

MSU Teacher Work Sample



Contents

Teacher Work Sample Criteria	3
KEY TERMS	5
SECTION ONE	6
Student Self-assessment Checklist: Section One	11
SECTION TWO	12
Section Two Checklist	12
SECTION THREE	13
Student Self-assessment Checklist	14
SECTION FOUR	15
Student Self-assessment Checklist	17
SECTION FIVE	18
Student Self-assessment Checklist	19
Danielson Framework for Teaching	20
Appendix A: Help for IEFA connections from James Banks' "Four Approaches to Multicultural Education"	21

Teacher Work Sample Criteria

The following checklist will ensure that you meet the basic criteria for your TWS:

- Please use first-person pronouns (“I”) in your narratives. **Tell your Whole Story.**
- Format TWS text in Times New Roman, size 12, narratives should be double-spaced; material in tables should be single-spaced and very concise. **Avoid putting too much detail in columns.** (See examples in Table 1. ...no more than 8-10 lines per entry maximum.)
- Provide page numbers in document footer, bottom right, with numbers continuing through the appendices.
- Include in the cover page your name, TWS title, subject(s), grade taught (the TWS should analyze **one** class of about 20-30 students—no more than that, please), and date.
- List section and page numbers in a table of contents.
- Number tables with the title above.
- Use in-text citations for **all** direct sources of information; put name of author/interviewee/curriculum, etc. and date in parentheses.
- Follow APA style in your reference page: <https://owl.english.purdue.edu/owl/resource/560/01/>
Include this reference page at the end of the document before Appendix A.
- Provide assessments and accompanying rubrics/checklists/etc. in Appendix A.
- Include in Appendix B two copies of the [DF Observation Tool](#), completed on any one of the five **TWS** lessons, one by your FS and one by your CT. (**The TC is responsible for scheduling these TWS observations.**)
- Use your practicum TWS as a foundation, not a template, for your student teaching TWS. (D2L *Turn-It-In* rating should not exceed 20%) Avoid copy/pasting material from the practicum TWS, as this violates MSU academic policy, and such violations are subject to sanctions; see: http://www.montana.edu/policy/student_conduct/#subsectionacademicmis (420.00, F; 430.00).
- You may be tempted, if your data is inadequate, to falsify that data. Instead, use this opportunity for TWS reflection. Such academic violations are subject to sanctions; see: http://www.montana.edu/policy/student_conduct/#subsectionacademicmis (420.00, B; 430.00)
- Write professionally as defined by MSU Professional Expectations for Prospective Teachers*
 - Use the appropriate grammar (syntax, inflection, and word choice)
 - Communicate with sensitivity to the situation and circumstances of professors, students, peers, and colleagues
 - Use correct spelling, standard English language mechanics, and meaningful word choice in written expression
 *<http://www.montana.edu/education/documents/tepp/Professional-ExpectationsFall10.pdf>

Final grades will not be posted until all materials have been submitted.

TEACHER WORK SAMPLING IS YOUR STUDENT TEACHING STORY: WHAT YOU LEARNED ABOUT YOURSELF, GOOD TEACHING, AND YOUR UNIQUE GROUP OF STUDENTS

The teacher work sample should tell your unique story (TWS...**T**elling your **W**hole **S**tory). Please avoid generic discussions about why something is important or what teachers should generally do. This TWS is about what you are doing. Describe your unique ideas or experiences and then provide one or two specific, detailed examples or analyses to spotlight pieces of this story. Please include what did not work along with what you did well. Reflect honestly about how you are growing and describe specifically what you hope to try next time. Do not be satisfied with vague or general statements. Stories need detail and example; we want to see, hear, and feel your individual experiences. Because this is a research project, we need to be convinced that you are using data to transform how you teach and view students. Citing data is not sufficient; giving your insights is not sufficient. Provide the data and describe how your research is transforming and shaping your personal insights as a pre-service (not as a master) teacher. Remember to own your work by using first person, “I.” Also, all research and reflection should focus on your experiences during the five TWS lessons rather more generally on your entire student teaching experience. Now, go back to the top of the page and read this again. Your understanding of these concepts will shape your TWS.

KEY TERMS

Instructional Outcome (both of the aspects below should be incorporated into a TWS instructional outcome):

- **Learning:** lesson focus/general objective: What students “are intended to learn as a consequence of instruction” (Danielson, 2007, p. 51)....
- **Applied Knowledge:** lesson objective/performance goals: What students will be able to do [SWBAT], the outgrowth of their understanding/learning....

Instructional Strategies: methods or approaches for instructing content (questions, illustrations, stations, centers, groupings, applications, etc.)

Formative Assessment: Assessment **for** learning...formative assessment is used to inform the teacher’s instruction. It shows which students are making satisfactory progress and who might need immediate remediation, a different location in the classroom, a session with manipulatives, more challenging material, etc.

Summative Assessment: Assessment **of** learning...summative assessments apprise key stakeholders—students, teachers, parents, administrators, state data collectors, etc.—about student mastery of learning standards. (Summatives are most often given at the end of a unit.)

Proficiency: In TWS formative assessments, proficiency is a (generally ungraded) level of performance that would indicate students are ready for the next level of instruction. In summative assessments, proficiency (generally graded) would indicate that students satisfactorily mastered the material covered during the sequence of lessons according to school/district guidelines.

IEFA application: This is not a forced activity or reading. Rather, we are asking you to look at your content area and develop a meaningful connection between one of the Essential Understandings of Montana Indians and some aspect of your content area. Your CE can help you if you have a difficult time with this.

