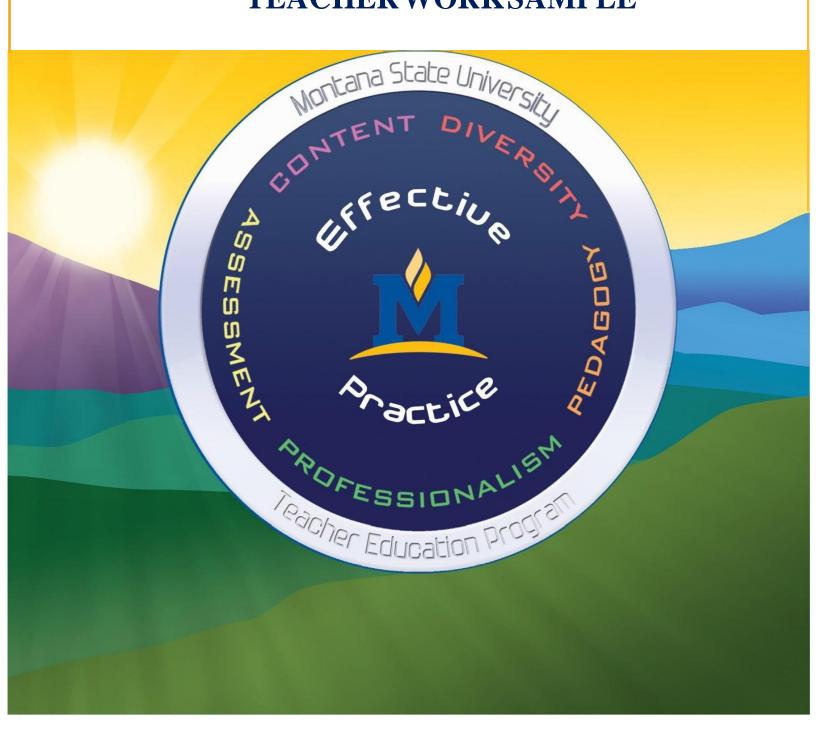# MSU PRACTICUM
TEACHER WORK SAMPLE

Teacher Work Sample Criteria

☐ Format TWS text in Times New Roman, size 12, double-spaced with the material in tables, single-spaced.

☐ 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(s) taught, and date.

☐ List section and page numbers in a table of contents.

☐ 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 in Appendix A.

☐ Number tables with the title above.

☐ Professional writing as defined by MSU Professional Expectations for Prospective Teachers* is:
- Using the appropriate grammar (syntax, inflection, and word choice)
- Communicating with sensitivity to the situation and circumstances of professors, students, peers, and colleagues
- Using correct spelling, standard English language mechanics, and meaningful word choice in written expression
  *http://www.montana.edu/education/documents/tepp/Professional-ExpectationsFall10.pdf

THE GOAL OF THE TWS IS
STUDENT-DRIVEN DECISION MAKING

SECTION ONE

PREPARATION

Statement of Purpose: What do I need to know about my surroundings, my students, and myself to best help all students learn during my TWS lessons?

Culture: ask yourself, *"What culturally relevant information can I find to help students learn during TWS lessons?*

Practicum I: choose one source useful to TWS teaching/learning. Practicum II and Secondary Practicum: choose two sources.

- Choose useful sources of information (possible suggestions below):
    - Scan community/school websites.
    - Sit down with a member of your school faculty/staff (not your CT); ask what you most need to know to help students in your classroom learn.
    - Attend a community event.
    - Research a community service organization that contributes to your school.
    - Attend a "Back-to-School" night or parent-teacher conference.
    - Attend a staff or team planning meeting.
    - Observe other teachers.
    - Attend a school board meeting.
    - Other (whatever is significant to your TWS sequence).

- Summarize the most relevant information from your above research into **concise** field notes structured like the example below. Record field notes for 1-2 pieces of information.   (See Sample)

Field Notes: Contextual Information *(example text in italics)*

Source of Information	Useful contextual factor	How can I best use this factor to help students learn?
*http://www.walkbiketoschool.org/go/whos-biking/2016/MT/Bozeman**	*Two elementary schools currently support a bike/walk to school day*	*As part of my TWS health and fitness unit, our class will promote a school-wide "bike/walk to school day" in our school. My TWS lesson will include students making advertising posters for the event emphasizing the benefits of exercise.*

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

Resources: ask yourself, *"What relevant resources can I find to help students learn during TWS lessons?*

Practicum I: choose one resource useful to TWS teaching/learning. Practicum II and Secondary Practicum: choose two resources.

