**MSU TEACHER WORK SAMPLE TEMPLATE**



**Name:**

**Content Area/Grade Level:**

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**SECTION ONE**

**Section 1.1**

**Field Notes: Collaboration with Mentors**

|  |  |
| --- | --- |
| Collaboration ideas from CT/ FS | Documentation |
| Cited summary of collaboration with CT about TWS topic and lessons | CT  *(J. Teacher, personal communication, January 1, 2019)* |
| Cited summaries of collaboration with CT and administrator about possible contextual resources to research  Questions to ask your CT and Administrator:  In order to teach my TWS sequence…   1. …what should I research about the community? 2. …what school resources should I explore? 3. …what classroom resources should I investigate? 4. …what factors should I research about this group of students? (questionnaire categories, test scores, attendance, etc.) | CT  *(J. Teacher, personal communication, January 2, 2019)* |
| Administrator  *(J. Administrator, personal communication, January 2, 2019)* |
| Personal Goal: Danielson domain, component, and element (see TWS Guide, p. 20)  2-3 sentence rationale for goal selection | Personal Statement of Goal: |
| Danielson Domain: |
| Danielson Component: |
| One Danielson Element: |
| Rationale for Goal: |

**Section 1.2**

**Table 1: Overview of Instruction**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TWS Sequence Standards  1-3 Standard(s) numbered and written out:   * Montana Content Standard(s): * Common Core Standards(s): | | | | Summative Assessment Description:  Blank copy of assessment tool is located: Appendix A, p. |
| Lesson Titles  And Standard(s) number | **Primary** **instructional outcome (SWLT) in order to achieve the lesson objective (SWBAT)**  Students will learn that…  Students will be able to…. | **Formative assessment description and page location** | I**nstructional strategy/activity** | **Segment of the summative assessment measuring the instructional outcome for each lesson.** |
|  | Students will learn that |  |  |  |
| Students will be able to |
|  | Students will learn that |  |  |  |
| Students will be able to |
|  | Students will learn that |  |  |  |
| Students will be able to |
|  | Students will learn that |  |  |  |
| Students will be able to |
|  | Students will learn that |  |  |  |
| Students will be able to |

**Section 1.3**

**Field Notes: Contextual Information (4 contextual pieces)**

|  |  |
| --- | --- |
| Source of Information | Description of contextual factor |
|  |  |
|  |  |
|  |  |
|  |  |

**Section 1.4**

**Field Notes: Self-Knowledge (2-3 factors)**

|  |  |
| --- | --- |
| Personal Characteristics | Brief Description |
| Personal Bias (p. 5) |  |
| Characteristic #2 |  |
| Characteristic #3 (optional) |  |

**Section 1.5**

**Field Notes Knowledge of Diverse Students**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Students  (Coded-no student names please) | Description of Factor #1/Source  (*Student questionnaires recommended for one source; Copy in Appendix A)* | Description of Factor #2/Source | Factor #3 (Optional) | Factor #4 (Optional) |
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# SECTION TWO

# PREPARING FOR INSTRUCTION

**Section 2.1**

Story of Preparation and Planning (1 ½ pages):

*Brief introduction, including professional goal:*

*Highlight and restate contextual factor #1; describe its importance to student learning and/or professional goal. Tell how you plan to specifically use this factor in your TWS instruction.*

*Highlight and restate contextual factor #2; describe its importance to student learning and/or the professional goal. Tell how you plan to specifically use this factor in your TWS instruction.*

*Highlight and restate contextual factor #3; describe its importance to student learning and/or the professional goal. Tell how you plan to specifically use this factor in your TWS instruction.*

