classroom environment where learning is the focus</p> <p>and</p> <p><u>individual learning differences are considered</u>.</p>	<p>The candidate identifies the <u>unique</u> classroom factors that impact teaching and learning to <u>establish a classroom environment where learning is the focus (generic)</u>.</p>	<p>The candidate <u>identifies</u> classroom factors that may impact teaching and learning, but is <u>unable to use that knowledge</u> to create a classroom environment that ensures that all students learn.</p>

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 Points)</b>	<b>Emerging (2 Points)</b>	<b>Unsatisfactory (1 point)</b>
<b>Implications of the Content Factors</b>  WVPTS 1A, InTASC 4, CAEP 1.1	The candidate demonstrates a deep understanding of the content factors  and  can articulate how, that when combined with other contextual factors, the candidate is able to create a classroom that engages <u>all learners to think critically and solve problems.</u>	The candidate demonstrates a <u>deep understanding</u> of content factors  and  <u>articulates the need to use this in combination with knowledge of other contextual factors</u> to engage and facilitate learning <u>for each student</u> (specific individual needs addressed).	The candidate demonstrates knowledge of content factors  and  <u>is able to present the content in ways that are engaging and meaningful to facilitate learning for all students (class as a whole).</u>	The candidate <u>demonstrates knowledge</u> of content factors, but is <u>unable</u> to present the content in ways that are engaging and meaningful so that each student learns.
<b>Implications of Individual Student Factors</b>  WVPTS 2A, InTASC 1, CAEP 1.1	The candidate analyzes the student factors (cognitive, social, and emotional characteristics) of each student that impact planning, teaching, <u>and assessment.</u>	The candidate <u>analyzes</u> the student factors (cognitive, social, and emotional characteristics) <u>of each student</u> that impact planning <u>and teaching.</u>	The candidate <u>identifies and anticipates</u> the student factors ( <u>cognitive, social, and/or emotional characteristics</u> ) needs of their students (class as a whole)  and  <u>recognizes the implications for planning.</u>	The candidate <u>identifies</u> some student factors (cognitive, social, and/or emotional characteristics) of their students <u>but does not show evidence of recognizing the implications on learning.</u>

*Please create a single word document. In this document, include the completed Contextual Factors Template or similar list using your own format. (Keep in mind that in task 4 you will be doing a learning profile on two students in your class. As you identify individual student factors in this task, be on the lookout for the two students you will choose for a more detailed analysis at that time and start collecting information on them now). Be sure to reference the information source for each item included in your list. Then copy and paste the following prompts into the document. Do not alter or change these prompts. Use them as headings for each response. Be sure to refer to the rubric to insure that you have addressed all aspects needed to score at the emerging level or above. Save this document as Task 1 Your Name.doc and upload it to Sakai for feedback. Maximum 5 pages single spaced, 12 pt Times New Roman/Arial, 1" margins.*

**Narrative Prompts:**

**Implications of Community, School and Family Factors:** In reference to the community, school and family factors that you have identified in your contextual factors list, explain in depth how those factors influence 1) student learning for the class as a whole and for specific individuals within the class, 2) your teaching, 3) the establishment of a successful learning environment where student differences are respected and valued.

**Implications of Classroom Factors:** In reference to the classroom factors you have identified in your contextual factors list, document how you will use or overcome these factors to establish a learning centered classroom that meets the learning, social, and emotional needs of individual students in the class.

**Implications of Content Factors:** In reference to the content factors you have identified in your contextual factors list, provide examples to demonstrate how you will be able to use those factors to present content in engaging and meaningful ways to facilitate learning, critical thinking and problem solving for each student in the target unit of instruction.

**Implications of Student Factors:** Analyze the cognitive, social and emotional factors identified in your contextual factors list indicating how each might impact the learning needs for your students. Describe how these anticipated needs will impact your planning, teaching, and assessment of students for the target unit of instruction.

## TASK 2: STANDARDS AND GOALS

This task allows you to begin to structure a learning unit plan by identifying the big idea, standards, and student goals. You will analyze measurable goals to ensure the inclusion of multiple domains and higher order thinking skills are used appropriately. You will fill out a Unit Framework Template and write a narrative.

TASK 2	WHAT TO DO	REQUIRED ARTIFACTS
<p><b><u>YOU WILL COMPLETE THE TEMPLATE TO CREATE A FRAMEWORK FOR YOUR UNIT. YOU WILL PROVIDE AND JUSTIFY GOALS THAT ARE LOGICALLY ORGANIZED AND THAT MOVE STUDENTS TOWARD ACHIEVING THE BIG IDEA. USE THE FOLLOWING PROMPTS TO GUIDE WHAT THE FRAMEWORK MUST INCLUDE:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Big Idea</b> - Identify a broad concept or principle central to the unit. It anchors or connects all of the smaller ideas in a lesson. Big Ideas are transferrable to other contexts.</li> <li>2. <b>Standards</b> – Cite the state and/or national standard(s)/objective(s) used as a basis for the unit goal with all reference numbers and complete wording.</li> <li>3. <b>Learning Goals (Measurable skills from the unit that move the student toward achieving the big idea.)</b> <ol style="list-style-type: none"> <li>A. Identify at least three goals that move students toward achieving the big idea. The goals should define and expect students to know and be able to do at the end of the unit. Number each goal so you can reference them later in the Assessment Plan and Unit Outline.</li> <li>B. Identify the <b>appropriate</b> domain of learning and level for each goal (all domains <b>do not</b> need to be addressed in this unit). The goals should be varied, and challenging.           <ul style="list-style-type: none"> <li>● Affective – feelings or attitudes (e.g., Masia, Krathwohl, Reynolds)</li> <li>● Cognitive – mental skills/knowledge (e.g., Bloom)</li> <li>● Psychomotor--manual/physical skills (e.g., Harrow, Simpson, Dave)</li> </ul> </li> </ol> </li> <li>4. <b>Anticipated Student Challenges</b> – Analyze the misconceptions, lack of prior knowledge, skill sets, and differing abilities that might hinder achievement of each goal.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the Unit Framework Template,       <ol style="list-style-type: none"> <li>a. identify the big idea.</li> <li>b. COPY and PASTE into the template, the complete state and/or national standard(s), including number and complete wording. Provide references for standards. For example, NCTM, WV Content Standards and Goals</li> <li>c. list and number the goals you have created that correspond to each of the standards in 2 above.</li> <li>d. identify the appropriate domain of learning and level for each goal (For example, Cognitive: Bloom-comprehension).</li> </ol> </li> <li>2. In the narrative,       <ol style="list-style-type: none"> <li>a. justify the big idea and the overarching focus of the unit.</li> <li>b. explain what domain of learning each goal addresses and how the goals you created for the lesson target deepening student understandings.</li> <li>c. discuss and analyze in more detail anticipated student challenges related to the content of each goal.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● Unit Framework Template</li> <li>● Narrative</li> <li>● References</li> </ul>

**TASK 2: UNIT FRAMEWORK TEMPLATE** (Expand table as necessary)

<b>1. BIG IDEA:</b>		
<b>2. STANDARDS</b>	<b>3A. LEARNING GOALS</b>	<b>3B. TYPE/LEVEL OF GOALS</b>
1.		
2.		

**TASK 2 Rubric: Standards and Goals**

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
<b>Big Idea or Core Principle</b>  WVPTS 1A, InTASC 4, CAEP 1.1	The candidate includes a big idea that is specifically and clearly stated and is <u>framed as a generalization</u> for the unit.	The candidate includes a big idea that is accurately described <u>as important content knowledge and skills but is not framed as a generalization.</u>	The candidate includes a <u>big idea that is stated as a straightforward fact, skill, or attitude.</u> Instruction and assessment are limited due to the <u>concrete nature</u> of the big idea.	The candidate includes a big idea that is unrelated to the unit.
<b>Standards</b>  WVPTS 1C InTASC 7, CAEP 1.1	The candidate references all appropriate (national and state) content standards and goals.  All content standards are accurately aligned to the learning goals <u>and big idea.</u>	The candidate references appropriate ( <u>national and state</u> ) content standards and goals.  All standards closely align to the learning goals.	The candidate <u>references appropriate state content standards and goals.</u>  All standards <u>closely align to the learning goals (created for the target unit of instruction).</u>	The candidate references inappropriate state content standards and goals.  <i>OR</i> The candidate references appropriate state content standards but does not align with learning goals.
<b>Learning Goals</b>	The candidate writes appropriate learning goals based on state and national standards.	The candidate writes appropriate learning goals based on state and national	The <u>candidate writes appropriate learning goals</u> based on state standards	The candidate is unable to write appropriate learning goals based on state



