

# MSU Teacher Work Sample



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## Teacher Work Sample Criteria

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

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

|                          |  |
|--------------------------|--|
| <input type="checkbox"/> | Please use first-person pronouns (“I”) in your narratives. Tell <u>your</u> Whole Story.   |
| <input type="checkbox"/> | When responding to feedback on drafts, mark all changes in the final TWS submission with <b>medium-blue</b> font.  |
| <input type="checkbox"/> | Format TWS text: Narratives should be double-spaced and Times New Roman size 12; material in tables/notes should be single-spaced, Times New Roman size 10, and very concise ( <b>no more than 10 lines per entry in table columns</b> ). Please use authentic examples from your practice instead of long explanations; adhere to suggested page limits.  |
| <input type="checkbox"/> | Provide page numbers in document footer, top or bottom right, with numbers continuing through the appendices. Using the TWS template will help you follow length requirements.   |
| <input type="checkbox"/> | Include in the cover page your name, TWS title, date, subject(s), and grade taught (the TWS should analyze <b>one</b> class of about 20-30 students—no more than that, please). (Rural class sizes may be much smaller.)   |
| <input type="checkbox"/> | List accurate page numbers for each section heading, reference page, and appendices in a table of contents.  |
| <input type="checkbox"/> | Number tables with the title above and any figures with title below.   |
| <input type="checkbox"/> | Use in-text citations for <b>all</b> quoted or paraphrased sources of information; put <b>name</b> of author or interviewee and <b>date</b> in parentheses. <b>Example: My CT said, “Plan ahead” (Jones, 2018).</b> (Personal conversations are not included in the final reference page.)   |
| <input type="checkbox"/> | 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: <a href="https://owl.english.purdue.edu/owl/resource/560/01/">https://owl.english.purdue.edu/owl/resource/560/01/</a> (APA not required for field notes or lesson plans.)  |
| <input type="checkbox"/> | Provide <b>assessments</b> and <b>assessment tools</b> (rubrics/checklists/etc.) in <b>Appendix A</b> , referenced by exact page numbers whenever mentioned throughout the TWS. Do <b>not</b> scan in additional worksheets or materials—only assessment materials.  |
| <input type="checkbox"/> | Include in <b>Appendix B</b> two copies of the <a href="#">DF Observation Tool</a> , completed for any of the five <b>TWS</b> lessons, one by your FS and one by your CT. ( <b>As the TC, you are responsible for scheduling these TWS observations.</b> )   |
| <input type="checkbox"/> | Use your practicum TWS as a foundation, not a template, for a student teaching TWS. Avoid copy/pasting from the practicum TWS; this violates MSU academic policy, and such violations are subject to sanctions; see: <a href="http://www.montana.edu/policy/student_conduct/#subsectionacademicmis">http://www.montana.edu/policy/student_conduct/#subsectionacademicmis</a> (420.00, F; 430.00).  |
| <input type="checkbox"/> | You may be tempted, if your data is inadequate, to falsify that data. Such academic violations are subject to sanctions; see: <a href="http://www.montana.edu/policy/student_conduct/#subsectionacademicmis">http://www.montana.edu/policy/student_conduct/#subsectionacademicmis</a> (420.00, B; 430.00). Instead, reflect on any shortcomings, and describe what you would do differently next time. If you are thorough, specific, and thoughtful, you will gain back points deducted for any original inadequacy.  |
| <input type="checkbox"/> | Write professionally as defined by MSU Professional Expectations for Prospective Teachers* <a href="http://www.montana.edu/fieldplacement/resources_links.html">http://www.montana.edu/fieldplacement/resources_links.html</a> <ul style="list-style-type: none"> <li>• Use the appropriate grammar (syntax, inflection, and word choice)</li> <li>• Communicate with sensitivity to situation &amp; circumstances of professors, students, peers, &amp; colleagues</li> <li>• Use correct spelling, standard English mechanics, and meaningful word choice in written expression</li> </ul> |

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

The teacher work sample should tell your unique story (TWS...**T**elling your **W**hole **S**tory). In order to craft a reflective narrative 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 from your practice or from your analyses to spotlight climactic pieces of your story; we want to see, hear, and feel your individual experiences.
- ...make sure you use carefully chosen data (never unfounded 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 five TWS lessons rather than trying to cover the entire student teaching 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—five formative assessments.** Formative assessments should be varied, objective, and measurable. If are uncertain about developing formative assessments for your sequence, ask for assistance from your CE through the Q & A or Ecat email.

**Summative Assessment:** ...assessment of learning...summative assessments apprise key stakeholders about student mastery of learning standards. For the TWS, a summative assessment that measures each individual student's achievement of all five lesson-level instructional outcomes/objectives must be given at the end of the five-lesson sequence—one summative assessment. (This can be part of a larger assessment if necessary.)

**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.

**CE (CLINICAL EVALUATOR):** ...the individual who supports and grades the teacher work sample. You will be assigned to a question-and-answer forum with your CE (see BRIGHTSPACE D2L course shell). You can also contact your CE via Ecat email by going to your EDU 495 course shell and locating "Class Resources"/"Classlist"...and then double clicking on your CE's name.