- Determine what useful resources are available to help you and your students during TWS instruction. Some suggestions are…
    - …classroom layout (seating, stations, etc.).
    - …technology.
    - …library.
    - …additional supports for students (tutoring, other academic support).
    - …additional supports for teachers (curricular materials, instructional coaches, etc.).
    - …community resources.
    - …other.

- Summarize the most relevant information from your above research into **concise** field notes structured like the example below. Record field notes for 1-2 pieces of information.   (See Sample below)

Field Notes: Knowledge of Resources *(example text)*

Resource	How can I best use this resource to help students learn?
One-to-one with Chromebooks	*Students will use Chromebooks to create a Colonial America slide using Google Slides. We will compile these into a class presentation (rubric Appendix A, p. 30).*

Knowledge of Diverse Students: ask yourself, *"What relevant student characteristics will most impact my TWS lesson design?"*

- Every student is unique! In this segment, you will get to know your diverse collection of students and record information that will be useful in helping each student learn during the TWS sequence.

    The TWS is a public research document,

    Do not use…

    o …personal information about students.

    o …your opinions.

    o …your own observations–unless you use an objective rubric. (Attach all rubrics in Appendix A.).

    Do use…

    o …objective information obtained from reliable sources (student surveys, test scores, RTI levels, CT, administrator, etc.) Record reliable, objective, non-personal information from categories that will affect the learning of your students during TWS instruction. Suggestions include…

    ❖ …skills.
      ▪ specific athletic or motor skills (using scissors, doing pull-ups, map skills, etc.)
      ▪ reading or math levels
    ❖ …behavior.
      ▪ time-on-task (objectively observed and recorded)
      ▪ attendance
    ❖   …knowledge (Please **avoid IEPs** as these are personalized to individual students.)
      ▪ DIBELS or other test scores/achievement levels
      ▪ previous knowledge of topic (foreign language, private music lessons, art form, etc.)
    ❖ …interests/preferences (related to learning).
      ▪ student-generated interest survey results (if applicable to TWS learning)
      ▪ student-generated learning preferences survey results
    ❖   …social and cultural factors and/or language proficiency (**only** if significant to student learning).
      ▪ indigenous or other cultures
      ▪ at-home technology access
      ▪ out of class requirements (sports, jobs)
      ▪ native or non-native speaker of English

- For these field notes, you need information on one element common to **all** students. Choose an element that will have **significant** impact on student learning during the TWS sequence. Summarize the information above into concise field notes structured like the examples below. (See example text in italics.)

Field Notes: Knowledge of Diverse Students *(Example Text)*

Students (Coded-no student names please)	Description of Factor/Source *(Math Score: Source: Star testing*)*	How can I best use this data to help all students learn?
Student 1	*602**	*...student will be with an "On Watch" peer group; I will, carefully monitor formative assessments (Appendix A, p. 24) for areas of weak understanding, and respond with extra help using math manipulatives (see resources Section 1, p. 2).*
Student 2	*734**	*...student will be with "Bench" group; this group will spend a specified time at the manipulatives table working on problems with assigned math buddies while "On Watch" and "Intervention" groups are assessed.*

*Key:
 Above Bench: 760- UP
 Bench: 640-759
 On Watch: 600-639
 Intervention: 599- DOWN

Self-knowledge: ask yourself, *"What personal characteristics do I bring into the classroom that might help or hinder student TWS learning?*

- Honest self-reflection is crucial to thoughtful teaching (Darling-Hammond, 2000). Spend time looking inward and considering areas like the:
  - …hidden biases.
  - …content knowledge "holes."
  - …content knowledge strengths.
  - …areas of confidence.
  - …specific anxieties.
  - …talents and gifts.
  - …areas of challenge.
  - …emotional drains.
  - …other.

- Select one area that you feel is personally significant to your teaching during the TWS sequence. Summarize this information into concise field notes structured like the example below (**one** personal characteristics).