SECTION ONE

PLANNING & PREPARATION

1.1 Collaborating with Mentors (*These three are essential steps to a quality TWS.*)

- During or before the first week of student teaching, talk with your cooperating teacher and provide him/her an overview of the 5-lesson teacher work sample project. Collaborate on an appropriate sequence of lessons for the project. Simple lessons often work better than very creative ones because you will need to formatively assess each lesson and have a summative assessment at the end.
- Ask your cooperating teacher and one other school professional (librarian, administrator, resource teacher) about important contextual factors to research about the community, school, classroom, resources, and students—factors that would **specifically help you teach these TWS lessons**.
- Think about a worthwhile professional goal or focus for your TWS. This should be an area of personal improvement or an aspect of teaching you would like to explore—something important to **you**. Talk this over with your CT/FS. This focus/goal can develop/change as you move through your TWS. Make sure to document this focus/goal and its development in your student teaching journal (important for Section 5).

1.2 Overview of Instruction

In consultation with your cooperating teacher, map out a blueprint of your five-lesson teacher work sample sequence.

- Standards (Table 1, header)
 - Number and **write out** primary standards (that you will instruct **and** assess) in Table 1 header.
 - Use at least one Common Core (**ELA or math**) standard:
 - If applicable, select additional state or national content standard(s)* (no more than **1-3 standards total**) *Consult professional associations for the most current standards in your field. Other options include relevant college and career standards such as Next Generation Science Standards (NGSS) and Montana K-12 Technology Content Standards <http://www.opi.mt.gov/Pdf/Standards/10ConStds-Tech.pdf>.
- Summative assessment description (Table 1, header)
 - Provide a concise description of your summative assessment. Give the page number in Appendix A where the assessment can be viewed. Reference by page number any appropriate measurements of proficiency and provide proficiency criteria. Example: *Each student's mastery of basketball skills will be measured by instructor observation using a rubric (Appendix A, p. 18) during a 5-minute one-on-one game. Proficiency = 40/50 points*
- Lesson Plan Sequence (Table 1, Column 1)
 - In Column One, list your five lesson plan titles. (These lessons should be contiguous, if possible—no more than 5, please. A TWS lesson may last more than one day if it focuses on one instructional outcome.)
 - Identify standard(s) that align(s) with each lesson. (Reference by number only as you have already scripted them in the header.)
- Primary Instructional Outcome/Objective (Table 1, Column 2)
 - **STOP!** Before you write the outcome, think both about what you want students to be able to do (SWBAT) **and** the underlying learning that will make this possible. Try to include both in your outcome. Compare the following two examples:
 - *Students will be able to improve their control of a basketball while dribbling down the court.* (no learning specified)
 - *Using their fingertips rather than their palms and keeping their heads upright, students will be able to improve their control of a basketball while dribbling down the court.* (the learning is clear—using fingertips rather than palms and keeping head position upright)

Danielson states that instructional outcomes “describe not what students will **do**, but what they will

learn” (Danielson, 2013). If you need help, consult your CE.

- Lesson-level formative assessments (Table 1, Column 3)
 - In Column 3, concisely describe the **formative assessment** of **each** instructional outcome/objective. Example: *I will measure student learning by observing individual students dribbling a basketball down the court and completing a rubric that assesses their head positions and use of fingers (rather than palms) to direct the ball (Appendix A, p. 17)*.*
 - To determine proficiency for a performance task, you will need a rubric, Talk to your CT about criteria for determining ungraded proficiency, and include that criteria in this column. Reference the page in Appendix A where all tools (rubrics, checklists, etc.) can be viewed. Formative assessment data will inform you how to continue instruction—whether to reteach, work with a small group, change a seating chart, raise the challenge level, etc. Example: *Proficiency criteria...performance of full court basketball dribbling shows consistent heads-up position and uniform use of fingers rather than palms to control the ball. Does not lose control of the ball for more than five seconds...(rubric in Appendix A, p. 17*)*
- *Include page number in Appendix A where assessment(s) and tools can be viewed.
- Primary Instructional Strategy (Table 1, Column 4)
 - In Column 4, demonstrate a (five total) primary instructional strategy that supports each outcome/objective and prepares students for the accompanying formative assessment. Example: *Peer observation and assessment: Students will practice half-court basketball dribbling with peer feedback on head position and correct use of hand to control basketball.*
- Breakdown of summative assessment (Table 1, Column 5)
 - In Column 5, break down the summative assessment and demonstrate how segments of that assessment assess each instructional outcome/objective. Example: *My observation rubric for each one-on-one basketball game has assessment categories for head and hand positioning, criteria #3 and #4, see Appendix A, p. 18)*

Table 1 (Example): Planning and Alignment: Standards, Outcomes, Activities, and Assessments (example text)

<p>TWS Sequence Standards</p> <ul style="list-style-type: none"> • 1-3 Standard(s)* numbered and written out (you may be teaching more, but limit to primary standards including one Common Core Standard: http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php) <p><i>World Languages Content Standard #1— Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</i></p>				<p>Concisely Identify your summative assessment; provide page number where assessment and any accompanying measurement tools (rubrics, checklists, etc.) can be viewed in Appendix A: <i>A multiple choice, fill-in-the blank test, Appendix A, p. 17</i></p> <p><i>Proficiency criteria: 40/50 (80%)</i></p>
<p>Lesson Titles Standard(s) number</p>	<p>Concisely describe one primary instructional outcome/objective for each lesson</p> <p>Students will learn...be able to....</p>	<p>Concisely describe one formative assessment* of instructional outcome— Provide page number where assessment and accompanying measurement tools (rubrics, checklists, etc.) can be viewed in Appendix A.</p> <p>I will measure learning of instructional outcome by....</p>	<p>Concisely describe one primary instructional strategy that supports the outcome/objective and aligns with the formative assessment.</p> <p>Students will....</p>	<p>In each cell below, concisely describe the portion of the summative assessment** that measures each instructional outcome.</p> <p>The segment of the summative assessment that measures this learning outcome is....</p>
<p><i>Future tense with ir + a + infinitive WL Content Standard #1</i></p>	<p><i>...how the construction ir + a + infinitive can, like English, be used as to express future tense; as a result, students will be able to converse in Spanish about what various individuals will do in the future.</i></p>	<p><i>... using a checklist to score observed partner conversations using ir + a + an infinitive to talk about the future (Assessment and checklist, Appendix A, pp. 15-16)</i></p>	<p><i>... use a “speed dating” format with classmates to ask & answer questions in Spanish about what they will be doing the next day using “ir + a + infinitive verb.”</i></p>	<p><i>...Section 3 (questions 10-15) of final test require students to fill in the correct form of “ir + a + infinitive” to make meaningful sentences in the future tense. (Appendix A, p. 17).</i></p>
Lesson 2 Title and Standard(s) number				
Lesson 3 Title and Standard(s) number				
Lesson 4 Title and Standard(s) number				
Lesson 5 Title and Standard(s) number	<i>Please do not make Lesson 5 a summative test.</i>			

