MSU Teacher Work Sample
Contents

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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. (10 pt. font acceptable) and very concise. (no more than 10 lines per entry in table columns). Use examples instead of long explanations; adhere to suggested page limits.

☐ Provide page numbers in document footer, top or bottom right, with numbers continuing through the appendices. Your TWS Sections 1, 2, 4, & 5 (minus lesson plans and appendices) should be approximately 12 pages.

☐ Include in the cover page your name, TWS title, date, subject(s), and grade taught (the TWS should analyze one class of about 20-30 students—no more than that, please).

☐ List accurate page numbers for each section heading, reference page, and appendices in a table of contents.

☐ Number tables with the title above...figures with title below.

☐ Use in-text citations for all direct sources of information; put name of author/interviewee/curriculum, etc. and date in parentheses. Example: My CT said, “Plan ahead” (Jones, 2018). (Personal conversations are not included in the final reference page).

☐ Follow APA (American Psychological Association) style in the narratives, tables, figures, and appendices. Also place APA style reference page at the end of the document before Appendix A: https://owl.english.purdue.edu/owl/resource/560/01/ (APA not required for field notes or lesson plans).

☐ Provide assessments and assessment tools (rubrics/checklists/etc.) in Appendix A, referenced by exact page number whenever mentioned throughout the TWS. Do not scan in additional worksheets or materials—only assessment materials.

☐ If you have written a TWS previously, use it as a foundation, not a template, for your current TWS. Avoid copy/pasting content your earlier 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. Such academic violations are subject to sanctions; see: http://www.montana.edu/policy/student_conduct/#subsectionacademicmis (420.00, B; 430.00). Instead, use this opportunity for TWS reflection.

☐ Write professionally as defined by MSU Professional Expectations for Prospective Teachers*

http://www.montana.edu/fieldplacement/resources_links.html

- 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 mechanics, and meaningful word choice in written expression
TEACHER WORK SAMPLING IS YOUR PRE-SERVICE STORY: WHAT YOU LEARNED ABOUT YOURSELF, GOOD TEACHING, AND YOUR UNIQUE GROUP OF STUDENTS

The teacher work sample should tell your unique story (TWS…Telling your Whole Story). In order to craft a reflective story based on facts and events rather than on opinions or philosophies, please:

- …avoid philosophizing about why something is important or what teachers should generally do. This TWS is about what you are doing and why.
- …include what did not work along with what you did well. Reflect about how you are growing and describe specifically what you hope to try next time.
- …do not be satisfied with vague or general statements. Provide one or two specific, detailed examples or analyses to spotlight climactic pieces of your story; we want to see, hear, and feel your individual experiences.
- …make sure you are using carefully chosen data (not opinion) to transform how you teach and view students. Always support claims with evidence.
- …own your work by using first person, “I.”
- …stay focused by primarily emphasizing your experiences during the TWS lessons rather than trying to cover the entire practicum experience.
KEY TERMS

ASSESSMENTS:

**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 differentiated assistance. For the TWS, a formative assessment that measures each student’s progress individually must be given at the end of each lesson. Formative assessments should be varied, objective, and measurable. If you are uncertain about developing formative assessments for your sequence, ask for assistance from your FS through the Q & A or Ecat email.

**Summative Assessment**: Assessment of learning…summative assessments apprise key stakeholders about student mastery of learning standards. Practicum TWS documents do not feature summative assessments, but you will be developing them in student teaching.

ASSESSMENT TOOLS: Strategies or products that help translate student performance of outcomes/objectives into usable data. These can range from a very simple checklist to complex, analytic rubrics.

IEFA APPLICATION: Creating a meaningful connection between one of the Essential Understandings of Montana Indians and some aspect of content area. Please reference the James Banks approach that you use to plan a meaningful IEFA application in your TWS sequence. Your FS can help if you have a difficult time with this.

INSTRUCTIONAL OUTCOME: *(example text)*

…what students will learn and the measurable outcome, or evidence, of that learning for each lesson. Please use our two-part SWLT and SWBAT prompt for each of your 2-3 lesson outcomes:

- SWLT (Learning) Students will learn **that**….. Example: *Students will learn that a major scale comprises a consistent series of whole and half steps*  
  Note: Please do not use the prompt “Students will learn….” or “Students will learn about….” Please use the more complex “Students will learn **that**…” prompt.
- SWBAT (Measurable evidence of learning) Students will be able to …Example: *Students will be able to play a major scale correctly on their recorders.*

INSTRUCTIONAL STRATEGIES/ACTIVITIES: Methods or approaches for instructing/learning content (questions, illustrations, stations, centers, groupings, applications, etc.)