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

Personal Characteristic	Brief Description	How can I use or strengthen my personal characteristics to best instruct my TWS sequence?
Hidden bias: Assuming that all students who come from low SES homes have uneducated parents who do not care about getting involved with their education.	*I have made the assumption that parents who come from low SES, do not /cannot get involved with their children's education. I have not tried to understand poverty and how to work with students/families who come from this background.*	*Since I know that my school falls into the 42% free and reduced category (based on previous discussion with my principal) and as part of my personal professional development, I will study information about understanding poverty in schools. One resource is a book by Ruby Payne titled "Understanding Poverty." .* *http://www.ahaprocess.com/wp-content/uploads/2013/09/Understanding-Poverty-Ruby-Payne-Poverty-Series-I-IV.pdf*

*Source

Conclusion: ask yourself, *"What is the most important information I learned from my Section I research, and how can I use it in designing my TWS sequence?*

Look at the information you have collected throughout Section I.
- Using obvious <mark>highlighting,</mark> mark anything in your field notes that will be **most** significant in designing your TWS sequence. (Evaluators will be looking at these highlights, so please make them obvious and clear.)
- Using a teacher mindset and referencing this <mark>highlighted</mark> material, reflect deeply and concisely about what you have learned by researching the community, school, resources, students, and yourself. (Honesty and clarity count here.)
- Revise your work for organization and conciseness. Length must be **no more than 1 page**.
- Edit your work for spelling, syntax, and grammar. Please make this a quality piece.

Preparation	Student Self-assessment Checklist: Section One
Field Notes: Culture	☐ Did I list concisely describe 1-2 of my most relevant cultural factors? (column 1, 2) ☐ Did I show how I could use these factors to help all students learn? (column 3)
Field notes: Resources	☐ Did I list 1-2 of my most relevant resources? (column 1) ☐ Did I show how I could use these resources to help all students learn? (column 3)
Field notes: Diverse Students	☐ Did I use codes to protect my students' identities? (column 1) ☐ Did I clearly describe one common student factor important to TWS learning, and cite source of information? (column 2) ☐ Did I consider how I could use this factor to help each student learn? (column 3)
Field notes: Self-Knowledge	☐ Did I clearly describe one personal characteristic important to my TWS teaching? ☐ Did I consider how I could use or strengthen my personal characteristics to best instruct my TWS sequence?
Conclusion	☐ Did I thoughtfully highlight the most significant Section 1 information? ☐ Using a teacher mindset and referencing highlighted material, did I reflect thoughtfully and concisely about what I learned in Section 1? ☐ Did I carefully revise and edit my one-page conclusion? (See professional expectations, p. 2.)

SECTION TWO

PLANNING

Statement of Purpose: How can I prepare an overall TWS structure that will best help all students achieve grade-level standards?

Rationale: ask yourself, *"Why am I teaching this content and how could I meaningfully consider its multicultural significance (IEFA)?"*

- Provide a rationale for your TWS sequence—2 paragraphs only.
    - Tell why you chose this curriculum for your students.
    - Describe how this curriculum connects to prior and upcoming learning.
    - Discuss one way that your Section 1 study of contextual factors will impact TWS planning and preparation.
    - Consider this sequence of instruction as it relates to Montana's IEFA Law. Please talk about an IEFA Essential Understanding that you would like to meaningfully consider through your instruction: http://opi.mt.gov/pdf/indianed/resources/essentialunderstandings.pdf.
- Revise and edit this rationale carefully.

Design Table 2: ask yourself, *"How will my TWS design support the standards my students need to learn?"*

- Standards (Table 2, header)
    - Number and write out each standard in Table 2 header.
        - Use at least one Common Core (ELA or math) standard: http://opi.mt.gov/Curriculum/montCAS/MCCS/index.php.
        - If applicable, also include an additional state or national standard for your content area**.**
        - Do not reference more than **1-2 standards total.**
    - Make sure all listed standards are assessed by formative and summative assessments.
        *Consult professional associations for the most current standards in your field, as well as district-mandated standards. Other options include relevant college and career standards such as Common Core, Next Generation Science Standards (NGSS) and Montana K-12 Technology Content Standards http://www.opi.mt.gov/Pdf/Standards/10ConStds-Tech.pdf).

- Lesson Plan Sequence (Table 2, Column 1)
    - List lesson plan titles. (Consult course instructor for number of required lessons.)
    - Identify standard(s) that align with each lesson. (Reference by number only.)