*Formative assessment measures (not grades) the instructional learning outcomes for each lesson. In the TWS, these assessments must objectively measure each student’s progress.

**In the TWS, your summative assessment must measure all of your five instructional outcomes. You may create an assessment, or use all or part of a regular classroom assessment. Make sure your summative assessment (project, test, etc.) precisely measures each student’s achievement of all 5 instructional outcomes, not group achievement.

1.3 Knowledge of Contextual Factors

- After consulting with colleagues and studying your lesson sequence blueprint, conduct careful research on relevant contextual factors. Consider the community, school, classroom, available resources, etc. What do you need to know about your surroundings to teach this series of lessons well and help each student learn? Make sure you cite mentors who suggested using these factors.
- Summarize this information in **concise** field notes structured like the example below. Record field notes for a **minimum of four** pieces of contextual information **relevant** to your TWS instruction.
 - Provide in-text citations of sources, so that your CE is clear about where you collected the information, including names and dates for interviews or personal conversations (See sample below)
 - Add full citations in reference page at end of TWS (before appendices).

Example: Field Notes: Contextual Information

Source of Information	Useful contextual factor
http://www.walkbiketoschool.org/go/whos-biking/2016/MT/Bozeman *	<i>Two elementary schools currently support a bike/walk to school day</i>
<i>Interview with Principal Jones 09/23/17*</i>	<i>School is undertaking a new “healthier students” campaign this year (Jones, 2017)</i>
<i>CT school tour; given by Ms. Smith, CT (9.5.17)</i>	<i>One-to-one with Chromebooks for creating personal exercise plan (Smith, 2017)</i>
<i>CT school tour (9.5.17)</i>	<i>Classroom projector: Will use for showing exercise video https://www.youtube.com/watch?v=L_A_HjHZxfl (Smith, 2017)</i>

*Include full reference page at the end of the TWS. (APA help: <https://owl.english.purdue.edu/owl/resource/560/01/>)

1.4 Knowledge of Diverse Students

- Get to know your diverse collection of students and record information you can **use** to help each student learn TWS content. If you are not going to use it, don't include it! Please cite/describe sources and attach surveys, rubrics, etc. in Appendix A (include page number).
- The TWS is a public research document, so please include professionally researched information that you collect for all students equally such as
 - ...survey information from students (avoid personal information about families, SES, etc.).
 - ...helpful data from objective sources such as math or reading scores, attendance trends, or technology access.
 - ...conclusions based on objective data rather than student labels. (Even labels like “smart” and “motivated” imply that other students are “dumb” and “lazy.”)
 - ...your own observations—based on **objective criteria** (not opinion). (A “time on task,” for example, would be a careful record of each student’s behavior observed over a specific time period.)
- Research a minimum of two student characteristics. Often collecting a **quantitative** piece of data, like math/reading scores, along with a **qualitative** piece (like learning preferences) will give you a more balanced picture of students. If you need help, use the D2L Q & A, and consult your CE.
- Record this information about students in field notes, between **2-4** factors that you complete equally for all students. See below for a helpful field note structure (example text in italics).
- Cite clear, in-text sources so that CEs know from where this material was collected. Include surveys in Appendix A; note page number here.

Field Notes: Knowledge of Diverse Students *(example text)*

Students (Coded-no student names please)	Description of Factor #1/Source (<i>Student survey of their grouping preferences*</i>)	Description of Factor #2/Source (<i>Math Score: Source: Star testing*</i>)	Description of Factor #3 (optional)	Description of Factor #4 (optional)
<i>Student 1</i>	<i>Prefers to work independently</i>	<i>734**</i>		
<i>Student 2</i>	<i>Prefers to work in small groups</i>	<i>602**</i>		
<i>Etc. for all students</i>				

*See survey in Appendix A, p. 23

**Key:

Above Bench: 760- UP

Bench: 640-759

On Watch: 600-639

Intervention: 599- DOWN

1.5 Knowledge of Self

- Honest self-reflection is crucial to thoughtful teaching (Darling-Hammond, 2000). Look inward and consider personal biases, strengths, content holes, etc. that may, consciously or unconsciously, affect your teaching either positively or negatively.
- Begin with a personal bias. (We all have them.) Then select one or two other areas that you feel are personally significant to your teaching during the TWS sequence. Summarize the information above into concise field notes as in the example below (2-3 personal characteristics).