	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
WVPTS 1C, InTASC 7, CAEP 1.1	<p>The learning goals are developmentally appropriate and represent high expectations and rigor.</p> <p><u>Goals represent a range of types of knowledge.</u> For example, conceptual understanding and reasoning.</p>	<p>standards and the needs of the students.</p> <p>The learning goals are developmentally appropriate and represent <u>high expectations and rigor.</u></p>	<p><u>and the needs of the students.</u></p> <p>All learning goals are <u>developmentally appropriate</u> but there is a <u>mixture of low expectations and rigor.</u></p>	<p>standards and the needs of the students.</p> <p>The candidate identifies <u>activities rather than goals.</u></p>
<b>Anticipated Student Challenges</b>  WVPTS 2A, InTASC 1, CAEP 1.1	<p>The candidate identifies student challenges that focus on aspects of content and skill needs</p> <p>and</p> <p>anticipates how those challenges will impact student learning.</p> <p>The candidate addresses challenges of individual students</p> <p>and</p> <p><u>anticipates the types of support/accommodations needed to meet specific students' needs.</u></p>	<p>The candidate identifies student challenges that focus on aspects of content and skill needs</p> <p>and</p> <p>anticipates how those challenges will impact student learning.</p> <p>The candidate <u>addresses challenges of individual students.</u></p>	<p>The candidate <u>identifies student challenges that focus on aspects of content and skill needs</u></p> <p>and</p> <p><u>anticipates how those challenges will impact student learning.</u></p>	<p>The candidate <u>identifies student challenges</u> but is <u>unable to articulate how those challenges will impact student learning.</u></p>

*Please create a single word document. In this document, include the completed Unit Framework Template. Keep in mind that upcoming tasks will require you to collect, display and analyze entry and exit data for each student's knowledge and skills for each learning goal you create for the targeted unit. Upcoming tasks will also require you to monitor individual student learning daily towards accomplishment of these goals across the various lessons you will be designing. Then copy and paste the following prompts into the document. Do not alter or change these prompts. Use them as headings for each response. Be sure to refer to the rubric to insure that you have addressed all aspects needed to score at the emerging level or above. Save this document as Task 2 Your Name.doc and upload it to Sakai for feedback. Maximum 3 pages 12 pt Times New Roman/Arial with 1" margins.*

### **Narrative Prompts:**

**Big Idea:** An effective 'big idea' forms a touchstone across lessons that you will come back to repeatedly with your students. It is the "glue" that provides ongoing connections from lesson to lesson and how those lessons apply to the real world. With this in mind, justify your stated "big idea" explaining how you will use it to provide an overarching focus for your targeted unit of instruction.

**Standards:** You should have copied and pasted the exact state and national standards that guide planning for your classroom along with their designated nomenclature in the Unit Framework Template. Briefly explain why the selected standards are the best standards for guiding the development of a high quality unit of instruction that will appropriately embed knowledge, skills, higher order thinking, authentic application as appropriate for your content area and the developmental level of your students.

**Learning Goals:** Learning goals are a statement of what you expect students to know and/or do at the conclusion of your unit of lesson. Your daily lesson objectives that will be created as you plan your instructional procedures in the next task should lead to the accomplishment of these unit level learning goals. Goals should be stated as specific measureable learning outcomes that will result from your teaching. For each learning goal you have created for your unit of instruction, explain why it is developmentally appropriate, rigorous, and, as appropriate, individualized or designed according to UDL principles. Then, briefly describe how you have provided for deepening knowledge/skills across the goals (ie, how will you move students from simple identification to higher order thinking or application).

**Anticipated Student Challenges:** Given the content and skills highlighted by your stated learning goals and the knowledge/skill levels of your target class, identify the challenges to learning content that you will need to plan for. Be sure to include specific information regarding how those challenges may impact learning for the class as a whole and for individuals within the class. Given this information, indicate the supports, accommodations or aspects of UDL design that you will need to include in your plans to help your students successfully meet these challenges.

### TASK 3: ASSESSMENT PLAN

Using the Assessment Plan Template, you must design an assessment plan aligned with multiple goals to evaluate student learning before, during and after instruction. Your design should include **multiple assessment methods** that may include constructed response, selected response (i.e., multiple-choice tests, true or false), essay (essay examinations, take-home essays, etc.), performance assessment (i.e., reading aloud, performance event, performance task, communicating conversationally in a second language, carrying out a specific motor activity in physical education, delivering a speech, etc.), and personal communications (i.e., questions posed and answered during instruction, in interviews, conferences, etc.). In addition, this task requires you to write a narrative that provides evidence of your overall assessment plan.

TASK 3	WHAT TO DO	REQUIRED ARTIFACTS
<p><b><u>YOU WILL DESIGN A DEVELOPMENTALLY APPROPRIATE ASSESSMENT PLAN TO MONITOR STUDENT PROGRESS BASED ON THE GOALS FROM TASK 2. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Review Learning Goals</b> – See Task 2.</li> <li>2. <b>Assessment Plan</b> <ol style="list-style-type: none"> <li>a. <b>Alignment with Learning Goals</b> – Identify the learning goal alignment to the pre-, formative, and summative assessments.</li> <li>b. <b>Assessment Criteria</b>--Identify the scoring procedures and the instructions for the student to complete the assignment. This criteria would include identification of a Level of Mastery (the level or score at which you would judge that the student has mastered the goal for the pre-, formative, and post-assessment).</li> <li>c. <b>Balance of Assessments</b> - Your instructional sequence should include a variety of assessment methods and strategies (modes of assessment) suited for the interest/developmental level of the students and the learning goals. These assessments include:               <ol style="list-style-type: none"> <li>1. Before Instruction (pre-assessments)</li> <li>2. During Instruction (formative or interim assessment),</li> <li>3. After Instruction (post or summative assessments).</li> </ol> </li> </ol> </li> <li>3. <b>Rationale</b> – Justify your selection of your pre-assessment, formative assessment and summative (post) assessment to show that the student has met the learning goal in the Assessment Plan Template.</li> <li>4. <b>Implement the preassessments before moving to Task 4. After beginning Task 4, return to task 3 to modify your planned</b></li> </ol>	<p>You will fill in the Assessment Plan Template and write narrative explaining your overall assessment plan.</p> <ol style="list-style-type: none"> <li>1. Copy and paste the learning goals from your <b>Task 2, 3A</b> into the Assessment Plan Template, column #1.</li> <li>2. In the Assessment Plan Template,       <ol style="list-style-type: none"> <li>a. indicate the assessments used to evaluate student performance relative to each learning goal, in the Assessments column. These assessments should indicate a balance of assessments used.</li> <li>b. indicate the level of mastery for each learning goal on each assessment, in the Level of Mastery column.</li> <li>c. in the Rationale for Assessments column, provide a bulleted list explaining why you chose each assessment. This column could include short phrases, not long sentences, to assist your narrative writing in rationale.</li> </ol> </li> <li>3. In the narrative, explain your overall assessment plan, including your rationale for choosing each assessment. Use the template to frame the narrative.</li> </ol>	<ul style="list-style-type: none"> <li>• Assessment Plan Template</li> <li>• Narrative</li> <li>• Documents containing formative and summative assessment materials and/or descriptions of those materials (provide hard copies, if applicable)</li> <li>• Student and teacher directions for each assessment</li> <li>• Criteria for scoring student performance (i.e., scoring rubrics, observation checklists, rating scales, answer keys)</li> </ul>

*daily and post assessments to insure that your assessment is compatible with your planned instruction.*

**TASK 3: ASSESSMENT PLAN TEMPLATE** (Expand template as needed)

<b>ASSESSMENTS</b> Describe each assessment you plan to use to measure entry and exit skills targeted in your stated learning goals. Also describe the daily assessments you will use to monitor growth in each skill. Each assessment may target knowledge/skills addressed by more than one objective, but be sure that you have pre, daily, and post assessment for each objective. Add rows if necessary.		<b>Type of Assessment (Pre, Daily, Post)</b>	<b>LEVEL OF MASTERY</b>	<b>Learning Goals the Assessment Addresses</b>
1.				
2.				
3				
4				
5				
	Add additional rows for other assessments as needed			

**TASK 3 RUBRIC: Assessment Plan**

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
<b>Alignment with Learning Goals</b>  WVPTS 1E, InTASC 6, CAEP 1.1	The candidate's assessment plan assesses each of the learning goals.  The plan contains pre-assessments, formative assessments and post assessments	The candidate's assessment plan assesses each of the learning goals.  The plan contains pre-assessments, formative assessments and post assessments	The candidate's assessment plan assesses each of the learning goals.  The plan contains pre-assessments, formative assessments ( <i>daily</i> )	The candidate's assessments <u>lack congruence with learning goals</u>  and/or