*Brief Conclusion*

# 

# SECTION THREE

# INSTRUCTION

**Five Lesson Plans with red/green annotations using the Danielson Lesson Plan Format:**

**DANIELSON MODEL LESSON TEMPLATE: Lesson #1**

|  |  |
| --- | --- |
| **Class:** | **Date:** |
| **Unit:** | **Lesson Title:** |
| **CONTENT**  *(Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | |
| **Relationship to Unit Structure:**   * How does this lesson support selected content standards, enduring understandings, and goals of the unit/sequence? * How does this lesson build on the previous lesson in this instructional sequence? * How does this lesson support the next lesson in this instructional sequence? |  |
| **Anticipated Student Misconceptions:**  On what points of instruction do you need to anticipate student confusion, so that you can plan to counter these misconceptions before they become fixed? |  |
| **Concept Prerequisites:**  List the key concepts and terminology necessary for students to understand in order to meet the standards, outcomes and objectives of the lesson**.** |  |
| **Content Standard Alignment:**  **Script the 1-3 content standards to which lessons will be aligned. Include an ELA/math Common Core standard:** [**http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards**](http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards)  **If applicable, write one of the seven Essential Understandings of Montana Indians that will help students make a meaningful cultural connection between IEFA and the content. http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education** |  |

**INSTRUCTIONAL OUTCOMES**

*(Framework Domain 1C: Setting Instructional Outcomes)*

|  |  |
| --- | --- |
| **Instructional Outcome (learning)**  *(Danielson 1c: Setting Instructional Goals)*  **Use the SWLT prompt: *Students will learn that*…. to “identify exactly what the students will be expected to *learn*” (Danielson, 2013)**  Write from the perspective of Bloom’s/Webb’s taxonomies.  Make sure to include outcomes from the higher 3 levels of Bloom’s or deeper levels of Webb’s |  |
| **Instructional Outcome (application), AKA: Learning Objective**:  *(Danielson 1c: Setting Instructional Goals)*  Use the SWBAT prompt, ***Students will be able to*…**.  Use clear, specific sentences containing desired behavior and content. |  |

**ASSESSMENT**

*(Framework Domain 1F: Designing Student Assessments)*

|  |  |
| --- | --- |
| **Assessment (Formative):**    **Briefly describe the lesson-level** formative assessment for learning (generally non-graded) that you can review after each lesson in order to adjust your instruction for the following lesson to meet needs of individuals or groups of students. |  |

**METHODS AND INSTRUCTIONAL STRATEGIES**

|  |  |
| --- | --- |
| *(Framework Domain 1e: Designing Coherent Instruction* | |
| **Introduction, AKA: Anticipatory Set or Focusing event (Time Stamp):**  Describe the specific question, story, video clip, scenario, skit, etc. you will use to capture students’ attention. Focus on engagement. |  |
| **Instructional Strategies (Time stamp each segment):**  Create a detailed (sufficient for a substitute teacher) and carefully sequenced outline of the content you intend to explore during the class session. In the outline:   * The “I do, we do, you do” format can help you with sequencing * Make sure to use varied instructional strategies to convey the content of your lesson(s) * Identify the questions, illustrations, examples, vocabulary, types of student participation, etc. you have planned for use in your lesson * Explain how you will provide opportunities for students to apply the content. |  |
| **Wrap Up/Synthesis/Closure (Time stamp):**  How will you bring your class to a close (review key points, do a final check for understanding, focus on the connections between previous and future lessons, etc.)? Focus on continuing engagement. |  |

**MATERIALS/RESOURCES**

*(Framework Domain 1d: Demonstrating Knowledge of Resources)*

|  |  |
| --- | --- |
| **Instructional Materials/Resources:**  *(Framework Domain 1d: Demonstrating Knowledge of Resources)*  List all materials and resources required by teacher and/or students, include anything you will need to collect and use: e.g. paper-based materials (such as text books or instruction sheets), technology equipment, science equipment or supplies, and art materials. |  |
| **DIFFERENTIATION**  *(Framework Domain 1b: Demonstrating Knowledge of Students)* | |
| **Differentiation According to Student Needs:**  *(Danielson 1b: Demonstrating Knowledge of Students, 3d, Using Assessment in Instruction; 4a Reflecting on Teaching)*  Address diverse student needs, considering all students as unique (including students with an IEP or 504, cultural or linguistic needs). Make sure to address at least one individual and one group differentiated strategy for each lesson. |  |