Field Notes: Self-Knowledge *(example text)*

Personal Bias/Characteristic	Brief Description
<i>Personal bias (required): against low SES families</i>	<i>I have made the assumption that parents who come from low SES, do not /cannot help their child or get involved with their education.</i>
<i>Avocation of painting and drawing</i>	<i>I have taken several art courses and developed my art knowledge over the last decade. I love incorporating art into my differentiation strategies for students.</i>
<i>Etc.</i>	

*Source:

Student Self-assessment Checklist: Section One

Planning	
Collaboration	<input type="checkbox"/> Did I consult with my CT and determine a possible TWS topic? <input type="checkbox"/> Did I consult with my CT and one other professional about information valuable to TWS instruction and student learning that I should collect about the community, school, classroom, resources and students? <input type="checkbox"/> Did I thoughtfully consider a professional focus or goal for my TWS teaching and collaborate with my CT on how to develop this focus/goal during my TWS teaching?
Table 1: Header	<input type="checkbox"/> Did I script 1-3 standards for my TWS and include one Common Core standard? <input type="checkbox"/> Did I describe my summative assessment and proficiency criteria? <input type="checkbox"/> Did I include an assessment tool (rubric, checklist, etc.) if needed for accurate, objective measurement? <input type="checkbox"/> Did I reference page numbers where my CE can view the assessment and any assessment tools I plan to use?
Table 1: Lesson Plan Sequence (Column 1)	<input type="checkbox"/> Did I include lesson plan titles for each of the five lessons? <input type="checkbox"/> Did I reference aligned standards for each lesson by number only?
Table 1: Instructional Outcomes (Column 2)	<input type="checkbox"/> Did I design instructional learning outcomes/objectives that align with my standard(s)? <input type="checkbox"/> Did I include only one primary instructional outcome/objective for each of my five lessons that describes student learning and what students will be able to do as a result? <input type="checkbox"/> Did I include in my instructional outcome both what students will be able to do (SWBAT) and the underlying learning that will enable them to accomplish it?
Table 1: Formative Assessments (Column 3)	<input type="checkbox"/> Did I concisely describe one formative assessment that accurately measures each instructional outcome for individuals rather than groups of students? <input type="checkbox"/> Did I describe ungraded proficiency criteria or indicators of learning? <input type="checkbox"/> Did I reference page numbers in Appendix A where my CE can view assessments and tools?
Table 1: Instructional Strategies (Column 4)	<input type="checkbox"/> Did I include one primary instructional strategy that supports my outcome/objective and formative assessment?
Table 1: Summative Assessment (Column 5)	<input type="checkbox"/> Does my breakdown of the summative assessment <u>briefly</u> summarize how each instructional outcome is accurately measured by one segment/ question series/ criteria, etc. from the summative assessment?
Research	
Field Notes: Culture	<input type="checkbox"/> Did I carefully research contextual factors and cite mentor suggestions? <input type="checkbox"/> Did I record field notes of any contextual factors significant to my TWS design? <input type="checkbox"/> Did I cite sources of information? (header)
Field notes: Diverse Students	<input type="checkbox"/> Did I use codes to protect my students' identities? <input type="checkbox"/> Did I clearly describe a minimum of two appropriate factors common to all students and important to TWS learning? <input type="checkbox"/> Did I cite sources of information? (header)
Field notes: Self-Knowledge	<input type="checkbox"/> Did I clearly describe two personal characteristics important to my TWS teaching including one personal bias?

SECTION TWO

Preparing for Instruction

Tell your **W**hole **S**tory

This is a time to stop and reflect on the research and planning you have done so far. We want to hear your voice and gain an understanding of your experience. Please use the voice of a professional pre-service teacher rather than trying to take on the persona of an experienced, master teacher (1-2 pages):

- Articulate your own unique story—not someone else’s
- Keep a research focus. Go back to your contextual, student, and personal factors field notes and **highlight** the most significant factor for your TWS teaching from each group—contextual, student, and personal (up to **4** factors if you want to include an additional factor). Briefly tell the story of why you chose these **3-4** factors and illustrate how you plan to use each one of them in specific ways in order to support all students’ learning.
- Do not be afraid to describe mistakes or challenges you are facing. Being authentic requires honesty. Being professional means showing **how** you are using all kinds of experiences to **grow** as a teacher.
- Consider Montana’s IEFA law. If relevant, describe how you could connect an IEFA Essential Understanding with this sequence. If not relevant, describe how you could connect an IEFA Essential Understanding with the overall topic. Design your approach using one of James Banks four categories: “**contribution, addition, transformation, social justice**” (see p. 21). Please reference & quote the IEFA Essential Understanding you are referencing. Explain how you could use one of these four approaches to help promote broader cultural appreciation and increase student understanding of authentic IEFA values and histories (See Appendix A, p. **XX**). (**NOTE**: IEFA must focus on Montana Indians, not those from other states—even if you are placed out of area.)
- When you have told your story, go back and revise it. Give more vivid detail to the reader. Make sure you replace generalities with specific descriptions and examples.
- When you have revised your story, go back and edit it for spelling errors, grammar/punctuation errors and readability.

Section Two Checklist

Reflection	<input type="checkbox"/> Did I tell my own story? <input type="checkbox"/> Did I highlight from each category (context, student, personal) the factor most significant to my TWS? <input type="checkbox"/> Did I tell the authentic story of why I chose each factor and specifically how I would like to use each one to help students learn during my TWS lessons? <input type="checkbox"/> Did I write professionally yet also honestly, with descriptive details, from a pre-service teacher perspective? <input type="checkbox"/> Did I quote an IEFA understanding and connect it meaningfully to either my TWS sequence or the general content area I am teaching? <input type="checkbox"/> Did I explain how I could use this connection to promote better understanding of Montana Indian history and culture? <input type="checkbox"/> Did I revise the reflection? <input type="checkbox"/> Did I edit the reflection?
------------	--

SECTION THREE

INSTRUCTION

(Note: you may be required to use scripted lesson plans or curricula. It is not required that you design original lessons, only that you analyze and shape them according to the purposes and structure of the TWS)

3.1 Designing the Five-lesson Sequence; ask yourself, “What plan will best engage all students to achieve TWS learning goals?”