PERSONAL BIAS: A favorable or unfavorable mental inclination or pre-conception about something or someone. Biases are implicit when we are not consciously aware of them, but they still have profound effects on our actions.

PROFICIENCY (TWS):

- (Formative) a generally ungraded, lesson-level measurement of achievement that would accurately indicate whether students are ready for the next level of instruction—used by a teacher to inform and differentiate instruction (i.e.: exit slip with criteria, skills observation with checklist, series of problems, quick-write with holistic rubric, brief presentation with checklist, etc. **Not** a KWL chart or a class discussion).
SECTION ONE

PREPARATION & PLANNING

1.1 Preparation through Collaboration and Personal Goal-setting (½ page of notes)

- Collaborate with your CT about the TWS lesson sequence, and provide a 2-3 sentence summary (cited with name/date) of how you selected your TWS topic. Simple lessons often work better than very creative ones because you will need to formatively assess each learner for all lessons. Follow APA format for citing this conversation (E. Jones, personal communication, January 1, 2020).

- Collaborate with your CT and one other school professional (administrator, librarian, aide, etc.) about what contextual information (community, school, classroom, resources, and/or students) you should research as a pre-service teacher in that school. Provide a 2-3 sentence summary for each discussion (see above for citation format). (This research will be documented in 1.3, 1.4, and 1.5)

- Study the Danielson Framework for Teaching Smart Card (downloadable at https://www.danielsongroup.org/framework/) Choose one element from the 70+ areas of teaching described on the card to explore as an area of personal growth. Record the domain, (1-4) component (1a-4f) and the element that best describe your goal, and write a concise, measurable goal. Then offer a 2-3 sentence rationale for selecting this goal (See example of Danielson domain, component, and element on p. 20)

1.2 Planning an Overview of Instruction (Table 1) (1/2-1 page, landscape)

In consultation with your cooperating teacher, map out a blueprint of your teacher work sample lesson 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 (mandatory)
    http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards
  - If applicable, select additional state or national content standard(s)* (no more than 1-2 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 or other content standards:
    http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision

- Lesson Plan Sequence (Table 1, Column 1)
  - In Column One, list your lesson plan titles. (These lessons should be a contiguous sequence if possible. Each lesson should focus on one instructional outcome; however, a TWS lesson may last two days if both days focus on the same outcome.)
  - Identify standard(s) that align(s) with each lesson. (Reference each by number only as you have already scripted them in the header.)

- Instructional Outcome & Objective Pairs (Table 1, Column 2) (example text)
  - Provide both the instructional outcome and the objective (measurable evidence of that outcome) using the following prompts:
    - Instructional Outcome: SWLT: Students will learn that (Students will learn that using correct hand and head positions allow greater control while dribbling a basketball.)
    - Measurable Instructional Objective: SWBAT: Students will be able to (Students will be able to dribble a basketball full court using fingers [rather than palms] to control the ball)
Charlotte Danielson (2013) states that instructional outcomes “describe not what students will do, but what they will learn.” (danielsongroup.org) If you need help writing these, consult your FS.

- **Lesson-level formative assessments** (Table 1, Column 3)
  - Provide a concise description of each of your formative assessments.
    - *Each* formative assessment should accurately measure the instructional outcome/objective for that lesson.
    - *Each* formative assessment should provide *individual* achievement data for every student. (Discussions and KWL charts make wonderful activities but are inaccurate formative assessments.)
    - *Each* formative assessment should measure the progress of student learning toward (or beyond) proficiency (p. 5) in the instructional outcome/objective:
      - For simple learning tasks, you might use a percentage or number right/wrong.
      - For more complex learning tasks, you might use a checklist or holistic rubric to measure student learning.
    - *Each* formative assessment should inform your instruction of the next lesson(s).