**ANNOTATIONS (past tense)**

|  |
| --- |
|  |

**DANIELSON MODEL LESSON TEMPLATE: Lesson #2**

|  |  |
| --- | --- |
| **Class:** | **Date:** |
| **Unit:** | **Lesson Title:** |
| **ANNOTATIONS (future tense)** | |
|  | |
| **CONTENT**  *(Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | |
| **Relationship to Unit Structure:**   * How does this lesson support selected content standards and goals of the unit? * How does this lesson build on the previous lesson in this instructional sequence? * How does this lesson support the next lesson in this instructional sequence? |  |
| **Anticipated Student Misconceptions:**  On what points of instruction do you need to anticipate student confusion, so that you can plan to counter these misconceptions before they become fixed? |  |
| **Concept Prerequisites:**  List the key concepts and terminology necessary for students to understand in order to meet the standards, outcomes and objectives of the lesson**.** |  |
| **Content Standard Alignment:**  **Script the 1-3 content standards to which lessons will be aligned. Include an ELA/math Common Core standard:** [**http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards**](http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards)  **If applicable, write out one of the seven Essential Understandings of Montana Indians that will help students make a meaningful cultural connection between IEFA and the content..** [**http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education**](http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education) |  |

**INSTRUCTIONAL OUTCOMES**

*(Framework Domain 1C: Setting Instructional Outcomes)*

|  |  |
| --- | --- |
| **Instructional Outcome (learning)**  *(Danielson 1c: Setting Instructional Goals)*  **Use the SWLT prompt: *Students will learn that*…. to “identify exactly what the students will be expected to *learn*” (Danielson, 2013)**  Write from the perspective of Bloom’s/Webb’s taxonomies.  Make sure to include outcomes from the higher 3 levels of Bloom’s or deeper levels of Webb’s |  |
| **Instructional Outcome (application), AKA: Learning Objective**:  *(Danielson 1c: Setting Instructional Goals)*  Use the SWBAT prompt, ***Students will be able to*…**.  Use clear, specific sentences containing desired behavior and content. |  |

**ASSESSMENT**

*(Framework Domain 1F: Designing Student Assessments)*

|  |  |
| --- | --- |
| **Assessment (Formative):**    **Briefly describe the lesson-level** formative assessment for learning (generally non-graded) that you can review after each lesson in order to adjust your instruction for the following lesson to meet needs of individuals or groups of students. |  |

**METHODS AND INSTRUCTIONAL STRATEGIES**

|  |  |
| --- | --- |
| *(Framework Domain 1e: Designing Coherent Instruction* | |
| **Introduction, AKA: Anticipatory Set or Focusing event (Time Stamp):**  Describe the specific question, story, video clip, scenario, skit, etc. you will use to capture students’ attention. Focus on engagement. |  |
| **Instructional Strategies (Time stamp each segment):**  Create a detailed (sufficient for a substitute teacher) and carefully sequenced outline of the content you intend to explore during the class session. In the outline:   * The “I do, we do, you do” format can help you with sequencing * Make sure to use varied instructional strategies to convey the content of your lesson(s) * Identify the questions, illustrations, examples, vocabulary, types of student participation, etc. you have planned for use in your lesson * Explain how you will provide opportunities for students to apply the content. |  |
| **Wrap Up/Synthesis/Closure (Time stamp):**  How will you bring your class to a close (review key points, do a final check for understanding, focus on the connections between previous and future lessons, etc.)? Focus on continuing engagement. |  |

**MATERIALS/RESOURCES**

*(Framework Domain 1d: Demonstrating Knowledge of Resources)*

|  |  |
| --- | --- |
| **Instructional Materials/Resources:**  *(Framework Domain 1d: Demonstrating Knowledge of Resources)*  List all materials and resources required by teacher and/or students, include anything you will need to collect and use: e.g. paper-based materials (such as text books or instruction sheets), technology equipment, science equipment or supplies, and art materials. |  |
| **DIFFERENTIATION**  *(Framework Domain 1b: Demonstrating Knowledge of Students)* | |
| **Differentiation According to Student Needs:**  *(Danielson 1b: Demonstrating Knowledge of Students, 3d, Using Assessment in Instruction; 4a Reflecting on Teaching)*  Address diverse student needs, considering all students as unique (including students with an IEP or 504, cultural or linguistic needs). Make sure to address at least one individual and one group differentiated strategy for each lesson. |  |