(For all TWS lessons, please use required lesson plan format located:

<http://www.montana.edu/fieldplacement/documents/PDFs/DanielsonFrameworkLessonPlan.pdf>)

- Include content standard(s); provide one ELA or math Common Core standard
<http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php>.
- List instructional outcomes.
- Describe the relationship of this lesson to your sequence structure
- Address pre-requisite knowledge or skills—what students must already know or be able to do before beginning these lessons. These may be discussed exclusively in lesson #1 or revisited in later lessons if additional gaps are uncovered through formative assessment.
- Discuss anticipated student misconceptions
- List instructional materials.
- Outline instructional strategies.
 - Present your designs for...
 - ...lesson sequence (introduction, instruction/activities, closure).
 - ...detailed and descriptive procedures for each piece.
 - ...utilization of physical space and resources.
 - Discuss application of resources (technology, layout, library, etc.).
 - Describe relevant content-specific pedagogies (workshop model for writing instruction; inquiry method for science lab, etc.).
- Describe formative assessments and also summarize briefly how this lesson will be assessed summatively.
- Differentiation
 - Summarize lesson-specific expectations for management including classroom procedures, instructional groups, etc.
 - Provide relevant lesson-specific differentiation strategy(s) for students with special needs.

3.2 Obtaining Feedback from Colleagues; ask yourself, “How can my mentors help improve my TWS plan?”

- Submit TWS lesson plans to your cooperating teacher for expert feedback and approval at least **one week** before teaching. Make necessary adjustments based on CT comments; remember, this is your CT’s classroom.

3.3 Using Formative Assessment for Planning **during** Instruction; ask yourself, “How can I use formative assessment results to shape my instruction so that all students can achieve TWS learning goals?”

- Daily, after teaching each TWS lesson, study the formative assessment results. In that lesson plan, note what you learned from **these results** using Microsoft Word **red font**. In the next day’s lesson plan, make notes in **green font** to describe what you will do differently in this lesson based on what you learned from the previous lesson’s **formative assessment data**. The **red/green** pattern will look like this:
 - Lesson 1: **red** reflections only
 - Lesson 2: **green** plan ideas, then **red** reflections
 - Lesson 3: **green** plan ideas, then **red** reflections
 - Lesson 4: **green** plan ideas, then **red** reflections
 - Lesson 5: **green** plan ideas then **red** reflections
- Note: Sometimes, if all students are proficient, new teachers stop there. Try to go further. To what new levels do you plan to take them? What challenges can you add? If some learners were not proficient, how can you supplement what they learned, change a seating chart, or provide a differentiated approach, etc.? (...no student names; provide TWS student code names: Student A, etc.—don’t forget to refer to reference Section One student contextual factors.)

Section 3 Instruction	Student Self-assessment Checklist
Designing Lesson Plans	<input type="checkbox"/> Did I include all of the required lesson plan elements in the Danielson Lesson Plan Template? <input type="checkbox"/> Did I develop engaging procedures and materials that align with standards and instructional outcomes? <input type="checkbox"/> Did I incorporate best-practice, effective, and varied content-related pedagogies? <input type="checkbox"/> Did I assess and review key elements of student prior knowledge? <input type="checkbox"/> Did I select instructional procedures, materials, and resources based on research of classroom learners?
Obtaining Feedback	<input type="checkbox"/> Did I submit all lesson plans to my CT one week prior to teaching them? <input type="checkbox"/> Did I make necessary changes to TWS lessons based on my CT’s feedback?
Using Formative Assessment for Planning During Instruction	<input type="checkbox"/> Did I demonstrate what I learned from student’s formative assessment results by annotating my lesson plans using red font ? <input type="checkbox"/> Did I demonstrate how I would use formative assessment results to best help students learn by annotating the next lesson plan with green font , describing changes I made to that plan based on formative results from the previous lesson.

SECTION FOUR

USING ASSESSMENT

4.1 Using Formative Assessment to Monitor Learner Progress (Table 4.1): ask yourself, “How will formative assessments drive my instruction?”

- Copy Columns #2 and #4 from Table 1: (instructional outcomes/objectives and formative assessment descriptions) into Columns #1 and #2 of Table 4.1., so that you and your CE can both see at a glance how you have aligned learning with assessment. Include in Section 4 the page numbers where assessments and tools can be viewed, just as you did in Section 1. This enables your CE to grade more accurately, as scrolling back and forth over and over between sections becomes confusing.
- Column #3; describe how you measured student proficiency—student readiness to go on to the material in the next lesson. If your assessment is a project, observation, essay, etc., you will include a rubric or checklist along with the page number in Appendix A.
- Column #4; chart how many students achieved and did not achieve proficiency for this lesson.
- Column #5; document how you used data from each formative assessment.
 - Demonstrate what you learned from examining formative assessment results for that lesson by copying the **red font**, annotations from the corresponding lesson plan.
 - Using **green font** notes from lesson plans, show how you changed the next lesson **based on** formative assessment data.