- **Primary Instructional Strategy/Activity** (Table 1, Column 4)
  - For each lesson, *briefly* summarize the *primary* lesson strategy/activity (p. 5) that supports student learning of the outcome/objective and prepares learners for the formative assessment. (Strategies/activities will have more detail in lesson plans.)

SEE EXAMPLE OF TABLE 1 BELOW:
Table 1 (Example): Planning and Alignment: Standards, Outcomes, Activities, and Assessments (example text)

<table>
<thead>
<tr>
<th>TWS Sequence Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2 Standard(s)* numbered and written out (you may be teaching more, but limit to primary standards including one Common Core Standard.</td>
</tr>
<tr>
<td>• Montana Content Standards: <a href="http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision">http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision</a></td>
</tr>
<tr>
<td>• Common Core Standards:</td>
</tr>
</tbody>
</table>

World Languages Content Standard #1—Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions

**CCSS SL 7.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

<table>
<thead>
<tr>
<th>Lesson Titles Standard(s) number</th>
<th>Primary instructional outcome &amp; objective</th>
<th>Formative assessment* of instructional outcome (and page numbers where blank copies of assessment and measurement tools — rubrics, checklists, etc. — can be viewed in Appendix A.)</th>
<th>Primary instructional strategy/activity that supports the outcome &amp; objective pair and aligns with the formative assessment.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Future tense with ir + a + infinitive WL Content Standard #1</td>
<td>Students will learn that the construction ir + a + infinitive can, like English, be used as to express future tense. Students will be able to converse in Spanish about what various individuals will do in the future.</td>
<td>Partners will perform mini-dramas using ir + a + an infinitive to talk about the future; teacher will observe and complete checklist (Appendix A, pp. 15-16)</td>
<td>Students will use a “speed dating” format with classmates to ask &amp; answer questions in Spanish about what they will be doing the next day using “ir + a + infinitive verb.”</td>
</tr>
</tbody>
</table>

Lesson 2 Title and Standard(s) number

Lesson 3 Title and Standard(s) number (Secondary and Prac II only)

*Formative assessment measures (not grades) the instructional learning outcomes for each lesson. In the TWS, these assessments must objectively measure each student’s progress.
1.3 Preparation through Knowledge of Context (½ page of notes)

- Once you have created your lesson sequence blueprint, think about how context will affect your instruction. Research your mentor’s suggestions about the community, school, classroom, available resources, etc. (1.1), and decide which of those suggestions will help you to teach your TWS lesson sequence as well as support your personal goal from 1.1.

- Summarize this information in concise field notes structured like the example below. Record field notes for a minimum of three pieces of contextual information relevant to your TWS instruction and/or personal goal.
  - Provide in-text citations of sources, so that your FS is clear about where you collected the information, including names and dates for interviews or personal conversations (See sample below)
  - Add full citations (except for personal conversations) in reference page at end of TWS (before appendices) https://owl.english.purdue.edu/owl/resource/560/01/.

Example: Field Notes: Overall Context (example text)

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Description of Contextual Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td>(A. Jones, personal communication, September 23, 2018).</td>
<td>School is undertaking a new “healthier students” campaign this year (E. Jones, personal communication, September 9, 2018).</td>
</tr>
<tr>
<td>CT school tour (B. Smith, personal communication, September 24, 2018).</td>
<td>Classroom projector: Will use for showing exercise video <a href="https://www.youtube.com/watch?v=L_A_HjHZxH">https://www.youtube.com/watch?v=L_A_HjHZxH</a></td>
</tr>
</tbody>
</table>

1.4 Self-awareness (Less than ½ page of notes)

- Honest self-reflection is crucial to thoughtful teaching (Darling-Hammond, 2000). Look inward and consider personal biases (we all have them), strengths, content holes, etc. that may, consciously or unconsciously, affect your teaching either positively or negatively.

- Document one personal bias (See “Key Terms” p.5). Then select one area that you feel is personally significant to your teaching during the TWS sequence. Summarize the information above into concise field notes as in the example below (1 personal bias, 1 personal characteristic).