**ANNOTATIONS (past tense)**

|  |
| --- |
|  |

**DANIELSON MODEL LESSON TEMPLATE: Lesson #3**

|  |  |
| --- | --- |
| **Class:** | **Date:** |
| **Unit:** | **Lesson Title:** |
| **ANNOTATIONS (future tense)** | |
|  | |
| **CONTENT**  *(Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | |
| **Relationship to Unit Structure:**   * How does this lesson support selected content standards and goals of the unit? * How does this lesson build on the previous lesson in this instructional sequence? * How does this lesson support the next lesson in this instructional sequence? |  |
| **Anticipated Student Misconceptions:**  On what points of instruction do you need to anticipate student confusion, so that you can plan to counter these misconceptions before they become fixed? |  |
| **Concept Prerequisites:**  List the key concepts and terminology necessary for students to understand in order to meet the standards, outcomes and objectives of the lesson**.** |  |
| **Content Standard Alignment:**  **Script the 1-3 content standards to which lessons will be aligned. Include an ELA/math Common Core standard:** [**http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards**](http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards)  **If applicable, write out one of the seven Essential Understandings of Montana Indians that will help students make a meaningful cultural connection between IEFA and the content.** [**http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education**](http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education) |  |

**INSTRUCTIONAL OUTCOMES**

*(Framework Domain 1C: Setting Instructional Outcomes)*

|  |  |
| --- | --- |
| **Instructional Outcome (learning)**  *(Danielson 1c: Setting Instructional Goals)*  **Use the SWLT prompt: *Students will learn that*…. to “identify exactly what the students will be expected to *learn*” (Danielson, 2013)**  Write from the perspective of Bloom’s/Webb’s taxonomies.  Make sure to include outcomes from the higher 3 levels of Bloom’s or deeper levels of Webb’s |  |
| **Instructional Outcome (application), AKA: Learning Objective**:  *(Danielson 1c: Setting Instructional Goals)*  Use the SWBAT prompt, ***Students will be able to*…**.  Use clear, specific sentences containing desired behavior and content. |  |

**ASSESSMENT**

*(Framework Domain 1F: Designing Student Assessments)*

|  |  |
| --- | --- |
| **Assessment (Formative):**    **Briefly describe the lesson-level** formative assessment for learning (generally non-graded) that you can review after each lesson in order to adjust your instruction for the following lesson to meet needs of individuals or groups of students. |  |

**METHODS AND INSTRUCTIONAL STRATEGIES**

|  |  |
| --- | --- |
| *(Framework Domain 1e: Designing Coherent Instruction* | |
| **Introduction, AKA: Anticipatory Set or Focusing event (Time Stamp):**  Describe the specific question, story, video clip, scenario, skit, etc. you will use to capture students’ attention. Focus on engagement. |  |
| **Instructional Strategies (Time stamp each segment):**  Create a detailed (sufficient for a substitute teacher) and carefully sequenced outline of the content you intend to explore during the class session. In the outline:   * The “I do, we do, you do” format can help you with sequencing * Make sure to use varied instructional strategies to convey the content of your lesson(s) * Identify the questions, illustrations, examples, vocabulary, types of student participation, etc. you have planned for use in your lesson * Explain how you will provide opportunities for students to apply the content. |  |
| **Wrap Up/Synthesis/Closure (Time stamp):**  How will you bring your class to a close (review key points, do a final check for understanding, focus on the connections between previous and future lessons, etc.)? Focus on continuing engagement. |  |

**MATERIALS/RESOURCES**

*(Framework Domain 1d: Demonstrating Knowledge of Resources)*

|  |  |
| --- | --- |
| **Instructional Materials/Resources:**  *(Framework Domain 1d: Demonstrating Knowledge of Resources)*  List all materials and resources required by teacher and/or students, include anything you will need to collect and use: e.g. paper-based materials (such as text books or instruction sheets), technology equipment, science equipment or supplies, and art materials. |  |
| **DIFFERENTIATION**  *(Framework Domain 1b: Demonstrating Knowledge of Students)* | |
| **Differentiation According to Student Needs:**  *(Danielson 1b: Demonstrating Knowledge of Students, 3d, Using Assessment in Instruction; 4a Reflecting on Teaching)*  Address diverse student needs, considering all students as unique (including students with an IEP or 504, cultural or linguistic needs). Make sure to address at least one individual and one group differentiated strategy for each lesson. |  |