	<p>which are developmentally appropriate and congruent with the learning goals in content <u>and complexity.</u></p> <p>The candidate can articulate the reason that the assessment(s) align with each goal.</p>	<p>which are developmentally appropriate and congruent with the learning goals in content.</p> <p><u>The candidate can articulate the reason that the assessment(s) align with each goal.</u></p>	<p><u>assessments) and post assessments</u></p> <p>which are <u>developmentally appropriate and congruent</u> with the learning goals in content.</p>	<p><u>lack cognitive/performance complexity</u> that is appropriate to the content taught and the developmental stage of the learner.</p>
<p><b>Assessment Criteria/ Technical Soundness</b></p> <p>WVPTS 1E, InTASC 6, CAEP 1.1</p>	<p>The candidate's scoring procedures are explained;</p> <p>items or prompts are clearly written/<i>presented</i>;</p> <p>directions and procedures are clear to students.</p> <p>The assessment is designed so the candidate can make decisions about whether the student has met each goal.</p> <p>The minimum score for mastery of each learning goal is present on all appropriate assessments.</p> <p><u>The candidate provides a description of how he/she attempted to establish content validity.</u></p>	<p>The candidate's scoring procedures are explained;</p> <p>items or prompts are clearly written/<i>presented</i>;</p> <p>directions and procedures are clear to students.</p> <p>The assessment is <u>designed so the candidate can make decisions about whether the student has met each goal.</u></p> <p>The minimum "score" for mastery of each learning goal is present on all appropriate assessments.</p>	<p>The candidate <u>described all assessments</u></p> <p>and</p> <p>the candidate's <u>scoring procedures are explained</u>;</p> <p><u>items or prompts are clearly written/presented</u>;</p> <p><u>directions and procedures are clear</u> to students.</p> <p>The <u>level of mastery is identified for all summative assessments.</u></p>	<p>The candidate did not fully describe all assessments</p> <p>or</p> <p>did not explain scoring procedures.</p>
<p><b>Balance of Assessments</b></p> <p>WVPTS 3E, InTASC 6, CAEP 1.1</p>	<p>The candidate <u>designs</u>, plans, and implements multiple modes of assessment to assess student learning.</p> <p>The assessments enable the teacher to identify patterns or gaps in each student's learning.</p>	<p>The candidate plans multiple modes of assessment to assess</p> <p>and</p> <p>evaluate student performance.</p>	<p>The candidate plans and implements <u>multiple modes of assessment</u> to assess</p> <p>and</p>	<p>The candidate does not plan to use a balance of formative/<i>daily</i> and summative assessments.</p>

	<u>The teacher plans opportunities for students to peer or self-assess.</u>	<u>The assessments enable the teacher to identify patterns or gaps in each student's learning.</u>	<u>evaluate student achievement of the specified learning objectives.</u>	
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*You will be uploading multiple documents for this task as needed to provide actual assessment related materials. In addition to these materials, please create a single word document. In this document, include the completed Assessment Plan Template and the narrative prompts with your responses as done in the previous tasks. Do not alter or change these prompts. Use them as headings for each response. Be sure to refer to the rubric to insure that you have addressed all aspects needed to score at the emerging level or above. Save this document as Task 3 Your Name.doc and upload it to Sakai for feedback. Maximum 4 single spaced pages 12 pt Times New Roman/Arial with 1" margins.*

*Additional Considerations: Good assessment practices do not interfere greatly with instructional time. Think carefully about what knowledge you need to know about students' current entry level knowledge and skills related for each of your stated learning objectives. You will be implementing the pre-assessments before beginning task 4 so be thoughtful as to how you can gather the evidence needed for making appropriate evidence-based planning decisions. You will then need to begin task 4 to insure that your daily and post assessments are compatible with instruction. As you create your assessment plan, you need to be aware that future tasks will require you to collect, display (in a bar graph) and analyze entry and exit data for each student's knowledge/skills for each learning goal. Plan now for how you will do this effectively and efficiently in order to provide a 'picture' of your teaching's impact on learning. Upcoming tasks will also require you to address the decisions you make based on the daily monitoring of individual student learning.*

**Alignment:** Explain why the assessments designated for each learning goal represent the 'best' way to collect evidence of student knowledge/skills given the content complexity, developmental level of students, and practicality of implementation given the contextual factors presented in task 1.

Goal 1 Assessments:

Goal 2 Assessments:

Goal 3 Assessments:

(Add additional sections as needed for the number of Goals included for your targeted instruction)

**Assessment Criteria and Technical Soundness:** The additional documents with the assessment related materials should be referenced as you respond to this prompt.

Content Validity is the extent to which your assessment actually measures what you intend to measure. However, most assessments require additional knowledge or skills for response. For example, a social studies teacher interested in whether students can identify supporting evidence for a claim uses written paragraphs to measure the skill. A poor writer may be able to identify appropriate evidence, but receive a poor score due to his writing. What additional task demands are required by your selected assessments and how have you addressed their impact on assessment so that data reflects actual learning of the targeted skills?

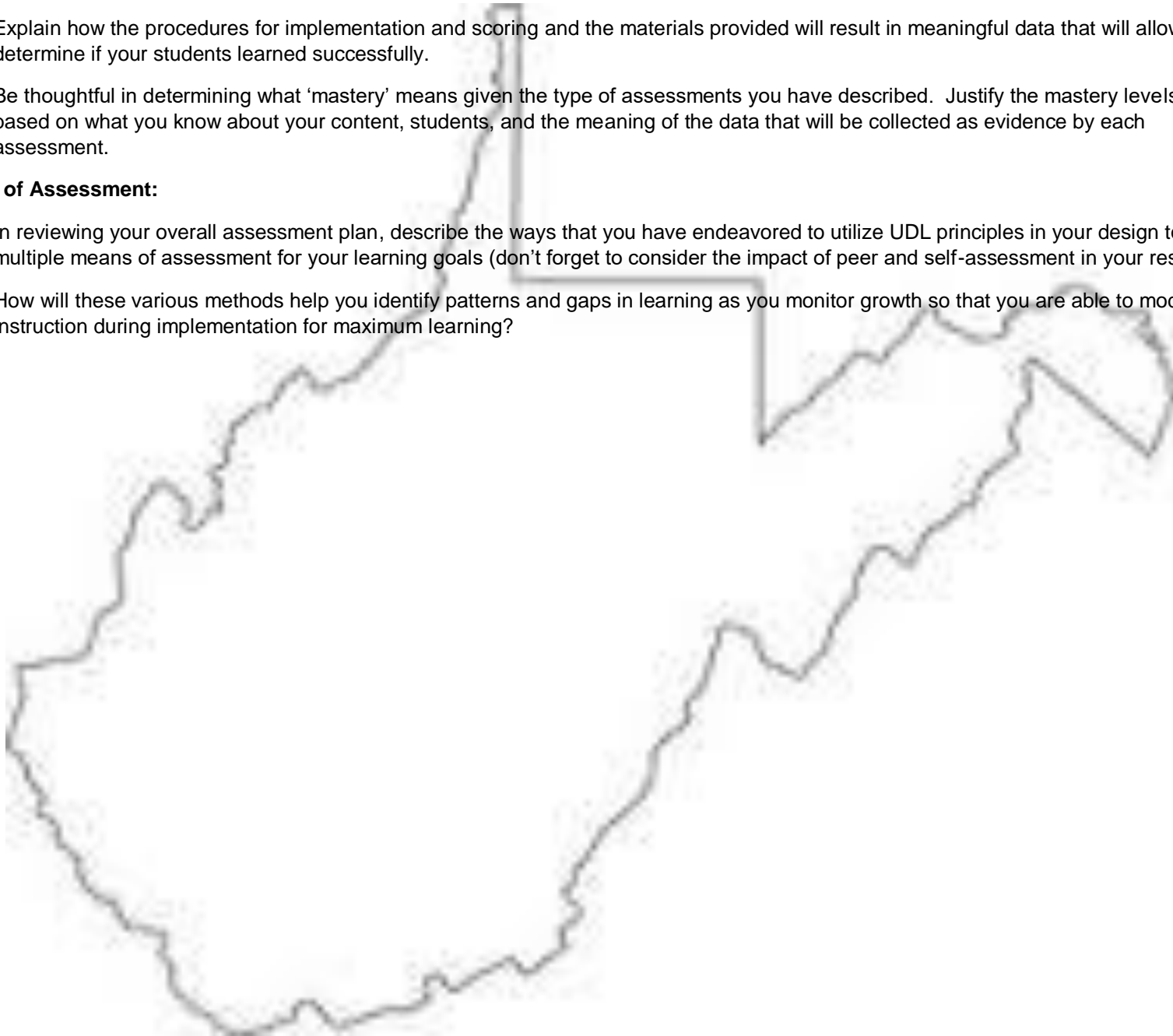
Explain how the procedures for implementation and scoring and the materials provided will result in meaningful data that will allow you to determine if your students learned successfully.

Be thoughtful in determining what 'mastery' means given the type of assessments you have described. Justify the mastery levels you set based on what you know about your content, students, and the meaning of the data that will be collected as evidence by each assessment.