Field Notes: Self-Knowledge (example text)

<table>
<thead>
<tr>
<th>Personal Bias and Characteristic</th>
<th>Brief Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal bias: against low SES families</td>
<td>I have made the assumption that parents who come from low SES, do not /cannot help their children or get involved with their education.</td>
</tr>
<tr>
<td>Personal characteristic: avocation of painting and drawing</td>
<td>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.</td>
</tr>
</tbody>
</table>
1.5 Preparation through Knowledge of Diverse Students (1 page of notes)

- Get to know your diverse collection of students and record information you can use to help each student achieve the outcomes & objectives of your TWS lesson sequence. If you are not going to use it, don’t include it!

- The TWS is a public research document, so include only professionally researched information that you collect for all students equally such as:
  - questionnaire information from students about learning preferences, etc. (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” can 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 one student characteristic, with a second optional characteristic. 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, consult your field supervisor.

- Record this information about students in field notes. 2 factors that you complete equally for all students. (While significant, please refrain from using IEPs or 504s since they do not apply to the entire class).

- Use clear citations so that FSs know the sources of all information. Include blank copies of any questionnaires in Appendix A, and note page number in field notes.

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

<table>
<thead>
<tr>
<th>Students (Coded-no student names please)</th>
<th>Description of Factor #1 Source (Student questionnaire about grouping preferences*)</th>
<th>Description of Factor #2 (Math Score: Source: Star testing**)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>Prefers to work independently</td>
<td>734**</td>
</tr>
<tr>
<td>Student 2</td>
<td>Prefers to work in small groups</td>
<td>602**</td>
</tr>
<tr>
<td>Etc. for all</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*See questionnaires in Appendix A., p. 23

**Key:
- Above Bench: 760- UP
- Bench: 640-759
- On Watch: 600-639
- Intervention: 599- DOWN
Student Self-Assessment Checklist: Section One

<table>
<thead>
<tr>
<th>Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I consult with my CT and determine a possible lesson sequence topic? (2-3 sentence summary)</td>
</tr>
<tr>
<td>☐ Did I consult with my CT and one other school professional about contextual information valuable to TWS instruction and learning that I should research about the community, school, classroom, resources and students? (2-3 sentence summary for each consultation)</td>
</tr>
<tr>
<td>☐ Did I thoughtfully and collaboratively select and clearly describe a professional focus or goal for myself and align it with Danielson domain, component, and element?</td>
</tr>
<tr>
<td>☐ Did I provide a 2-3 sentence rationale for my professional goal?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Did I consult with my CT and determine a possible lesson sequence topic? (2-3 sentence summary)</td>
</tr>
<tr>
<td>☑ Did I consult with my CT and one other school professional about contextual information valuable to TWS instruction and learning that I should research about the community, school, classroom, resources and students? (2-3 sentence summary for each consultation)</td>
</tr>
<tr>
<td>☑ Did I thoughtfully and collaboratively select and clearly describe a professional focus or goal for myself and align it with Danielson domain, component, and element?</td>
</tr>
<tr>
<td>☑ Did I provide a 2-3 sentence rationale for my professional goal?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I script 1-2 standards for my TWS and include one Common Core ELA or math standard?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 1: Lesson Plan Sequence (Column 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I include lesson plan titles for each of the lessons?</td>
</tr>
<tr>
<td>☐ Did I reference aligned standards for each lesson by number only?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 1: Instructional Outcomes (Column 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I design instructional learning outcomes &amp; objectives that align with my standard(s)?</td>
</tr>
<tr>
<td>☐ Did I include only one primary instructional outcome &amp; objective pair for each of my lessons?</td>
</tr>
<tr>
<td>☐ Did I include for each lesson both an outcome (what students will learn SWLT) and the objective (measurable evidence of that learning, SWBAT)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 1: Formative Assessments (Column 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I concisely describe one formative assessment that can accurately measure individual progress toward (or beyond) proficiency of each instructional outcome/measurable lesson objective?</td>
</tr>
<tr>
<td>☐ Did I describe how proficiency will be measured? (assessment tools, p. 5)</td>
</tr>
<tr>
<td>☐ Did I reference page numbers in Appendix A where my CE can view blank copies of assessments and tools (checklists, holistic rubrics, etc.)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 1: Instructional Strategies (Column 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I include for each lesson one primary instructional strategy/activity that supports my outcome &amp; objective, as well as the formative assessment?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I carefully research the required number of contextual factors and investigate mentor suggestions?</td>
</tr>
<tr>
<td>☐ Did I record field notes of any contextual factors significant to my TWS design?</td>
</tr>
<tr>
<td>☐ Did I cite sources of information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Notes: Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I carefully research the required number of contextual factors and investigate mentor suggestions?</td>
</tr>
<tr>
<td>☐ Did I record field notes of any contextual factors significant to my TWS design?</td>
</tr>
<tr>
<td>☐ Did I cite sources of information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Notes: Self-awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I clearly describe one personal characteristic important to my TWS teaching?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Field Notes: Diverse Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Did I use codes to protect my students’ identities?</td>
</tr>
<tr>
<td>☐ Did I clearly describe at least two appropriate factors common to all students and important to TWS learning?</td>
</tr>
<tr>
<td>☐ Did I select student contextual factors that have been diagnosed or documented rather than student labels or my unsupported opinions?</td>
</tr>
<tr>
<td>☐ Did I cite and clarify sources of information?</td>
</tr>
</tbody>
</table>
SECTION TWO