**ANNOTATIONS (past tense)**

|  |
| --- |
|  |

**DANIELSON MODEL LESSON TEMPLATE: Lesson #4**

|  |  |
| --- | --- |
| **Class:** | **Date:** |
| **Unit:** | **Lesson Title:** |
| **ANNOTATIONS (future tense)** | |
|  | |
| **CONTENT**  *(Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | |
| **Relationship to Unit Structure:**   * How does this lesson support selected content standards and goals of the unit? * How does this lesson build on the previous lesson in this instructional sequence? * How does this lesson support the next lesson in this instructional sequence? |  |
| **Anticipated Student Misconceptions:**  On what points of instruction do you need to anticipate student confusion, so that you can plan to counter these misconceptions before they become fixed? |  |
| **Concept Prerequisites:**  List the key concepts and terminology necessary for students to understand in order to meet the standards, outcomes and objectives of the lesson**.** |  |
| **Content Standard Alignment:**  **Script the 1-3 content standards to which lessons will be aligned. Include an ELA/math Common Core standard:** [**http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards**](http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards)  **If applicable, write out one of the seven Essential Understandings of Montana Indians that will help students make a meaningful cultural connection between IEFA and the content. http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education** |  |

**INSTRUCTIONAL OUTCOMES**

*(Framework Domain 1C: Setting Instructional Outcomes)*

|  |  |
| --- | --- |
| **Instructional Outcome (learning)**  *(Danielson 1c: Setting Instructional Goals)*  **Use the SWLT prompt: *Students will learn that*…. to “identify exactly what the students will be expected to *learn*” (Danielson, 2013)**  Write from the perspective of Bloom’s/Webb’s taxonomies.  Make sure to include outcomes from the higher 3 levels of Bloom’s or deeper levels of Webb’s |  |
| **Instructional Outcome (application), AKA: Learning Objective**:  *(Danielson 1c: Setting Instructional Goals)*  Use the SWBAT prompt, ***Students will be able to*…**.  Use clear, specific sentences containing desired behavior and content. |  |

**ASSESSMENT**

*(Framework Domain 1F: Designing Student Assessments)*

|  |  |
| --- | --- |
| **Assessment (Formative):**    **Briefly describe the lesson-level** formative assessment for learning (generally non-graded) that you can review after each lesson in order to adjust your instruction for the following lesson to meet needs of individuals or groups of students. |  |

**METHODS AND INSTRUCTIONAL STRATEGIES**

|  |  |
| --- | --- |
| *(Framework Domain 1e: Designing Coherent Instruction* | |
| **Introduction, AKA: Anticipatory Set or Focusing event (Time Stamp):**  Describe the specific question, story, video clip, scenario, skit, etc. you will use to capture students’ attention. Focus on engagement. |  |
| **Instructional Strategies (Time stamp each segment):**  Create a detailed (sufficient for a substitute teacher) and carefully sequenced outline of the content you intend to explore during the class session. In the outline:   * The “I do, we do, you do” format can help you with sequencing * Make sure to use varied instructional strategies to convey the content of your lesson(s) * Identify the questions, illustrations, examples, vocabulary, types of student participation, etc. you have planned for use in your lesson * Explain how you will provide opportunities for students to apply the content. |  |
| **Wrap Up/Synthesis/Closure (Time stamp):**  How will you bring your class to a close (review key points, do a final check for understanding, focus on the connections between previous and future lessons, etc.)? Focus on continuing engagement. |  |

**MATERIALS/RESOURCES**

*(Framework Domain 1d: Demonstrating Knowledge of Resources)*

|  |  |
| --- | --- |
| **Instructional Materials/Resources:**  *(Framework Domain 1d: Demonstrating Knowledge of Resources)*  List all materials and resources required by teacher and/or students, include anything you will need to collect and use: e.g. paper-based materials (such as text books or instruction sheets), technology equipment, science equipment or supplies, and art materials. |  |
| **DIFFERENTIATION**  *(Framework Domain 1b: Demonstrating Knowledge of Students)* | |
| **Differentiation According to Student Needs:**  *(Danielson 1b: Demonstrating Knowledge of Students, 3d, Using Assessment in Instruction; 4a Reflecting on Teaching)*  Address diverse student needs, considering all students as unique (including students with an IEP or 504, cultural or linguistic needs). Make sure to address at least one individual and one group differentiated strategy for each lesson. |  |