**Balance of Assessment:**

In reviewing your overall assessment plan, describe the ways that you have endeavored to utilize UDL principles in your design to create multiple means of assessment for your learning goals (don't forget to consider the impact of peer and self-assessment in your response).

How will these various methods help you identify patterns and gaps in learning as you monitor growth so that you are able to modify instruction during implementation for maximum learning?



#### TASK 4: DESIGN FOR INSTRUCTION

This task assesses your ability to use contextual and student information gathered in Task 1 to design high quality instruction and assessment that will meet the needs of the students in the target class. In addition, this task will require you to identify two focus students with diverse learning needs for whom you will design differentiated instruction. You will create a minimum of 3-5 daily lesson plans as part of your unit, fill out the Focus Students Template and write a narrative that provides evidence of your plan for instructional design.

TASK 4	WHAT TO DO	REQUIRED ARTIFACTS
<p><b><u>IN THIS TASK, YOU WILL DESIGN LESSON PLANS AFTER DETERMINING CURRENT LEVEL OF STUDENT PERFORMANCE (PRE-ASSESSMENT &amp; OTHER FACTORS) RELATIVE TO THE LEARNING GOALS. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:</u></b></p> <ol style="list-style-type: none"> <li><b>Factors in Planning</b> -- Plan and include the lessons in your unit based on standards and goals, students' characteristics, interests, and learning context. Pre-assessment data must be used to guide the development of your unit.</li> <li><b>Consultation</b> – Describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12-school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences).</li> <li><b>Instructional Strategies</b> -- Plan for and design for a variety of instructional strategies to be used for student learning that are research based and developmentally appropriate.</li> <li><b>Instructional Strategy/Rationale</b> – Identify and provide a rationale for EACH instructional strategy chosen for EACH learning goal in unit.</li> <li><b>Learning Resources</b> – Identify and provide a rationale for the selected learning resources in the unit. (Include technology where appropriate.)</li> <li><b>Differentiated Instruction</b> - Choose and describe two Focus Students who reflect diverse learning needs and for whom you will need to differentiate instruction.</li> </ol>	<ol style="list-style-type: none"> <li>Create 3-5 daily lesson plans as part of your unit. (NOTE: Follow your institution's specific requirements regarding the unit plan and the number of daily lesson plans required).</li> <li>Use the Focus Students Template to identify 2 focus students and outline what you will do to differentiate instruction to meet the learning needs of each student that you identified.</li> <li>In the narrative:             <ol style="list-style-type: none"> <li>Describe how pre-assessment data influenced the design of your unit.</li> <li>Describe how the various factors that you identified in previous tasks guide your planning of the unit and daily lessons.</li> <li>Describe how you consulted/collaborated with your teacher and/or other school personnel to determine what to teach.</li> <li>Identify and describe at least one instructional strategy for each learning goal that you will use when delivering your unit.</li> <li>Provide a rationale for choosing the instructional strategies for impact on learning based on research/evidence.</li> <li>Identify the learning resources, including technology, used in this unit and provide a rationale for choosing each.</li> <li>Describe in detail how you differentiate instruction to meet the learning needs of the 2 focus students and other students who would benefit from differentiation. Pay attention to differentiation needs that might be indicated for specific goals.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>Focus Students Template</li> <li>Include daily lesson plans from the unit (include all examples of resources in this unit except the assessments detailed in Task 3.)</li> <li>Narrative</li> <li>References</li> </ul>



#### TASK 4: Focus Students Template

Identify two focus students with diverse learning needs and complete a profile for each..

##### Focus Student 1 Profile

**Background:** List basic demographics and other factors that the student brings into the learning situation that might impact your decision making as you plan instruction that will be relevant to the student and meet his or her needs.

**Strengths:** Identify the student's relative strengths across multiple domains. Be sure that you support your conclusions regarding strengths with specific data that led to each assertion.

**Weaknesses:** Identify the student's relative weaknesses across multiple domains. Be sure that you support your conclusions regarding weaknesses with specific data that led to each assertion. Beware of being caught in a spiral of negativity. Use specific objective language and avoid judgements that cannot be directly observed.

**Supports:** Identify those classroom factors that are currently in place that support the student's successful engagement. These may be related to content, materials, grouping, classroom management techniques...

##### Focus Student 2 Profile

**Background:** List basic demographics and other factors that the student brings into the learning situation that might impact your decision making as you plan instruction that will be relevant to the student and meet his or her needs.

**Strengths:** Identify the student’s relative strengths across multiple domains. Be sure that you support your conclusions regarding strengths with specific data that led to each assertion.

**Weaknesses:** Identify the student’s relative weaknesses across multiple domains. Be sure that you support your conclusions regarding weaknesses with specific data that led to each assertion. Beware of being caught in a spiral of negativity. Use specific objective language and avoid judgements that cannot be directly observed.

**Supports:** Identify those classroom factors that are currently in place that support the student’s successful engagement. These may be related to content, materials, grouping, classroom management techniques...

**Task 4 RUBRIC: Design for Instruction**

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
<b>Factors in Planning</b>  WVPTS 1A, InTASC 4, CAEP 1.1	<p>The candidate integrates multiple factors (e.g., contextual factors, student performance data) to</p> <p>design lessons (<u>based on individual student needs, learning styles, and differences</u>)</p> <p><u>that maximize the learning of each individual.</u></p>	<p>The candidate integrates multiple factors (e.g., pre-assessment data, contextual factors, prior knowledge, individual differences) to plan instruction</p> <p>and</p> <p><u>provides evidence of integration of these factors in the lesson plans throughout the unit</u></p>	<p>The candidate identifies <u>contextual factors</u>,</p> <p>and</p> <p><u>uses pre-assessment data</u>,</p> <p>and</p> <p><u>plans lessons based on students' prior knowledge.</u></p>	<p>The candidate identifies contextual factors and students’ prior learning, but is <u>not able to use this knowledge to design lessons</u> that facilitate learning for each individual.</p>

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
<b>Consultation</b>  WVPTS 4B, InTASC 10, CAEP 1.1	The candidate documents consultation with multiple clinical educators for lesson planning  and  <u>provides the rationale for selecting the consultants.</u>	The candidate documents consultation with <u>multiple</u> clinical educators for lesson planning.	The candidate <u>documents consultation with one clinical educator for lesson planning.</u>	The candidate does not document consultation with a clinical educator for planning.
<b>Instructional Strategies</b>  WVPTS 1D, InTASC 5, CAEP 1.1	The candidate designs/implements varied and diverse instructional strategies  based on research/evidence that are  challenging and  developmentally appropriate for the  <u>content, individual and groups of learners</u> in the class  and is likely to result in <u>maximized learning of the content for each student.</u>	The candidate designs/implements a <u>variety of instructional strategies</u>  based on research/evidence that are  developmentally appropriate  and <u>challenging to create meaningful learning experiences</u> that could result in measurable learning for <u>all</u> students.	The candidate designs <u>different instructional strategies</u>  <u>based on research/evidence</u> that are  developmentally appropriate and <u>could result in measurable learning for most students.</u>	The candidate designs <u>one learning strategy in lessons</u> that, while <u>developmentally appropriate</u> , may not result in measurable learning for all students.
<b>Instructional Strategy/ Rationale</b>	The candidate provides at least one instructional strategy for each learning	The candidate provides at least one instructional strategy for each learning goal, along with a	The candidate provides at least one instructional strategy for most learning goals, along with a	The candidate provides an instructional strategy for the entire unit that is

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
WVPTS 1C, InTASC 7, CAEP 1.1	<p>goal, along with a meaningful rationale for each,</p> <p>based on research/evidence</p> <p>and <u>current professional and state standards</u> that facilitates critical thinking, problem-solving,</p> <p>and mastery of the content for <u>each student</u>.</p>	<p><u>meaningful rationale for each (one per goal),</u></p> <p>based on research/evidence that <u>facilitates critical thinking, problem-solving,</u></p> <p>and mastery of content for <u>most students</u>.</p>	<p><u>meaningful rationale (for one instructional strategy),</u></p> <p><u>based on research/evidence</u> that moves students toward <u>mastery</u> of the standard.</p>	<p>not based on research/evidence</p> <p>and</p> <p>which may or may not be aligned with state and/or professional standards.</p>
<p><b>Learning Resources (including technology)</b></p> <p>WVPTS 2D, InTASC 3, CAEP 1.1</p>	<p>The candidate integrates a variety of instructional resources and materials, including technology, into instruction</p> <p>to <u>expand learners' experiences</u> and facilitate learning for each student.</p> <p>The candidate also uses technology to enhance teacher/student learning</p> <p>and to track/manage student performance data.</p>	<p>The candidate <u>integrates</u> a variety of instructional resources and materials, including technology, into instruction</p> <p>to facilitate <u>students' and teacher learning</u></p> <p>and manage/track student data.</p>	<p>The candidate <u>uses resources and materials, including technology, to facilitate learning</u></p> <p>for <u>self or students</u> (not both),</p> <p>as well as to <u>track and manage student data</u>.</p>	<p>The candidate includes <u>little integration of technology</u> to expand learners' experiences or facilitate learning.</p> <p>The candidate does not use technology to track and/or manage student performance data.</p>

*You will be uploading multiple documents for this task as needed to provide lesson plans with related instructional materials. Each lesson plan should follow the format required by the classroom you are placed in and be approximately 2-4 pages in length in order to provide enough content, pedagogical and logistical detail to allow a reviewer to 'picture' lesson implementation. In addition to plan-related files, please create a single word document. In this document, include the completed Student Profiles and the narrative prompts with your responses. Do not alter or change these prompts. Use them as headings for each response. Be sure to refer to the rubric to insure that you have addressed all aspects needed to score at the emerging level or above. Save this document as Task 4 Your Name.doc and upload it to Sakai for feedback. Maximum 5 single spaced pages 12 pt Times New Roman/Arial with 1" margins.*



**Factors in Planning:**

Describe how you used the pre-assessment information to make evidence based decisions in your design of plans that not only meet learning needs, but have the potential for maximizing learning for each individual student. You can use information from your two profiled students as illustrative examples.