- Instructional Outcomes (Table 2, Column 2)
    - Make sure that each instructional outcome aligns with selected standards.
    - Concisely describe **one** primary instructional outcome (what students will learn) for **each** lesson. (*Students will learn… multiplication facts to five…how mass media affects viewers…strategies for comprehending text…how to maintain control of a basketball when dribbling…how to read musical dynamics markings, etc*.)

- Instructional Activities (Table 2, Column 3)
    - Each activity should be aligned with a corresponding instructional outcome.
      Concisely describe **one** instructional activity (what students will do) that supports **each** instructional outcome. (*Students will…. watch a movie…read the textbook…participate in dribbling drills…rehearse a musical piece.*)

- Lesson-level formative assessments (Table 2, Column 4)
    - Each assessment should be aligned with a corresponding instructional outcome.
    - Concisely describe the **formative assessment** (how learning is measured) of **each** instructional outcome. (*Learning is measured with… student journals…reading comprehension exit ticket… peer assessment of dribbling drill with a rubric…music dynamics worksheet, etc*.)
    - Include proficiency criteria or indicators of learning.
    - Include page number in Appendix A where assessment(s) and criteria can be viewed.

Table 2: Planning and Alignment: Standards, Outcomes, Activities, and Assessments (*example text*)

TWS Sequence Standards
• 1-2 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) *Montana Art Content Standard 2—Students apply and describe the concepts, structures, and processes in the Arts.*

Lesson Titles Standard(s) number	Concisely describe one **primary instructional outcome** for each lesson (What will students learn?) Students will learn how to…	Concisely describe one **instructional activity** that supports the instructional outcome (What will students do to learn?) Students will…	Concisely describe **formative assessment** of instructional outcome—Include page number where each assessment can be found (How is progress measured?) Learning of instructional outcome is measured with…
One-point Perspective: MSA Content Standard #2;	*…create depth in drawing by using one-point perspective*	• *…create a one-point perspective drawing after watching a demonstration on all horizontal lines meeting at vanishing point*	*…a checklist: all horizontal lines, if extended, must meet at vanishing point* • *Does not grasp concept = √-* • *Partially grasps concept = √* • *Fully grasps concept=√+* *--Checklist in Appendix A, p. 24*
Title of Lesson 2 and Standard(s)			
Title of Lesson 3 and Standard(s)— Prac 2 and Sec Prac only			

* http://opi.mt.gov/pdf/indianed/resources/essentialunderstandings.pdf

Section 2 **Planning**	**Student Self-assessment Checklist**
Rationale	☐ Did I provide a solid rationale for why I chose the TWS curriculum? ☐ Did I connect TWS lesson(s) to both previous and upcoming learning? ☐ Did I discuss how one contextual factor from Section 1 could impact TWS planning and preparation? ☐ Did I talk meaningfully about how to consider an IEFA Essential Understanding in my instruction? ☐ Did I revise and edit my 2-paragraph rationale? (See professional expectations, p. 2.)
Table 2: Standards (Header)	☐ Did I include at least **one** Common Core Standard (ELA or math) and other appropriate content standards—no more than **two total** standards? ☐ Did I clearly label and write out each standard?
Table 2: Lesson Plan Sequence (Column 1)	☐ Did I include lesson plan title(s) for each lesson? ☐ Did I reference aligned standard(s) by label only?
Table 2: Instr. Outcomes (Column 2)	☐ Did I design instructional outcomes that align with my standard(s)? ☐ Did I include **only one primary instructional outcome** per lesson that presents what students will **learn**?
Table 2: Instr. Activities (Column 3)	☐ Do my instructional activities support my instructional outcomes and reference what students will **do**? ☐ Did I list only **one** activity per outcome?
Table 2: Formative Assessments (Column 4)	☐ Did I concisely describe **one** formative assessment for each instructional outcome? ☐ Did I include proficiency criteria or indicators of learning? ☐ Did I include page references for Appendix A where the assessment(s) and criteria can be viewed?

SECTION THREE

INSTRUCTION

Statement of Purpose: How can I use data to design, implement, adjust, and reflect on instruction to advance practice?

Designing Lesson Plans; ask yourself, *“What plan will best engage all students to achieve TWS learning goals?”*

(**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.
- 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, if appropriate.
- List instructional outcomes.
- List instructional materials.
- Discuss application of resources (technology, layout, library, etc.).
- Describe relevant content-specific pedagogies (workshop model for writing instruction; inquiry method for science lab, etc.).
- Design instructional plans; consider…
  o …structure (introduction, activities, closure).
  o …utilization of physical space and resources.
  o …detailed and descriptive procedures.
- Describe assessments.
- Summarize lesson-specific expectations for management including classroom procedures, instructional groups, etc.
- Provide relevant lesson-specific differentiation strategy(s) for students with special needs.