**ANNOTATIONS (past tense)**

|  |
| --- |
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**DANIELSON MODEL LESSON TEMPLATE: Lesson #5**

|  |  |
| --- | --- |
| **Class:** | **Date:** |
| **Unit:** | **Lesson Title:** |
| **ANNOTATIONS (future tense)** | |
|  | |
| **CONTENT**  *(Danielson 1a: Demonstrating Knowledge of Content and Pedagogy)* | |
| **Relationship to Unit Structure:**   * How does this lesson support selected content standards and goals of the unit? * How does this lesson build on the previous lesson in this instructional sequence? * How does this lesson support the next lesson in this instructional sequence? |  |
| **Anticipated Student Misconceptions:**  On what points of instruction do you need to anticipate student confusion, so that you can plan to counter these misconceptions before they become fixed? |  |
| **Concept Prerequisites:**  List the key concepts and terminology necessary for students to understand in order to meet the standards, outcomes and objectives of the lesson**.** |  |
| **Content Standard Alignment:**  **Script the 1-3 content standards to which lessons will be aligned. Include an ELA/math Common Core standard:** [**http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards**](http://montanateach.org/?grade=&standard=&type=&s=Common+Core+Standards)  **If applicable, write out one of the seven Essential Understandings of Montana Indians that will help students make a meaningful cultural connection between IEFA and the content. http://opi.mt.gov/Educators/Teaching-Learning/Indian-Education** |  |

**INSTRUCTIONAL OUTCOMES**

*(Framework Domain 1C: Setting Instructional Outcomes)*

|  |  |
| --- | --- |
| **Instructional Outcome (learning)**  *(Danielson 1c: Setting Instructional Goals)*  **Use the SWLT prompt: *Students will learn that*…. to “identify exactly what the students will be expected to *learn*” (Danielson, 2013)**  Write from the perspective of Bloom’s/Webb’s taxonomies.  Make sure to include outcomes from the higher 3 levels of Bloom’s or deeper levels of Webb’s |  |
| **Instructional Outcome (application), AKA: Learning Objective**:  *(Danielson 1c: Setting Instructional Goals)*  Use the SWBAT prompt, ***Students will be able to*…**.  Use clear, specific sentences containing desired behavior and content. |  |

**ASSESSMENT**

*(Framework Domain 1F: Designing Student Assessments)*

|  |  |
| --- | --- |
| **Assessment (Formative):**    **Briefly describe the lesson-level** formative assessment for learning (generally non-graded) that you can review after each lesson in order to adjust your instruction for the following lesson to meet needs of individuals or groups of students. |  |

**METHODS AND INSTRUCTIONAL STRATEGIES**

|  |  |
| --- | --- |
| *(Framework Domain 1e: Designing Coherent Instruction* | |
| **Introduction, AKA: Anticipatory Set or Focusing event (Time Stamp):**  Describe the specific question, story, video clip, scenario, skit, etc. you will use to capture students’ attention. Focus on engagement. |  |
| **Instructional Strategies (Time stamp each segment):**  Create a detailed (sufficient for a substitute teacher) and carefully sequenced outline of the content you intend to explore during the class session. In the outline:   * The “I do, we do, you do” format can help you with sequencing * Make sure to use varied instructional strategies to convey the content of your lesson(s) * Identify the questions, illustrations, examples, vocabulary, types of student participation, etc. you have planned for use in your lesson * Explain how you will provide opportunities for students to apply the content. |  |
| **Wrap Up/Synthesis/Closure (Time stamp):**  How will you bring your class to a close (review key points, do a final check for understanding, focus on the connections between previous and future lessons, etc.)? Focus on continuing engagement. |  |