Reflection on Preparation and Planning (1-1/2 pages)

Tell your Whole Story

This is a time to stop and reflect on the research and planning you have done so far. We want to hear your voice as a professional pre-service teacher, so please avoid trying to take on the persona of an experienced, master teacher (This reflection should take approximately a page):

- Articulate your own unique story—not someone else’s
- Keep a research focus. Go back to the field notes in Section One and highlight in yellow the most significant TWS factor from each group—Knowledge of Context (1.3), Knowledge of Diverse Students (1.4), and Self-awareness (1.5). Tell the story of why you chose these 3 factors—what made them important—and illustrate how you plan to use each one of them in specific ways in order to support all students’ learning during the TWS lesson sequence.
- Do not be afraid to describe mistakes or challenges you are facing. Being an authentic professional means demonstrating how you are using all kinds of experiences to grow as a teacher.
- Demonstrate your understanding of Montana’s IEFA law. If relevant, describe how you could help students connect an IEFA Essential Understanding with this TWS lesson sequence https://opi.mt.gov/Portals/182/Page%20Files/Indian%20Education/Indian%20Education%20101/essentialunderstandings.pdf. If not relevant to this sequence, describe how you could help students connect an IEFA Essential Understanding with your overall topic. Please reference & quote in full the selected IEFA Essential Understanding. Explain how you could use one of James Banks’ four categories “contribution, addition, transformation, social justice” (see Appendix C, p. 24) to help promote broader cultural appreciation and increase student understanding of authentic IEFA values and histories. (NOTE: IEFA must focus on Montana Indians, not those from other states)
- 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, edit it for spelling, grammar/punctuation errors and readability.

Section Two Checklist

<table>
<thead>
<tr>
<th>Reflection</th>
<th>Did I tell my own story?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did I highlight in yellow the 3 factors in Section One most relevant to my TWS instruction—including one from each field notes category (context, student, personal)?</td>
</tr>
<tr>
<td></td>
<td>Did I tell the authentic story of why I chose each factor?</td>
</tr>
<tr>
<td></td>
<td>Did I describe specifically how I would like to use each highlighted factor to help all students learn during my TWS lessons?</td>
</tr>
<tr>
<td></td>
<td>Did I write professionally yet also honestly from a pre-service teacher perspective, using descriptive details instead of general statements?</td>
</tr>
<tr>
<td></td>
<td>Did I quote an IEFA understanding and connect it meaningfully to either my TWS sequence or the general content area I am teaching?</td>
</tr>
<tr>
<td></td>
<td>Referencing one of James Bank’s approaches, did I explain how I could use this connection to promote better understanding of Montana Indian history and culture?</td>
</tr>
<tr>
<td></td>
<td>Did I revise the reflection?</td>
</tr>
<tr>
<td></td>
<td>Did I edit the reflection?</td>
</tr>
</tbody>
</table>
SECTION THREE: INSTRUCTION (Danielson-Aligned Lesson Plans)

INSTRUCTION

Note: you may be required to use scripted lesson plans or curricula. It is not required that you design original lessons; however, your field supervisor may require you to make adjustments and/or plan additional lesson elements to fulfill the TWS Danielson Lesson Plan requirements. Please remember that you do not have to actually teach these additions/adjustments if the district requests that you follow a script.