Table 4.1 Analysis of Formative Assessments

Script Learning Outcome (Table 1)	Copy Formative assessment description (Table 1) Copy assessments in Appendix A and provide pg. #	Describe how you determined student proficiency Copy assessment tools (rubrics, checklists, etc.) put in Appendix A and provide pg. #	Note numbers of students who did and did not achieve proficiency	1. Think like a teacher; what do these formative assessment results tell you? (red font) 2. What changes did you make to the next lesson based on what you learned? (Copy directly from the changes you indicated in your lesson plans; use green font .)
<i>Because students will learn that numerals represent numbers of objects, they will be able to solve addition problems using manipulatives.</i>	<i>Students will solve a set of three addition problems using manipulatives. I will observe student proficiency at Station #3</i>	<i>Station #3 rubric Appendix A, p. 19 Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting.</i>	<i>20 students 20: proficient</i>	<i>All students were proficient using manipulatives, so they seem to have a firm grasp on number/object relationships. The next level of challenge will involve pictures of objects.</i>
<i>Because students will learn that they can represent numbers with pictures, they will be able to solve addition problems using pictures.</i>	<i>Students will solve a set of three addition problems using pictorial representations.</i>	<i>Worksheet at Station #5 (Appendix A, p. 19) Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting</i>	<i>22 students 15: proficient 7: not proficient</i>	<i>All math stations will include solving math problems with pictures. To scaffold students who might not make this transition without help, I will provide manipulatives at Station #1 that correspond to the worksheet pictures (fish). I will be at this table supporting students to solve the worksheet problems by using the manipulatives. 1/3 not proficient. 6 of the 7 not reaching proficiency were designated as hands-on learners (Section One), so for them I need to develop more scaffolding using manipulatives to help them grasp the number/picture connection.</i>
<i>Etc.</i>	<i>Etc.</i>	<i>Etc.</i>	<i>Etc.</i>	<i>Etc.</i>

4.2 Summative Individual Student Achievement Data (Table 4.2); ask yourself, “How can I demonstrate student achievement and inform future instruction?”

- Table Header:
 - Copy description of the summative assessment from Table 1 Header. (Include page number where the assessment can be viewed in Appendix A.)
 - Provide summative proficiency criteria (percentage, number correct, observation score from objective rubric, etc.) Put any assessment tools (rubrics, checklists, etc.) into Appendix A and provide page # here, so that you and your CE can reference them. (Table 1 Header)
- Table Body:
 - Use TWS student code names; no actual names (Column 1).
 - Chart summative assessment scores for each student (Column 2).
 - Note whether or not each student achieved proficiency (Column 3).

Table 4.2: Individual Student Achievement Data

Summative Assessment Description		Proficiency Criteria Description
<i>Summative Assessment: 25-question multi-step addition test generated by CT (Appendix A, p. 23)</i>		<i>Criteria for proficiency: score of 85% or higher on summative assessment</i>
Student (coded)	Summative Assessment Score	Proficiency? (Yes/No)
<i>Student A</i>	<i>75%</i>	<i>No</i>
<i>Student B</i>	<i>98%</i>	<i>Yes</i>
<i>Continue for all students</i>		

4.3 Conclusion: 1-2 pages: ask yourself, “How effective was my instruction for all students?”

- Whole-class analysis (3-4 paragraphs)
 - Look at the contextual information, student formative achievement data, and summative achievement data. Try to see patterns and connections. (A **concept map or other graphic** may be helpful here. If used, include it here as part of your 3-4 paragraphs.)
 - Considering all factors and supporting statements with specific evidence, describe in detail what you are learning about your instruction and about your students’ growth (as a whole class and as subgroups). Avoid focusing negatively on anyone’s shortcomings. Capitalize on how deficiencies—yours and the students’—can become transformative learning opportunities.
 - Reflect authentically about how you want to use this data to improve your instruction for this class of students, providing specific ideas rather than general statements.
- One-student analysis (2-3 paragraphs)
 - Pick **one** student who did not achieve proficiency or who showed little-to-no growth. What can this student’s contextual factors, formative achievement data, and summative data teach you? What did you try that worked? What did you try that did not work? Can you determine why these strategies were effective or ineffective using clues from your data and your lesson notes?
 - Next, strategize about how to more effectively **differentiate*** instruction for this student in coming lessons. Avoid generic statements. Provide details, specific resources, methods, activities, approaches, etc. that match this student’s researched needs (Section One). Support these choices with the data you collected.
- Revise your work for organization and conciseness. Total length must be approximately **2 pages**.
- Go back a third time, and edit your work for spelling, syntax, and grammar. Please make this a quality piece.

***Differentiation** of instruction is the process of teaching in a way to meet the needs of all students with differing abilities in the same class, including those with special learning needs....One way to do this is by providing several different avenues by which all students

Section 4 Using Assessment	Student Self-assessment Checklist
Table 4.1: Analysis of Formative Assessments (columns 1 & 2)	<input type="checkbox"/> Did I copy my instructional outcomes from Table #1 for each lesson? <input type="checkbox"/> Did I copy a formative assessment description from Table #1 that measures the instructional outcome?
Table 4.1: Analysis of Formative Assessments (column 3)	<input type="checkbox"/> Did I indicate how I determined student proficiency* to inform me who was ready for the next instructional task, using rubrics/checklists, etc. as appropriate? <input type="checkbox"/> Did I include page numbers in Appendix A where assessment tools (checklists, rubrics, etc.) can be viewed?
Table 4.1: Analysis of Formative Assessments (columns 4 & 5)	<input type="checkbox"/> Did I provide the number of students who did and did not achieve proficiency for each formative assessment? (column 4) <input type="checkbox"/> After each lesson, did I reflect like a professional pre-service teacher** in red font about results of each formative assessment (column 5) <input type="checkbox"/> In each lesson except lesson #1, did I describe adjustments I made to that lesson in green font based on formative assessment results from the previous lesson? (column 5)
Table 4.2: Individual Student Achievement Data	<input type="checkbox"/> Did I concisely describe my summative assessment (copy from Table #1)? (header) <input type="checkbox"/> Did I include measurable proficiency criteria for the summative assessment, including rubrics/checklists when appropriate (copy from Table #1)? (header) <input type="checkbox"/> Did I reference page numbers in Appendix A where the final assessment and assessment tools can be viewed (copy from Table #1)? (header) <input type="checkbox"/> Did I use codes to protect my students' identities? (column 1) <input type="checkbox"/> Did I include the summative assessment score for each student? (column 2) <input type="checkbox"/> Did I note proficiency achievement for each student? (Column 3)
Conclusion	<input type="checkbox"/> Did I look for connections/patterns among formative data, summative data, and contextual factors for the whole class (include graphic if used) and analyze what this information is teaching me about my instruction and about how these students learn? <input type="checkbox"/> Did I analyze one student's achievement and contextual factors along with individualized strategies I used for this student in order to draw data-based conclusions about how to more effectively differentiate instruction for him/her? Did I describe these using specifics? <input type="checkbox"/> Did I carefully revise and then edit my 1-2 page conclusion? (See professional expectations, p.2.)