**MATERIALS/RESOURCES**

*(Framework Domain 1d: Demonstrating Knowledge of Resources)*

|  |  |
| --- | --- |
| **Instructional Materials/Resources:**  *(Framework Domain 1d: Demonstrating Knowledge of Resources)*  List all materials and resources required by teacher and/or students, include anything you will need to collect and use: e.g. paper-based materials (such as text books or instruction sheets), technology equipment, science equipment or supplies, and art materials. |  |
| **DIFFERENTIATION**  *(Framework Domain 1b: Demonstrating Knowledge of Students)* | |
| **Differentiation According to Student Needs:**  *(Danielson 1b: Demonstrating Knowledge of Students, 3d, Using Assessment in Instruction; 4a Reflecting on Teaching)*  Address diverse student needs, considering all students as unique (including students with an IEP or 504, cultural or linguistic needs). Make sure to address at least one individual and one group differentiated strategy for each lesson. |  |

**ANNOTATIONS (past tense)**

|  |
| --- |
|  |

**SECTION FOUR: USING ASSESSMENT**

**Section 4.1**

**Table 4.1 Analysis of Formative Assessments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learning Outcome (Table 1) | Formative Assessment Descriptions and Page Locations in Appendix A | Proficiency Criteria Description and Page Locations of Assessment Tools in Appendix A | Numbers of Students who did and did not Achieve Proficiency; number absent | 1. Analysis of formative assessment results (**red font**) past tense 2. Evidence-based changes made to next lesson; (**green font**.) future tense |
|  |  |  |  | red reflections |
|  |  |  |  | green changes |
| red reflections |
|  |  |  |  | green changes |
| red reflections |
|  |  |  |  | green changes |
| red reflections |
|  |  |  |  | green changes |
| red reflections |

**Section 4.2**

**Table 4.2: Individual Student Achievement Data**

|  |  |  |
| --- | --- | --- |
| Summative Assessment Description & Page Reference: | Proficiency Criteria Description & Assessment Tool Page Reference | |
|  |  | |
| Student (coded) | Summative Assessment Score | Proficiency? (Yes/No) |
|  |  |  |
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**Section 4.3**

Conclusion

# Whole-class Assessment Analysis (3-4 paragraphs):

*Description of observed pattern:*

*Exploration of pattern using formative achievement data.*

*Exploration of pattern using summative achievement data.*

*Exploration of pattern using contextual data.*

*Exploration of pattern using personal, professional goal*

*Plan for whole-class or subgroup differentiation based on above relevant data*

# One-student Assessment Analysis (2-3 paragraphs):

*Description of observed pattern:*

*Exploration of pattern using formative achievement data.*

*Exploration of pattern using summative achievement data.*

*Exploration of pattern using contextual data.*

*Exploration of pattern using personal, professional goal*

*Plan for individual student differentiation based on above relevant data*

# SECTION FIVE

**PROFESSIONAL RESPONSIBILITIES**

**Section 5.1**

1. Adjusted or repeated goal aligned with a Danielson domain, component, and element.

|  |  |
| --- | --- |
| Statement of Goal |  |
| Revised Goal & Rationale (Only if goal has changed) |  |
| Domain |  |
| Component |  |
| Element |  |

**Section 5.2**

Self-study:

1. copy/paste (no scanned) your video analysis below (1 page).
2. Then, provide selections from your work that in some way relate to your personal, professional goal (1 ½ pages). Select from each of the following:
   1. TWS Sections 1-4
   2. mentor assessments
   3. journal entries.

*One-page video analysis*

*Selected data from TWS 1-4 (1/2 page)*

*Selected data from mentor assessments (1/2 page)*

*Selected data from journal entries (1/2 page)*

**Section 5.3**

Evidence-supported story of professional growth during TWS process, focused on the professional goal (2 pages):

1. Bulleted plan of future professional growth (½ page):

*Resource #1, how I plan to use this resource, and approximate timeline for use/completion*

*Resource #2, how I plan to use this resource, and timeline for use/completion*

*Resource #, how I plan to use this resource, 3 and timeline for use/completion*

*Additional resources, how I plan to use these resources, and timeline for use/completion*

# REFERENCES

# APPENDICES

APPENDIX A: TWS ASSESSMENTS AND ASSESSMENT CRITERIA

APPENDIX B: TWS OBSERVED LESSON NOTES FROM FIELD SUPERVISOR