Describe the contextual factors identified in task 1 that you actively considered in designing instruction to create an effective learning environment for all students. You can use information from your two profiled students as illustrative examples.

**Consultation:**

Who did you consult with in the design of instruction and what was their role in your planning process?

**Instructional Strategies and Rationale:** For each learning goal,

Describe the primary instructional strategies used to teach and support student learning. Address how each described strategy will be used to create challenging but meaningful learning experiences related to the content for the class and individuals within the class. You can use information from your two profiled students as illustrative examples.

Justify each described strategy using specific references to the professional literature you have studied in your pedagogy courses. Be sure to include a reference list for all citations.

Describe in detail how you will specifically meet the learning needs of the 2 focus students and other students with unique learning needs. Be sure to address how UDL and/or differentiation will be used.

**Learning Resources:**

Briefly describe the resources and technology you used to expand your own learning in designing this unit. Why were these resources important to your preparation for well-planned instruction?

Briefly describe the resources and technology you will be using with students in your lessons and justify each in relation to how it is expected to facilitate or expand student learning.

Describe the technology you will be using to collect, track, or manage daily evidence of student learning.

## TASK 5: IMPLEMENTATION AND REFLECTION ON DAILY INSTRUCTION

This task requires that candidates refer to previous tasks (2, 3, and 4), videotape lessons and submit a narrative of the video. Implementation of the unit includes creating a positive learning environment that engages and motivates students. Exhibiting effective communication skills and modeling verbal and nonverbal behaviors are also an important part of delivering your unit. You will reflect on each lesson after you teach it on the Daily Lesson Plan form that will be submitted in Task 4. You will also include a narrative to accompany the video in this task that will provide an opportunity for you to review and analyze your teaching.

It is important that candidates obtain required permission for videotaping. Before recording make sure that you have the appropriate permissions from the parents/guardians of your students and from the adults who appear in the video. Adjust the camera angle to exclude students for whom you lack permissions. Make sure the video(s) you submit includes all the required elements listed in the next two paragraphs.

Provide one 15-minute video segment (unedited) or a maximum of three segments totaling 15 minutes. The video or video clips should illustrate how you introduce the unit or an individual lesson, deliver content, actively engage students to reinforce instruction, and provide lesson/unit closure. **You may want to videotape several lessons to ensure you have the evidence you need to justify your responses.** Verify the video quality and video sound quality. If only a portion of the clip is inaudible you should provide a transcript with a timestamp or insert captions in the video. Use first names only for the individuals included in the clip. If you inadvertently captured images of individuals who have not provided permission for the taping, you may use software to blur the individual's face. This is not considered editing. Other portions of the clip should remain undistorted.

You will provide a narrative that describes and analyzes the video clip(s) that you submitted and how the clip(s) document your ability to effectively introduce a lesson/unit, deliver content, actively engage students and reinforce instruction, and close a lesson. The clip(s) that you select should also provide the reviewer with evidence of your ability to organize and manage a classroom, use of questioning strategies, and academic language/vocabulary.

TASK 5	WHAT TO DO	REQUIRED ARTIFACTS
<p><b><u>TEACH AND VIDEOTAPE YOUR UNIT. COMPLETE A DAILY REFLECTION OF EACH LESSON THAT YOU TEACH, SELECT ONE 15-MINUTE VIDEO SEGMENT OR UP TO 3 VIDEO SEGMENTS TOTALING 15 MINUTES THAT DOCUMENT YOUR ABILITY TO INTRODUCE THE UNIT OR AN INDIVIDUAL LESSON, DELIVER CONTENT, ACTIVELY ENGAGE STUDENTS TO REINFORCE INSTRUCTION, AND PROVIDE LESSON CLOSURE.</u></b></p> <p><b>1. Daily Reflection</b>—Include a daily reflection to each lesson plan after teaching (Note: The lesson plans that includes the daily reflection will actually be included in Task 4)</p> <p><b>2. Teaching Video</b></p> <p><b>3. Narrative Explaining Video Clip(s)</b>—Provide a narrative explaining why you chose the video clip(s) and provide a description of what the reviewer is watching and how this video provides evidence of your ability to effectively introduce a lesson/unit, deliver content, actively engage students to reinforce instruction, and close a lesson. You may refer to the video, prior daily reflections and other sections of the TPA to construct the narrative. The reviewer should also have some idea of how you organize and manage a classroom (including statement regarding materials use in classroom and rules or routines of classroom behavior management), use questioning strategies, and use academic language/vocabulary.</p>	<ol style="list-style-type: none"> <li>1. Following the delivery of each lesson in your unit, write a daily reflection how the lesson went. The reflection should succinctly summarize your perceptions of teaching the lesson. You should identify strengths and weaknesses as well as what you need to change in the following lesson(s). Note: Be sure that the lesson plans that you submit in Task 4 include the daily reflections.</li> <li>2. Record and submit one 15-minute video clip or up to 3 video clips totaling 15 minutes to document instruction.</li> <li>3. In the narrative, analyze how the video clip(s) documents your ability to effectively             <ol style="list-style-type: none"> <li>a. introduce a lesson/unit,</li> <li>b. deliver content (using academic language/vocabulary),</li> <li>c. actively engage students to reinforce instruction (ability to use questioning strategies),</li> <li>d. organize a classroom</li> <li>e. manage classroom behavior</li> <li>f. close a lesson.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Daily reflections on each lesson taught as part of your unit</li> <li>• Verification of permission to video</li> <li>• Teaching video(s)</li> <li>• Narrative describing and analyzing the video clip(s).</li> </ul>

**TASK 5 RUBRIC - Implementation and Reflection on Daily Instruction**

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
<b>Classroom Set-up and Organization</b>  WVPTS 2B, InTASC 3, CAEP 1.1	<p>The candidate has the classroom and materials organized and prepared in advance of lesson execution</p> <p>to support lesson goals, instructional activities and the <u>needs of each student</u>.</p>	<p>The candidate has the classroom and materials <u>organized</u> and prepared in advance of lesson execution</p> <p>to <u>support lesson goals, instructional activities</u> and the <u>needs of the class</u> in general.</p>	<p>The candidate has the classroom materials <u>prepared in advance</u>,</p> <p>but may not be efficiently organized for optimal use during instruction.</p>	<p>The candidate has the <u>classroom materials not readily available</u></p> <p>and/or</p> <p>classroom <u>set-up is not conducive for learning</u>.</p>
<b>Classroom and Behavior Management</b>  WVPTS 2E, InTASC 3, CAEP 1.1	<p>The candidate establishes rules, routines, proximity and transitions and are <u>consistently used</u></p> <p>to <u>create a positive, safe and effective learning environment</u>.</p> <p>This includes the proactive use of positive behavior management strategies to <u>maximize learning for all students</u>.</p>	<p>The candidate establishes rules, routines, proximity and transitions and are <u>used effectively for the class</u> as a whole</p> <p>and <u>proactive positive behavior management strategies are utilized for some students</u>.</p>	<p>The candidate establishes rules, routines, proximity and transitions and are <u>used during instruction</u>.</p> <p>The candidate <u>utilizes behavior management strategies for problems after they occur</u>, rather than anticipating and proactively addressing them.</p>	<p>The candidate establishes rules, routines, proximity and transitions but <u>are inconsistently applied and reinforced</u> during instruction.</p> <p>The candidate often relies on punishment strategies that interfere with student learning.</p>
<b>Flexibility</b>  WVPTS 3F, InTASC 2, CAEP 1.1	<p>The candidate establishes appropriate and <u>timely adjustments</u> made to instruction based on frequent <u>checks for understanding for each student, extraneous factors, and/or teachable moments</u>.</p>	<p>The candidate establishes appropriate <u>adjustments made to instruction based on student responses and checks for understanding</u>.</p> <p>The adjustments address students' questions and misconceptions during instruction,</p>	<p>The candidate establishes <u>appropriate adjustments</u> that are made to instruction, although those adjustments may occur <u>in future lessons</u> after reflection and formative assessment of student understanding.</p>	<p>The candidate establishes <u>instruction based on the lesson plan</u> and is delivered regardless of students' responses, questions or lack thereof.</p> <p>There is <u>no attempt to check for understanding until the end of the lesson</u></p>