3.1 Designing the Lesson Sequence

For all TWS lessons, please use required Danielson Lesson Plan Format downloadable at: http://www.montana.edu/fieldplacement/studentteaching/index.html (If you choose to use it, the TWS template provides this lesson plan format embedded within the template, so you need only fill in the relevant information.)

- Describe the relationship of this lesson to your sequence structure.
- Discuss anticipated student misconceptions.
- 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.
- Content Standard Alignment; provide one ELA or math Common Core standard http://montanateach.org/.
- List instructional outcomes/measurable lesson objectives (SWLT and SWBAT).
- Describe how each lesson will be formatively assessed.
- Outline instructional strategies/activities (p. 3) with time stamps for anticipated lengths of each.
  - Present your design for…
    - …engaging introduction/anticipatory set for each lesson.
    - …instructional strategies for each lesson (“I do, we do, you do”), including:
      - …detailed and descriptive procedures for each piece.
      - …utilization of physical space and resources.
      - …application of resources (technology, layout, library, etc.).
      - …relevant content-specific pedagogies (workshop model for writing instruction; inquiry method for science lab, etc.).
    - …thought-provoking closure.
  - List instructional materials/resources.
  - Describe differentiation strategies:
    - …lesson-specific expectations for management including classroom procedures, instructional groups, etc.
    - …relevant lesson-specific differentiation for students with unique needs.

3.2 Obtaining Feedback from Colleagues

- Submit TWS lesson plans to your cooperating teacher for 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 during Instruction

- Daily, after teaching each TWS lesson, study the formative assessment results. At the end of that lesson plan, note what you learned from these results using Microsoft Word red font. At the beginning of 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 (Secondary and Prac II only)
  
  (Note: if you are color blind, feel free to substitute blue and purple for your font colors)

- 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 reference Section One student contextual factors).

<table>
<thead>
<tr>
<th>Section 3 Instruction</th>
<th>Student Self-Assessment Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing Lesson Plans</td>
<td>Did I include all of the required lesson plan elements in the Danielson Lesson Plan Template? &lt;br&gt; Did I develop engaging procedures and materials that align with standards and instructional outcomes? &lt;br&gt; Did I incorporate best-practice, effective, and varied content-related pedagogies? &lt;br&gt; Did I assess and review key elements of student prior knowledge? &lt;br&gt; Did I select instructional procedures, materials, and resources based on research of classroom learners?</td>
</tr>
<tr>
<td>Obtaining Feedback</td>
<td>Did I submit all lesson plans to my CT one week prior to teaching them? &lt;br&gt; Did I make necessary changes to TWS lessons based on my CT’s feedback?</td>
</tr>
<tr>
<td>Using Formative Assessment for Planning During Instruction</td>
<td>Did I demonstrate what I learned from student’s formative assessment results by annotating the end of each lesson plan using red font? &lt;br&gt; Did I demonstrate how I would use formative assessment results to best help students learn by annotating the beginning of each successive lesson plan with green font, describing changes I made to that plan based on formative results from the previous lesson. &lt;br&gt; Did I follow the sequence below? &lt;br&gt; - Lesson 1: red reflections only: &lt;br&gt; - Lesson 2: green plan ideas, then red reflections &lt;br&gt; - Lesson 3: green plan ideas, then red reflections (Prac II and Sec Prac only)</td>
</tr>
</tbody>
</table>
SECTION FOUR

USING ASSESSMENT

4.1 Using Formative Assessment to Monitor Learner Progress (Table 4.1) (1 page)

- Copy instructional outcomes/objectives (SWLT & SWBAT) 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 assessments with learning goals. As in Section 1, include in Section 4 the page numbers in Appendix A where you have put a blank copy of assessments so your FS can quickly scroll there.

- Column #3; state the proficiency criteria for each formative assessment and how you measured that criteria. If your assessment is complex—an open-ended question, observation, etc.—you will need an assessment tool, such as a holistic rubric or checklist (p. 5). Include a copy of the tool in Appendix A and provide that page number in Column #3.

- Column #4; chart how many students achieved and did not achieve proficiency for this lesson.

- Column #5; document (by copying from lesson plan annotations—see p. 12) how you used data from each formative assessment.
  