*Proficiency is not just a "passing" score. Rather it is a degree of competence that will allow a student to advance.

** A teacher constantly considers how to specifically support all students' learning using evidence to drive instruction.

SECTION FIVE

PROFESSIONAL RESPONSIBILITIES

5.1 Studying your own teaching: ask yourself, “What can I learn from analyzing my TWS instruction?”

- During your TWS sequence, you recorded a 15 min video of you teaching a TWS lesson.
 - Watch the video; keep your original (or revised) TWS goal/ focus in mind. Think about this goal/focus as you watch the video. Take notes about anything significant that you observe.
- Review sections 1-4 of the TWS. Take notes about anything significant you observe.
- Review the [DF Observation Tool](#) notes and midterm assessments you received from your field supervisor cooperating teacher. Take notes about anything significant you observe.
- Read over your journal entries, looking for evidence of growth.

5.2 Aligning your goal/focus with the Danielson Framework: ask yourself, “Which Danielson elements best corresponds to my goal/focus?”

- Consider your goal/focus from Section One. If it has changed, record the new goal/focus.
- Align this goal/focus with an **element** from the [Danielson Framework](#); please list the domain, component and element that best align with that goal/focus (See p. 18.)

5.4 Reflection on practice: ask yourself, “How will I use reflection on practice to grow as a teacher?”

- Using the evidence you have collected, tell the whole story of your growth/change in this area throughout the TWS process (1 page). Share this with your FS and CT; they can provide suggestions for continued progress.
 - Make sure to support all statements with evidence (use at least 3 of the following sources):
 - Quote relevant observations from your video reflection
 - Use material from your work in TWS sections 1-4.
 - Reference student achievement data.
 - Quote or paraphrase from CT and FS professional conversations and/or assessments (cite).
 - Copy/paste journal entries that illustrate your thought processes.
 - Revise and then edit this reflective story
- Document a brief continuing growth plan (1/2 page—can be bulleted) for yourself, including:
 - Selected resources such as
 - Books/articles to read
 - Websites to peruse
 - Conferences to attend
 - Mentors with whom to collaborate
 - New strategies you want to try
 - How you plan to use these resources
 - Tentative due dates for accomplishing these steps to growth.

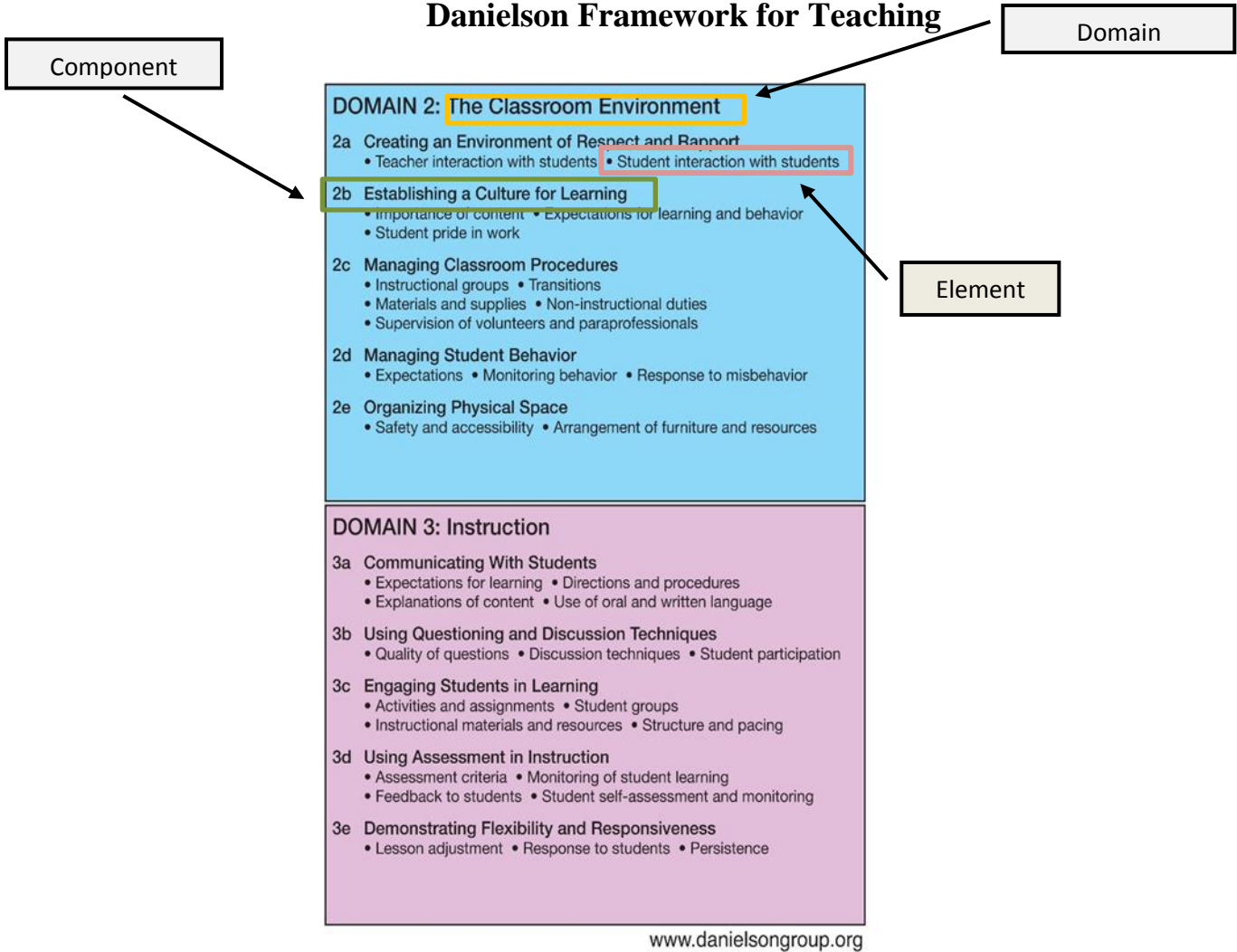
Please make this authentic; hold yourself to this “contract.” Do not include anything that you truly do not intend to do.