	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
		but <u>do not necessarily capitalize on teachable moments to further learning.</u>		or <u>(doesn't) capitalize on teachable moments</u> during instruction.
<b>Questioning Strategies</b>  WVPTS 3C, InTASC 5, CAEP 1.1	The candidate asks questions which ensure student engagement, and promote higher order thinking that <u>challenges assumptions and approaches in order to foster innovation and problem solving in local and global contexts.</u>	The candidate asks questions that engage students in the teaching/learning process and <u>promotes higher order thinking.</u>	The <u>candidate asks questions that engage students</u> and intends to promote higher order thinking but the types of questions are typically <u>lower-level and may elicit narrow responses.</u>	The candidate <u>rarely asks questions</u> to engage students in the teaching/learning process.  When questions are asked, they are <u>posed with the expected answer</u> or are rhetorical in nature.
<b>Student Engagement</b>  WVPTS 2C, InTASC 5, CAEP 1.1	The candidate provides relevant and challenging activities and assignments that <u>encourage all learners to understand, question, and analyze ideas from diverse perspectives in order to facilitate mastery</u> the content.	The candidate provides <u>relevant and challenging activities and assignments</u> that engage <u>all learners</u> and engage students towards mastery of the content.	The candidate provides relevant activities and assignments that are <u>developmentally appropriate</u> and <u>engage students towards mastery</u> of the content to varying degrees.	The candidate provides activities and assignments that <u>do not intellectually engage</u> students.
<b>Academic Language</b>  WVPTS 3B, InTASC 7, CAEP 1.1	The candidate <u>promotes student use of developmentally appropriate academic, content-rich vocabulary</u> , both orally and in writing in ways that <u>demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives of learners.</u> Academic language is utilized	The candidate promotes the use of content-rich vocabulary, both orally and in writing that demonstrates mastery of the content. <sup>[LJ1]</sup> <u>Academic language is utilized frequently by candidate and student.</u>	The candidate promotes the use of <u>developmentally appropriate content-rich vocabulary, both orally and in writing.</u>  The <u>student uses academic language when prompted</u> by the candidate and/or learning materials, but not independently.	The candidate does <u>not use academic, content rich language</u>  or <u>uses it without explanation or context clues to facilitate student understanding.</u>

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
	frequently by candidate and student.			
<b>Quality of the Evidence (video clips) to Support Narrative and Reflection</b>  WVPTS 4A, InTASC 9, CAEP 1.1	<p>The candidate chooses multiple, appropriate video clips of instruction that document and support the narrative and daily reflections on instruction from previous tasks.</p> <p>The video clips are triangulated with other evidence such as formative and summative assessments <u>and collaboration with other teachers</u> to enable the candidate to effectively evaluate learning for all students and <u>promote individual student self-assessment</u> for future learning.</p>	<p>The candidate chooses appropriate video clips of instruction to document and support the narrative and daily reflections on instruction from previous tasks.</p> <p>The <u>video clips are triangulated with formative and summative assessments to enable the candidate to effectively evaluate learning for each student.</u></p>	<p>The candidate chooses <u>appropriate video clips of instruction to document and support the narrative and daily reflections on instruction</u> from previous tasks, but the candidate is <u>unable to triangulate video clips from instruction with other evidence to document student learning.</u></p>	<p>The candidate is unable to include appropriate video clips from instruction that support the narrative and daily reflections regarding student learning.</p>

*You will be sharing video clips in addition to the word document containing your daily log and prompted narrative. Because Sakai cannot handle the file sizes for videos, you will be expected to directly load them onto the instructor's hard drive during class. In addition to the video clips, please create a single word document. In this document, include each daily reflection and the video narrative. As with previous tasks, please copy and paste the narrative prompts into this file. Do not alter or change these prompts. Use them as headings for each response. Be sure to refer to*

*the rubric to insure that you have addressed all aspects needed to score at the emerging level or above. Save this document as Task 5 Your Name.doc and upload it to Sakai for feedback. Maximum 5 single spaced pages 12 pt Times New Roman/Arial with 1" margins.*

Daily Reflection: After each day's implementation, respond to the following prompts.

Day 1

Briefly describe lesson implementation documenting any changes made from the original planned procedures.  
What evidence do you have of learning and what does analysis of it tell you about student progress towards learning goals?  
What were the strengths of the lesson?  
What were the weaknesses of the lesson?  
Based on your analysis of student progress and lesson strengths and weaknesses, what, if any, changes will need to be made in the subsequent lesson?

Day 2

Briefly describe lesson implementation documenting any changes made from the original planned procedures.  
What evidence do you have of learning and what does analysis of it tell you about student progress towards learning goals?  
What were the strengths of the lesson?  
What were the weaknesses of the lesson?  
Based on your analysis of student progress and lesson strengths and weaknesses, what, if any, changes will need to be made in the subsequent lesson?

Day 3

Briefly describe lesson implementation documenting any changes made from the original planned procedures.  
What evidence do you have of learning and what does analysis of it tell you about student progress towards learning goals?  
What were the strengths of the lesson?  
What were the weaknesses of the lesson?  
Based on your analysis of student progress and lesson strengths and weaknesses, what, if any, changes will need to be made in the subsequent lesson?

Add additional Days as needed.

Type the following statement into your document. Submitting the document with this statement is considered verification that you have obtained necessary permissions to video tape the students who appear in your submitted clips.

I, \_\_\_\_\_, have in my possession, signed permission forms allowing the video taping of the \_\_\_\_ (number) of students who appear in the submitted video clips.

**Narrative Prompts:** In this narrative you will want to cite evidence from your daily reflections and video clips to support your answers. You may also cite evidence from the files submitted with the previous tasks as needed. Internal citations should clearly point to the specific location in these documents or files that information referred to can be found. For example provide the time stamp for something you want to point out in a video clip. Your goal for most of the prompts is to provide clearly triangulated evidence (evidence from multiple sources) that what you say you did was actually done. To this end, you may also submit additional files containing feedback from evaluations done by your cooperating teacher and/or university supervisor.

**Classroom Set up and Organization:** What evidence do you have that your materials and classroom were organized so that lesson execution led to learning for each student in the class?

**Classroom and Behavior Management:** Provide evidence of the rules, routines, and management techniques planned and used that resulted in a proactively positive, safe, and effective learning environment that maximized learning for all students.

**Flexibility:** Identify examples of places where you modified what you were doing both between and within lessons. Explain how you monitored student understanding and the impact that monitoring and adjusting had on student learning. If you had an opportunity to take advantage of a teachable moment, be sure to include analysis of it in your response.

**Questioning:** What role did questioning/prompting student response play in your instruction? Identify an illustrative questioning/prompting sequence within your instruction. Analyze the type of questions/prompts posed to students and the type of responses provided. In what ways does this sequence of interactions move students towards mastery of content and higher order thinking about the content?

**Student Engagement:** Cognitive engagement is much more than students simply being on task busy completing a task or activity. Identify a specific example of an activity or assignment that was cognitively engaging. Describe what students did and how that task/activity promoted deeper thinking and understanding or application of the content.

**Academic Language:** Teachers and students communicate (reading, writing, listening, speaking, viewing) for specific purposes, using specific discourse structures, content-rich vocabulary, and correct mechanics both expressively and receptively throughout the teaching/learning process. In what ways did you teach, promote, and/or support one or more aspects of academic language in your targeted instruction? What evidence do you have that both you and your students were effectively communicating around your content?

**Quality of Evidence to Support Narrative:** Go back through all the various narrative responses. Check to make sure that as many as possible are supported with direct video clip evidence and written documentation along with data demonstrating the link between what you did and student learning. No additional narrative is required here.

**TASK 6: IMPACT ON STUDENT LEARNING**

The ultimate success of instruction is determined by whether or not instruction led to student success in meeting the identified goals and the extent to which meeting these will prepare students to use their new learning in the future. In this task, you will graphically represent assessment data (pre/post) from your unit and analyze students' progress and achievement of the goals. You will fill out the Impact on Student Learning Template and will use this template to guide your narrative describing your data analysis on impact to student learning.