  - Demonstrate what you learned from examining formative assessment results for each lesson by copying the red text, annotations from the end of the lesson plan.
  
  - Demonstrate how you changed instruction for each subsequent lesson (based on formative assessment data from the previous lesson) by copying the green text from the beginning of each successive lesson plan.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Formative Assessment Description</th>
<th>Pre-determined level for student proficiency</th>
<th>Student Proficiency</th>
<th>1. Think like a teacher; what do these formative assessment results tell you? (red font)</th>
<th>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.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students will learn that numerals represent numbers of objects; students will be able to solve 3 addition problems by using manipulatives.</strong></td>
<td>Students will solve a set of three addition problems using manipulatives. I will observe student proficiency at Station #3</td>
<td>Station #3 rubric Appendix A, p. 19&lt;br&gt;Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting.</td>
<td>20 students&lt;br&gt;20: proficient</td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
4.2 Reflecting on Achievement Data: (1 pages)

- Whole-class assessment analysis (2-3 paragraphs)
  - Review classroom information. What patterns can you see in whole-class contextual factors and formative achievement data? Make sure to consider both. (A concept map or other graphic may be helpful here. If used, include it here to replace one of your paragraphs.)
  - Supporting all your statements with specific achievement and/or contextual evidence, analyze at least one of these patterns and describe what it tells you about your instruction and about your students’ growth (as a whole class and as subgroups). Avoid focusing negatively on shortcomings. Using positive language, capitalize on how gaps in understanding/experience—yours and 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 assessment analysis (1-2 paragraphs)

- Pick one student who did not achieve proficiency or who showed little-to-no growth. What patterns can you see in this student’s contextual factors and formative achievement data? Make sure to consider both. Analyze one of these patterns. What did you try that worked or did not work? Try to determine why these strategies were effective/ineffective using clues from your data and lesson notes?
- Next, strategize about how to more effectively differentiate instruction for this student in coming lessons. Avoid unsubstantiated opinions and generic statements. Provide details, specific resources, methods, activities, approaches, etc. that match this student’s researched needs (Sections 1 & 4). Support your ideas with objective data you collected.

- Revise your work for organization and conciseness.

- 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 can learn the same material: http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/differentiated_instruction_faqs.pdf
<table>
<thead>
<tr>
<th>Section 4</th>
<th>Using Assessment</th>
<th>Student Self-Assessment Checklist</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>☐ Did I copy my instructional outcomes &amp; objectives (SWLT &amp; SWBAT) from Table #1 for each lesson?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Did I copy a formative assessment description from Table 1 that measures the instructional outcome &amp; objective for each lesson?</td>
</tr>
<tr>
<td><strong>Table 4.1</strong>: Analysis of Formative Assessments (columns 1 &amp; 2)</td>
<td>☐ Did I indicate how I determined student proficiency* to inform me who was ready for the next instructional task (holistic rubric, checklist, right/wrong, etc.)?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Did I include page numbers in Appendix A where assessment tools (checklists, rubrics, etc.) could be viewed?</td>
</tr>
<tr>
<td><strong>Table 4.1</strong>: Analysis of Formative Assessments (column 3)</td>
<td>☐ Did I provide the number of students who did and did not achieve proficiency for each formative assessment? (Column 4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Did I copy into Column 5 <strong>red font</strong> lesson plan annotations made at the end of each lesson reflecting on the results of each formative assessment?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Did I copy into Column 5 <strong>green font</strong> annotations made at the beginning of each lesson (except lesson #1) describing adjustments I made to individual successive lessons based on formative assessment results from each previous lesson?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Did I note how I carefully considered differentiating my instruction when all, or nearly all, students were proficient?</td>
</tr>
<tr>
<td><strong>Table 4.1</strong>: Analysis of Formative Assessments (columns 4 &amp; 5)</td>
<td>☐ Did I look for connections/patterns among formative data and contextual factors for the whole class (include graphic if used) and analyze at least one pattern to determine what this information is teaching me about my instruction and about how these students learn?</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ Did I analyze one student’s achievement and contextual factors along with individualized strategies I used for this student and analyze at least one pattern in order to draw data-based conclusions about how to more effectively differentiate instruction for him/her? Did I describe these using specifics?</td>
</tr>
<tr>
<td><strong>Conclusion</strong></td>
<td>☐ Did I carefully revise and edit for a professionally written, approximately 1-page reflection on assessment? (See professional expectations, p.2.)</td>
<td></td>
</tr>
</tbody>
</table>

*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 Reviewing the professional goal (less than ½ page)

- Consider your goal/focus from Section One. If it changed during your TWS instruction, record the new goal/focus and provide a 2-3 sentence rationale for that change.
- Provide the Danielson domain, component, and element that align with your current goal (original or revised).