Obtaining Feedback from Colleagues; ask yourself, *“How can my mentors help improve my TWS plan?”*
- Submit the TWS lesson(s) to your cooperating teacher for approval before teaching.

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

- Daily, as you review TWS formative assessments for diverse learners (Table 2), use the results to drive planning/instruction. After teaching each lesson, use Microsoft Word to annotate the lesson plan with notes in red font: ideas, warnings, etc. (…no student names; provide TWS student code names: Student A, etc.) Then, use green font to annotate the next lesson before it is taught with changes, suggestions, warnings, etc. Note: the lessons you will submit to the CT for assessment will be marked in both red and green, except for the first lesson—only red.

Section 3 Instruction	Student Self-assessment Checklist
Designing Lesson Plans	☐ Did I include all of the required lesson plan elements in the Danielson Lesson Plan Template? ☐ Did I develop engaging procedures and material that align with standards and instructional outcomes? ☐ Did I incorporate best-practice, effective, and varied content-related pedagogies? ☐ Did I assess and review key elements of student prior knowledge? ☐ Did I select instructional procedures, materials, and resources based on research of classroom learners?
Obtaining Feedback	☐ Did I submit lesson plan(s) to my CT prior to teaching them? ☐ Did I make necessary changes to TWS lesson(s) based on CT feedback?
Using Formative Assessment for Planning During Instruction	☐ Did I demonstrate how I use formative assessment to best help all students learn by annotating each lesson with **red**/**green** font as I taught the TWS sequence?

SECTION FOUR

USING ASSESSMENT

Statement of Purpose: How can my assessments inform present and future instruction?

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

- Copy Column 4 from Table 2: (formative assessment description and page references) into Column 1 of Table 4.
- Document specific instructional changes you made to the next lesson as a result of formative assessment data by copying red/green comments from lesson plans.
- List contextual factors from your highlighted field notes in Section 1, which may have impacted student learning either positively or negatively.
- Chart whether students achieved proficiency for this lesson. Consider whether you will need to reteach all or part of this lesson.

Table 4 Analysis of Formative Assessments

Daily formative assessment description **(Place copy of assessment in Appendix A and provide pg. number)**	Decisions/changes I made based upon assessment results (**red**/**green**)	Influential Contextual Factor (from field notes in Section 1), which may have impacted student learning	# of students who did and did not achieve proficiency
Ticket out the door with tiered questions that assess proficiency of multi-step addition from today's lesson (Appendix A, p. 19)	***Seven of the twenty students were not able to perform multi-step addition.*** *…incorporate multi-step addition problems into morning table work…incorporate math-related texts (See reference for citation below) during reading time for one week …re-assess student abilities.*	*Math STAR testing, approximately 1/3 of the students tested below grade-level for multi-step addition on STAR assessment.*	***20 students*** ***13: proficient*** ***7: not proficient***
Lesson #2 Formative Assessment			
Etc.			

Citation: *J.A. Schickedanz, Increasing the Power of Instruction: Integration of Language, Literacy, and Math across the Preschool Day (Washington, DC: NAEYC, 2008), 97–101.*

Conclusion: 1 page: ask yourself, *"How effective was my instruction for all students?"*

- Look at the data you now have on your students, then draw specific conclusions about the **effectiveness** of your instruction for the **whole class** (approximately 2 paragraphs of trends in student achievement, management, etc. Please concentrate on your own effectiveness rather than student deficiencies).
  - o Consider contextual factors from Section 1.
  - o Reference any relevant formative assessment results.
- Review the formative assessment results, then draw specific conclusions how to more effectively differentiate instruction for **one** student (approximately 2 paragraphs).
  - o Pick **one** student who did not achieve proficiency or who showed the least amount of growth.
  - o Track that student through the formative assessment process (if teaching multiple lessons).
  - o Consider contextual pieces, formative data, and individualized strategies that you used. Then, draw conclusions about how to more effectively **differentiate*** instruction for this student.
- Revise your work for organization and conciseness. Total length must be approximately **1 page.**
- Edit your work for spelling, syntax, and grammar. Please make this a quality piece. (See professional expectations, p. 2.)