TASK 6	WHAT TO DO	REQUIRED ARTIFACTS
<p><b><u>REPORT THE RESULTS OF YOUR PRE- AND POST-ASSESSMENTS RELATED TO THE LEARNING GOALS USING GRAPHS AND A NARRATIVE TO IDENTIFY THE PERFORMANCE OF THE WHOLE CLASS AND TWO FOCUS STUDENTS.</u></b></p> <p>1. <b>WHOLE CLASS</b> – Graph and analyze performance for each student and whole class on pre- and post-assessments on each learning goal. Use the Impact on Student Learning Template to show every student and his/her performance on pre- and post-assessments on each learning goal.</p> <p>2. <b>TWO FOCUS STUDENTS</b> – Analyze the performance of the two students you selected in Task 4 (refer to the Impact on Student Learning Template). Analyze the degree of success or failure for each student.</p>	<p><b><u>WHOLE CLASS</u></b></p> <ol style="list-style-type: none"> <li>1. Create a bar graph or other visual representation for each learning goal that shows:               <ol style="list-style-type: none"> <li>a. Individual student performance on pre- and post-assessments, and</li> <li>b. Whole class performance on pre- and post-assessments.</li> </ol> </li> <li>2. In the narrative:               <ol style="list-style-type: none"> <li>a. Analyze the performance of the whole class on the pre-assessment on each learning goal.</li> <li>b. Analyze the performance of the whole class on the post-assessment on each learning goal.</li> <li>c. Report how many students met or did not meet the learning goals and analyze the progress (changes in performance) of the whole class from the pre-assessment to the post-assessment?</li> <li>d. Describe and analyze the circumstances/conditions that you could control, that contributed to the successful or unsuccessful achievement of the whole class.</li> </ol> </li> </ol> <p><b><u>TWO FOCUS STUDENTS</u></b></p> <ol style="list-style-type: none"> <li>1. Indicate which students are the focus students in number 1 and on the Impact on Student Learning Template.</li> <li>2. In the narrative:               <ol style="list-style-type: none"> <li>a. Describe differentiation specific to each focus student on the pre- and post-assessments.</li> <li>b. Analyze and reflect on focus students' performance from pre- to post-assessment.</li> <li>c. Describe and analyze the circumstances/conditions that contributed to the successful or unsuccessful achievement of the focus students.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>● Graphs for pre- and post-assessment (individual and whole class)</li> <li>● Impact on Student Learning Template</li> <li>● Narrative</li> </ul>

**TASK 6 RUBRIC: Impact on Student Learning**

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
<p><b>Clarity and Representation of Evidence</b></p> <p>WVPTS 1E, InTASC 6, CAEP 1.1</p>	<p>The candidate provides <u>multiple types of developmentally appropriate evidence</u> of pre- and post-test (learning) data for each learning goal for each student in the class and for the whole class.</p> <p>Graphs (visual representations) <u>can be used by other teachers to identify patterns of learning.</u></p>	<p>The candidate provides evidence of <u>developmentally appropriate</u> pre- and post-test (learning) data for each learning goal for each student in the class and for the whole class.</p> <p>Graphs (visual representations) are <u>clear and accurately</u> reflect the pre- and post- assessment data.</p>	<p>The candidate provides evidence of pre- and post-test (learning) data for <u>each learning goal</u></p> <p><u>for each student in the class</u> and</p> <p>for the <u>whole class.</u></p>	<p>The <u>candidate provides evidence of pre- and post-test (learning) data</u> for one learning goal or multiple learning goals. However, the <u>data is incomplete</u> for all students in the class or for the whole class. <u>Or, the graphs (visual representations) are not representative of the data and are not easily understood.</u></p>
<p><b>Interpretation of Data</b></p> <p>WVPTS 3E, InTASC 6, CAEP 1.1</p>	<p>The candidate provides <u>complete data for every student in the class.</u></p> <p>The candidate analyzes formative and summative data in a <u>format that can be used to share data on individual students.</u></p>	<p>The candidate provides complete data or, if incomplete, addresses <u>why and attempts to get all of the missing data.</u></p> <p>The candidate <u>analyzes formative and summative data to evaluate learning</u> and</p> <p><u>generically reports learning progress related to the overall goals of the unit for all students</u> (including the two focus students).</p>	<p>The candidate <u>provides complete data or addresses why the data is incomplete.</u></p> <p>The candidate <u>analyzes evidence of student learning, including the two focus students,</u> but may not always interpret the data accurately.</p>	<p>The candidate <u>analyzes evidence</u> of student learning for students from whom data was collected. However, because data was incomplete the candidate is <u>unable to evaluate learning progress for all students</u></p> <p><u>or does not interpret the data accurately.</u></p>
<p><b>Evidence of Impact</b></p> <p>WVPTS 3E, InTASC 6, CAEP 1.1</p>	<p>The candidate provides evidence, including data, of impact on patterns of learning for the whole class and each individual learner (including the two focus students) for each learning goal.</p>	<p>The candidate provides evidence, <u>including data,</u> of impact on learning for the whole class and each individual learner (including the two focus students).</p>	<p>The candidate <u>provides evidence of impact on learning for the two focus students and the whole class.</u></p>	<p>The candidate attempts to provide evidence of impact on student learning, but <u>does not provide appropriate evidence of student growth and learning.</u></p>

	<p><u>Factors contributing to these patterns are well-described</u></p> <p>and <u>conclusions are supported with clear evidence.</u></p>	<p>The <u>candidate uses appropriate examples</u> to highlight patterns of learning for the class as a whole relative to each learning goal.</p>	<p>The candidate <u>highlights patterns of learning for the class as a whole</u> relative to each learning goal.</p>	
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*Please create a single word document. In this document, include the graphs or other visual display representing pre (entry level) and post (exit level) assessment learning levels. Be sure to designate which students in these displays are your focus students. Then copy and paste the following prompts into the document. Do not alter or change these prompts. Use them as headings for each response. Be sure to refer to the rubric to insure that you have addressed all aspects needed to score at the emerging level or above. Save this document as Task 6 Your Name.doc and upload it to Sakai for feedback. Maximum 2 pages single spaced, 12 pt Times New Roman/Arial, 1" margins beyond space needed for graphs.*

**Clarity and Representation of Evidence:** Check to see that your presentation of pre and post teaching learning levels as depicted in the graphs or other visual displays are organized in such a way that someone viewing it can easily see the growth experienced by each student on each learning goal in relationship to the class as a whole and whether or not each student met the criteria for mastery previously identified for each goal. No additional narrative is needed unless you want to make a case for how the presentation of data can be used by other teachers.

**Interpretation of Data and Evidence of Impact for the Class as a Whole**

If your pre/post data is not complete, describe why you are missing data and what you did to try to collect it.

For each learning goal respond to the following:

Goal 1:

Describe the performance of the whole class on the pre-assessment. Where did they start on average? What was the range of knowledge/skills represented? Were any subgroups of learners apparent? Was there anything unique or unexpected that you want to highlight?

Describe the performance of the whole class on the post-assessment. Where did they end? How many did not meet the expected mastery level designated? Did data have a ceiling? How sensitive was the measure to student learning in the short span of the TPA?

Present data from your daily progress monitoring. How does this data support the achievement depicted on the summative assessment? In what ways does it provide a fuller picture of student learning of content?

Given the pre/post/daily assessment results, what patterns of learning does the data depict for the class as a whole?

What factors contributed to these patterns (ie. Snow days that disrupted the sequence, absences, fire drill...)? Be sure to support your conclusions with clearly cited evidence from Task 5 to augment the data presented.

### Goal 2

Describe the performance of the whole class on the pre-assessment. Where did they start on average? What was the range of knowledge/skills represented? Were any subgroups of learners apparent? Was there anything unique or unexpected that you want to highlight?

Describe the performance of the whole class on the post-assessment. Where did they end? How many did not meet the expected mastery level designated? Did data have a ceiling? How sensitive was the measure to student learning in the short span of the TPA?

Present data from your daily progress monitoring. How does this data support the achievement depicted on the summative assessment? In what ways does it provide a fuller picture of student learning of content?

Given the pre/post/daily assessment results, what patterns of learning does the data depict for the class as a whole?

What factors contributed to these patterns? Be sure to support your conclusions with clearly cited evidence from Task 5 to augment the data presented.

### Goal 3:

Describe the performance of the whole class on the pre-assessment. Where did they start on average? What was the range of knowledge/skills represented? Were any subgroups of learners apparent? Was there anything unique or unexpected that you want to highlight?

Describe the performance of the whole class on the post-assessment. Where did they end? How many did not meet the expected mastery level designated? Did data have a ceiling? How sensitive was the measure to student learning in the short span of the TPA?

Present data from your daily progress monitoring. How does this data support the achievement depicted on the summative assessment? In what ways does it provide a fuller picture of student learning of content?

Given the pre/post/daily assessment results, what patterns of learning does the data depict for the class as a whole?

What factors contributed to these patterns? Be sure to support your conclusions with clearly cited evidence from Task 5 to augment the data presented.

Add additional sections as needed for any other goals your focused on.