Section 5 Professional Responsibilities	Student Self-assessment Checklist
Studying my own teaching	<input type="checkbox"/> Did I record a 15 min video of my TWS teaching? <input type="checkbox"/> Did I analyze the video for evidence of instructional strengths and weaknesses and take notes? <input type="checkbox"/> Did I review my TWS Sections 1-4 and take notes? <input type="checkbox"/> Did I review my mentor observations and assessments and take notes? <input type="checkbox"/> Did I read over my journal entries for evidence of my professional growth?
Aligning observations with the Danielson Framework	<input type="checkbox"/> Did I revisit my focus/goal and link it (or a revised version) to a specific Danielson domain, component, and element under one Danielson component? (See Danielson Smartcard)
Reflection for growth	<input type="checkbox"/> Using evidence, did I tell the whole story of my professional growth in this area (including challenges)? <input type="checkbox"/> Did I revise and edit this story? <input type="checkbox"/> Did I develop a plan of growth that included resources, activities, or new strategies that I would use to promote my growth as a teacher along with approximate dates for fulfilling each? <input type="checkbox"/> Did I create an authentic plan with dates by which I would try to abide?

IMPORTANT: go to danielsongroup.org and download the “Framework for Teaching Smart Card” and “Framework for Teaching Evaluation Instrument.” **Each of the Danielson components below has 2-5 elements. Use these elements (not the more general components) for your classroom/professional goals.** (See the sample Smartcard below for help in identifying an “element.”)

- Select **one** element from the Danielson components below (under Domains 1-4)
 - a. Demonstrating Knowledge of Content and Pedagogy (three elements)
 - b. Demonstrating Knowledge of Students (five elements)
 - c. Setting Instructional Outcomes (four elements)
 - d. Demonstrating Knowledge of Resources (three elements)
 - e. Designing Coherent Instruction (four elements)
 - f. Designing Student Assessments (four elements)
 - g. Creating an environment of respect and rapport (two elements)
 - h. Establishing a culture for learning (three elements)
 - i. Managing classroom procedures (five elements)
 - j. Managing of student behavior (three elements)
 - k. Organizing physical space (two elements)
 - l. Communicating with students (four elements)
 - m. Using questioning and discussion techniques (three elements)
 - n. Engaging students in learning (four elements)
 - o. Using assessment in instruction (four elements)
 - p. Demonstrating flexibility and responsiveness (three elements)
 - q. Reflecting on Teaching (two elements)
 - r. Maintaining Accurate Records (three elements)
 - s. Growing and Developing Professionally (three elements)
 - t. Showing Professionalism (five elements)

Danielson Framework for Teaching



Please add the following sections:

REFERENCES

Use APA formatting <https://owl.english.purdue.edu/owl/resource/560/01/>.

APPENDICES

APPENDIX A: TWS ASSESSMENTS AND ASSESSMENT TOOLS (RUBRICS, CHECKLISTS, ETC.)

- Copy/paste exact formative and summative assessments (questions, problems, tasks, exit tickets, etc.)
- Include all pre- and summative assessment criteria (rubrics, checklists, etc.)

APPENDIX B: TWS OBSERVED LESSON

- Provide the [DF Observation Tool](#) completed by your field supervisor on the TWS Observed Lesson.
-

Appendix A: Help for IEFA connections from James Banks’ “Four Approaches to Multicultural Education”



Contribution – “At this level teachers are usually adding a simple “aside” to their presentation of the standard curriculum. For example, if implementing a unit on botany, they might mention the use of a specific local plant for medicinal purposes by a local tribe” (Elser, T., 2010, p. 5).

Addition—“When teachers use an additive approach they are often attempting to implement a parallel structure in the curriculum. According to Dr. Banks, ‘The additive approach allows the teacher to put ethnic content into the curriculum without restructuring it.’(Banks, 232) For example, when teaching a unit on “celebrations around the world” they add Cinco de Mayo and possibly Powwows to the Chinese New Year and Hanukkah and Christmas” (pp. 5-6).

Transformation – “The transformation approach shifts the perspective or point of view of the students by looking at the curricular content through multiple perspectives. It is powerful and allows for critical thinking, inquiry, depth of study and significant critical literacy. The challenge for teachers is the ability to recognize the differing perspectives and sort these from their personal perspective and the perspectives presented as neutral in text books and other material” (p. 6).

Social Justice– “When the social justice or social action approach is used by students and their teachers, students become aware of a real problem resulting from their inquiry, and set out to solve it. An example would be students engaged in a Montana history unit who discover that a historical marker uses a misnomer for a local tribe. Resulting from their study, they might decide to petition the highway department in collaboration with the Montana Historical Society to have the marker corrected” (p. 6).

Elser, T., (2010). A Practical Guide for Montana Teachers and Administrators Implementing Indian Education for All. Retrieved from: http://opi.mt.gov/pdf/IndianEd/Resources/Framework_ImplementationGuide_IEFA.pdf