> ***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 can learn the same material:
> http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/differentiated_instruction_faqs.pdf

Section 4 Using Assessment	Student Self-assessment Checklist
Table 4.1: Analysis of Formative Assessments (Columns 1 & 2)	☐ Did I copy my formative assessment descriptions and page references from Column 4 of Table 2 into Column 1 of Table 4? ☐ Did I include **red**/**green** annotations from each lesson plan that demonstrate student-driven decision making based on formative assessment results?
Table 4.1: Analysis of Formative Assessments (Columns 3 & 4)	☐ Did I adequately describe a contextual factor from my <mark>highlighted</mark> field notes in Section 1 that may have impacted student learning during this lesson? ☐ Did I provide the number of students who did and did not achieve proficiency on each formative assessment? (Column 4)
Conclusion	☐ Did I consider relevant data for the **whole class** and draw specific conclusions about the **effectiveness** of my instruction, management, etc. for all students, while focusing on my effectiveness rather than student deficiencies? ☐ Did I carefully trace one student's achievement and contextual data and draw specific conclusions about how to more effectively differentiate instruction for **that** student? ☐ Did I carefully revise and edit my one-page conclusion? (See professional expectations, p. 2.)

SECTION FIVE

PROFESSIONAL RESPONSIBILITIES

Statement of Purpose: How can my TWS experience help me grow professionally?

Reflecting on Teaching; ask yourself, *"According to my TWS data, which area of my teaching most needs development?"*
- Review sections 1-4 of the TWS.
- Review the DF Observation Tool notes you received from your field supervisor and any CT input on your TWS lessons.

Creating a Goal; ask yourself, *"Which Danielson element corresponds to my identified area?"*
- Base your goal on TWS data.
- Connect your goal with one element from one component in Danielson Framework Domains 2-3. (See below.)

Structuring your Goal; ask yourself, *"How will I monitor and measure progress toward my goal?"*

- Write a **rationale** for your goal.
  - Use material from your reflections in TWS sections 1-4.
  - Reference student achievement data.
  - Present material from CT and FS professional conversations and assessments.
- Create a **specific action plan** for meeting your goal, including the steps you will take to measure progress.
- Reference a **specific resource** (books, journals, interviews, conferences, etc.) that will allow you to meet your goal; ask your CT and FS for recommendations.
- Revise and edit your rationale and plan. (See professional expectations, p. 2.) Limit your rationale to one page or less.

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 2-3)

  a. Creating an environment of respect and rapport (two elements)
  b. Establishing a culture for learning (three elements)
  c. Managing classroom procedures (five elements)
  d. Managing of student behavior (three elements)
  e. Organizing physical space (two elements)
  f. Communicating with students (four elements)
  g. Using questioning and discussion techniques (three elements)
  h. Engaging students in learning (four elements)
  i. Using assessment in instruction (four elements)
  j. Demonstrating flexibility and responsiveness (three elements)

Danielson Framework for Teaching

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
• Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
• Importance of content • Expectations for learning and behavior
• Student pride in work

2c Managing Classroom Procedures
• Instructional groups • Transitions
• Materials and supplies • Non-instructional duties
• Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
• Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
• Safety and accessibility • Arrangement of furniture and resources

Bulleted items are Danielson "elements." Clearly connect your goal with the Danielson element that most closely aligns with it.

DOMAIN 3: Instruction

3a Communicating With Students
• Expectations for learning • Directions and procedures
• Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
• Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
• Activities and assignments • Student groups
• Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
• Assessment criteria • Monitoring of student learning
• Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
• Lesson adjustment • Response to students • Persistence

www.danielsongroup.org

Section 5 Professional Responsibilities	Student Self-assessment Checklist
Creating a goal	☐ Did I connect my goal with a specific **element** under one Danielson component in domains 2 or 3? (See Danielson Smartcard in the TWS guide to ensure selecting an *element* and not a *component*.)
Structuring my goal	☐ Did I provide a rationale for my goal based on…. • TWS sections 1-4 • student achievement data, • CT/FS TWS assessments, • professional conversations? ☐ Did I include a specific action plan including steps to measure progress toward my goal? ☐ Did I reference a specific resource that will help me meet my goal? ☐ Did I revise and edit my rationale and plan into a concise, one-page, professional piece?

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 CRITERIA

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