### **Interpretation of Data and Evidence of Impact for the Focus Students**

For each focus student, respond to the following:

Student 1:

Analyze the students' performance from pre-to post-assessment compared to the class as a whole.



Describe supports (and differentiation if any) provided for the student on assessments. Note: Supports could be in place for the whole class even if designed with this student in mind.

Describe the circumstances/conditions that contributed to the un/successful achievement.

Student 2:

Analyze the students' performance from pre-to post-assessment compared to the class as a whole.

Describe supports (and differentiation if any) provided for the student on assessments. Note: Supports could be in place for the whole class even if designed with this student in mind.

Describe the circumstances/conditions that contributed to the un/successful achievement.

## TASK 7: REFLECTION AND SELF-EVALUATION

This task requires that you provide a clear description and analysis of your student teaching experience. Throughout the teaching experience, effective teachers analyze their teaching practices to improve future instruction. Effective teachers must demonstrate a deep understanding of content, effective methodologies, quality assessment strategies, critical thinking skills, and professional dispositions. Reflection and honest self-evaluation are critical for effective teachers. You will include a reflection narrative in this task.

TASK 7	WHAT TO DO	REQUIRED ARTIFACTS
<p><b><u>FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY, ANALYZE, AND REFLECT UPON YOUR TEACHING EXPERIENCE. USE THESE CATEGORIES TO ORGANIZE YOUR REFLECTIONS:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Insights on Teaching and Learning</b>--Identify and analyze the most and least successful experiences while teaching this unit.</li> <li>2. <b>Professional Collaborative Practice</b>--Reflect on the collaboration that occurred in the student teaching experience.</li> <li>3. <b>Implications for Future Teaching</b>--Identify the personal and professional knowledge (what you know), skills (what you do), and dispositions (what you value and feel) that you believe are critical for effective teaching.</li> <li>4. <b>Professional Growth</b>--Reflect on your performance and identify future professional goals that could improve your teaching and guide your professional growth in the next several years.</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Use the prompts reflect on the implementation of your unit.</b> <ol style="list-style-type: none"> <li>a. Identify and explain the most successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on specific experiences. Examples include successful experiences with planning, assessment, a teaching method, and/or engagement students.</li> <li>b. Identify and explain the least successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on a specific experience. Examples include unsuccessful experiences with engaging students, assessment, teaching, or classroom management.</li> </ol> </li> <li>2. <b>Using the prompts, reflect on the collaborative practice in which you engaged during the student teaching experience.</b> <ol style="list-style-type: none"> <li>a. Describe the collaboration between you and other clinical educators that occurred throughout student teaching thus far in your experience.</li> <li>b. Explain how you used the ideas and feedback from others, and how others used your insights to improve teaching and learning. Give examples (e.g., collaborative sessions where discussion focused on feedback regarding planning, teaching, and/or assessment data).</li> </ol> </li> <li>3. <b>Using the prompts, write an in-depth reflection on your personal and professional knowledge, skills and dispositions as a beginning teacher.</b> <ol style="list-style-type: none"> <li>a. Reflect on what your experiences reveal with respect to your need to improve professional knowledge, skills and/or dispositions. Examples include consideration of the depth of your content knowledge to effectively disseminate information to a diverse set of students,</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• Narrative</li> </ul>

	<p>consideration of your skills to engage learners, management of classroom behaviors, and/or consideration of your dispositions that align or do not align to personal bias.</p> <p><b>4. Using the prompts, reflect on your professional growth.</b></p> <p>a. Identify and justify the professional development goals that emerged from your insights on teaching and learning. This narrative may include the justification of the goals as needed to improve student achievement deficits or teacher deficits in knowledge, skills or dispositions identified in teaching the unit.</p> <p>b. Identify and describe professional development opportunities attended during your student teaching experience or potential opportunities, that may improve teaching and learning or facilitate professional growth.</p>	
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**TASK 7 RUBRIC: Reflection and Self-Evaluation**

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
<p><b>Insights on Teaching and Learning</b></p> <p>WVPTS 4D, InTASC 10, CAEP 1.1</p>	<p>The candidate identifies strengths and weaknesses from his/her practice</p> <p>and reflects holistically on the entire student teaching experience.</p> <p>The candidate makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified</p> <p>and directly <u>relates these insights to the educational</u></p>	<p>The candidate identifies strengths and weaknesses from his/her practice,</p> <p>and <u>reflects holistically on the entire student teaching experience.</u></p> <p>The candidate makes <u>connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified.</u></p>	<p>The candidate is <u>able to identify strengths and weaknesses</u> from his/her practice in teaching the lessons and unit.</p>	<p>The candidate is unable to identify strengths and weaknesses from his/her practice.</p>

	<b>Distinguished (4 points)</b>	<b>Accomplished (3 points)</b>	<b>Emerging (2 points)</b>	<b>Unsatisfactory (1 point)</b>
	<u>literature and opportunities for professional development.</u>			
<b>Professional Collaborative Practice</b>  WVPTS 4B, InTASC 10, CAEP 1.1	The candidate documents collaboration with multiple clinical educators on teaching and learning.  Candidate consistently contributes to group learning, utilizes the knowledge and skills gained  <u>and provides evidence of other clinical educators implementing their suggestions or ideas.</u>	The candidate <u>documents collaboration with multiple clinical educators</u> on teaching and learning.  Candidate <u>consistently contributes to group learning</u> , and <u>utilizes the knowledge and skills gained.</u>	The candidate <u>documents collaboration with one</u> clinical educator on teaching and learning.	The candidate <u>does not document collaboration</u> with a clinical educator on teaching and learning.
<b>Implications for Future Teaching</b>  WVPTS 4C, InTASC 9, CAEP 1.1	The candidate analyzes feedback related to his/her professional knowledge, skills, and/or dispositions  <u>to improve the practice of teaching for self</u>  <u>and others.</u>	The candidate analyzes feedback related to his/her professional knowledge, skills, and/or dispositions  <u>to implement specific changes to improve classroom practice.</u>	The <u>candidate analyzes feedback</u> related to his/her professional knowledge, skills, and/or dispositions  <u>to indicate a general change and need for improvement of classroom practice</u>	The <u>candidate identifies feedback, but is unable to make connections with his/her knowledge, skills, and dispositions to improve classroom practice.</u>
<b>Professional Growth</b>  WVPTS 4A, InTASC 9, CAEP 1.1	The candidate <u>engages in critical self-examination</u> of professional practice to <u>design and justify a multi-year, continuous professional growth plan.</u>	The candidate identifies and justifies <u>multiple professional development goals</u> based on lessons learned from this student teaching experience <u>that will improve teaching and learning.</u>	The candidate <u>identifies and justifies a professional development goal based on lessons learned from this student teaching experience.</u>	The candidate has <u>generic professional development plans</u> based on convenience and availability that may or may not impact professional growth.

*Please create a single word document. In this document copy and paste the following prompts into the document. Do not alter or change these prompts. Use them as headings for each response. Be sure to refer to the rubric to insure that you have addressed all aspects needed to score at the emerging level or above. Save this document as Task 7 Your Name.doc and upload it to Sakai for feedback. Maximum 2 pages single spaced, 12 pt Times New Roman/Arial, 1" margins. Note: For this task, prompts do not entirely align with rubrics so after responding to the prompts in each section, revisit the rubric and see if there are other things you would like to add to either prompt to score as high as possible.*

### **Insights on Teaching and Learning**

Identify and explain the most successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on specific experiences. Examples include successful experiences with planning, assessment, a teaching method, and/or engagement students.

Identify and explain the least successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on a specific experience. Examples include unsuccessful experiences with engaging students, assessment, teaching, or classroom management.

### **Professional Collaborative Practice**

Describe the collaboration between you and other clinical educators that occurred throughout student teaching thus far in your experience.

Explain how you used the ideas and feedback from others, and how others used your insights to improve teaching and learning. Give examples (e.g., collaborative sessions where discussion focused on feedback regarding planning, teaching, and/or assessment data).

### **Implications for Future Teaching**

Reflect on what your experiences reveal with respect to your need to improve professional knowledge, skills and/or dispositions. Examples include consideration of the depth of your content knowledge to effectively disseminate information to a diverse set of students, consideration of your skills to engage learners, management of classroom behaviors, and/or consideration of your dispositions that align or do not align to personal bias.

### **Professional Growth**

Identify and justify the professional development goals that emerged from your insights on teaching and learning. This narrative may include the justification of the goals as needed to improve student achievement deficits or teacher deficits in knowledge, skills or dispositions identified in teaching the unit.

Identify and describe professional development opportunities attended during your student teaching experience or potential opportunities, that may improve teaching and learning or facilitate professional growth.

## RELIABILITY

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## Reliability

[DataSet0]

### Scale: ALL VARIABLES

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Cases	Valid	30	100.0
	Excluded <sup>a</sup>	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	N of Items
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