5.2 Reviewing instruction (1 page of notes)

- Review sections 1-4 of the TWS. Record approximately ½ page of notes about anything significant you notice.
- Review the DF Observation Tool notes from your field supervisor and any feedback provided by your cooperating teacher. Record anything significant you observe, please do not copy and paste the entire text, include only relevant comments.
- Read over your reflective journal, looking for evidence of growth. (Copy/paste only significant statements.)

5.3 Reflecting for growth (2 pages)

- Using the evidence you have collected, tell the whole story of your growth/change during the entire TWS process, with a focus on your personal goal (1 ½ pages).
  - Make sure to support all statements in your story with cited evidence (use at least 2 of the following sources):
    1. Material from your TWS sections 1-4 notes (see 5.2).
    2. Student formative achievement data.
    3. Quotes or paraphrases from CT and FS professional conversations and/or assessments (cited).
    4. Quoted snippets from 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
    1. Books/articles to read
    2. Websites to peruse
    3. Conferences to attend
    4. Mentors with whom to collaborate
    5. New strategies to try
  - How you plan to use these resources
  - Tentative due dates for accomplishing these steps to growth—do not skip this step.

Please make this authentic; hold yourself to this “contract.” Do not include anything that you truly do not intend to do.
<table>
<thead>
<tr>
<th>Section 5 Professional Responsibilities</th>
<th>Student Self-assessment Checklist</th>
</tr>
</thead>
</table>
| Aligning observations with the Danielson Framework | ☐ Did I restate my goal from Section One?  
☐ If I revised my goal, did I describe the new goal and provide a 2-3 sentence rationale supporting the revision?  
☐ Did I provide the Danielson domain, component, or element that align with my original or revised goal? |
| Studying my own teaching | ☐ Did I review my TWS Sections 1-4 and record notes?  
☐ Did I review my mentor observations and assessments and provide notes (no scans)?  
☐ Did I read over my reflective journal for evidence of my professional growth and copy/paste snippets significant to my TWS instruction? |
| Reflection for growth | ☐ Using evidence from at least two of my collected sources, did I tell a genuine story of my professional growth in 1 ½ pages with an emphasis on my professional goal?  
☐ Did I revise and edit this story?  
☐ Did I develop a plan of growth (1/2 page) that included resources, activities, and/new strategies that I would use to promote my growth as a teacher along with an approximate timeframe for fulfilling each?  
☐ Did I create an authentic plan that I will be able to use? |

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.”)
Determining a Danielson Framework-Based Personal Goal

First, go to danielsongroup.org and register. Then, scroll down to find the downloadable Smart Card.

For your goal, select one element from the Danielson components in your Smart Card. In Practicum, you will focus on Danielson Domains 2 & 3. Your instructor will guide you to the components relevant to your particular practicum experience (I, II, or Secondary).

Domain 2: The Classroom Environment
   2.a: Creating an environment of respect and rapport  (two elements)
   2.b: Establishing a culture for learning  (three elements)
   2.c: Managing classroom procedures  (five elements)
   2.d: Managing of student behavior  (three elements)
   2.e: Organizing physical space  (two elements)

Domain 3: Instruction
   3.a: Communicating with students  (four elements)
   3.b: Using questioning and discussion techniques  (three elements)
   3.c: Engaging students in learning  (four elements)
   3.d: Using assessment in instruction  (four elements)
   3.e: Demonstrating flexibility and responsiveness  (three elements)
Danielson Framework for Teaching: Domains, Components, and Elements

**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

**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
Other TWS Requirements

Please provide, after Section Five:

- **References Page** [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)
- **Appendix A (Assessments and Tools)**
  - Copy/paste exact formative assessments (questions, problems, tasks, exit tickets, etc.)
  - Include the accompanying rubrics and/or checklists
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).