### INSTRUCTIONAL OUTCOME: *(example text)*

...what students will learn in order to produce a measurable outcome, or evidence, of that learning for each lesson. To help you write strong instructional outcomes/objectives, we ask that, for the TWS, you use our **two-part** SWLT and SWBAT prompt for **each** of your five 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:** 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 SWLT learning) Students will be able to ...Example: *Students will be able to play a major scale correctly on 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).
- ...(summative) a graded performance measurement that would indicate whether or not students have satisfactorily mastered the primary material covered during the five-lesson sequence.

## SECTION ONE

### PREPARATION & PLANNING

#### 1.1 Preparation through Collaboration and Personal Goal-setting (½- 1 page of notes)

- Collaborate with your CT about the TWS, five-lesson sequence, and provide a 2-3 sentence summary. of how you selected your TWS topic. (*Simple lessons often work better than very creative ones* because you will need to assess each learner for all five lessons and have one summative assessment at the end: 5 formative assessments, 1 summative assessment.) Follow APA format for citing this conversation (E. Jones, personal communication, January 1, 2020).
- Collaborate with your CT **and** the school administrator (or assistant administrator) about what contextual information (community, school, classroom, resources, and/or students) you should research as a teacher candidate in that school. Provide a 2-3 sentence summary for each discussion (in-text citation format—see above). (This research will be documented in throughout the TWS). Follow APA format for citing these conversations (E. Jones, personal communication, January 1, 2020). Please ask these mentors appropriate versions of the following questions:

In order to teach my TWS sequence...

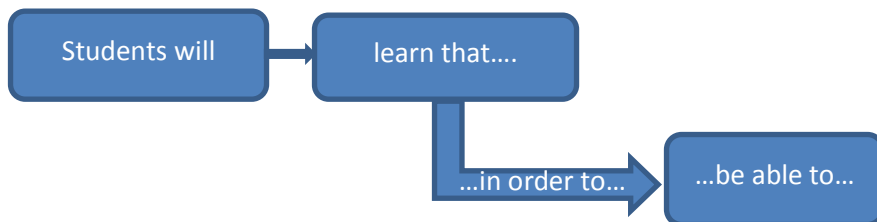
1. ...what should I research about the community?
  2. ...what school resources should I explore?
  3. ...what classroom resources should I investigate?
  4. ...what factors should I research about this group of students? (questionnaire categories, test scores, attendance, etc.)
- Think about a professional growth goal that you want to focus on through the TWS lesson sequence. Write the goal in your own words. Next, 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 that best aligns with your professional goal. Record the domain, (1-4) component (1a-4f) **and** that one element. (See example of Danielson domain, component, and element on p. 20) Then, offer a 2-3 sentence rationale for selecting this goal.

## 1.2 Planning an Overview of Instruction (Table 1) (1-page):

Consult with your cooperating teacher to map out a blueprint of your 5-lesson TWS sequence.

- Standards (Table 1, header)
  - Number and write out 1-3 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 **2 additional standards—1-3 standards total**) \*Consult professional associations for the most current standards in your field. Other options include relevant college and career standards such as Next Generation Science Standards (NGSS) and Montana K-12 Technology Content Standards or other content standards: <http://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards-Revision>
- Summative assessment description (Table 1, header)
  - Provide a concise description of your summative assessment (see p. 5).
  - Put a blank copy of your summative assessment in Appendix A, and provide its page # reference in Table 1 so that your CE (p. 5) can scroll to it quickly. **Note: Appendix A is important to include in your first draft so that your CE can judge alignment.**
  - Provide a blank copy of your assessment tool (analytic or holistic rubric, checklist, etc.) in Appendix A and include its page # reference in Table 1, so your CE can view it quickly.
- Lesson Plan Sequence (Table 1, Column 1)
  - In Column One, list your five lesson plan titles. (These lessons should be a contiguous sequence of five. 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.)
- Five Primary Instructional Outcome & Objective Pairs (Table 1, Column 2) (*example text*)
  - Provide **both** the instructional outcome (student learning goal) and the objective (measurable evidence of that learning); use 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 and keeping their heads up and eyes forward.*)

**IMPORTANT: Make sure each SWLT leads to a matching SWBAT**



Charlotte Danielson (2013) states that instructional outcomes “describe not what students will *do*, but what they will *learn*.” ([danielsongroup.org](http://danielsongroup.org)) If you need help writing these, consult your CE.

- Lesson-level formative assessments (Table 1, Column 3)
  - Provide a concise description of each of your **five** 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 **objectively** measure the progress of student learning toward/beyond proficiency (p. 5) of 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.)
- Breakdown of summative assessment (Table 1, Column 5)
  - For each lesson, precisely describe the segment of the summative assessment that measures the instructional outcome/objective pair for **that** lesson.

SEE EXAMPLE OF TABLE 1 BELOW:



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

| <b>TWS Sequence Standards</b><br><i>1-3 Standard(s)* numbered and written out (you may be teaching more, but limit to primary standards including one Common Core Standard ☺)</i> <ul style="list-style-type: none"> <li>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></li> <li>Common Core Standards: <ul style="list-style-type: none"> <li>ELA: <a href="http://montanateach.org/resources/montana-common-core-standards-english-language-arts-and-literacy-in-historysocial-studies-science-and-technical-subjects-grade-band-k-12/">http://montanateach.org/resources/montana-common-core-standards-english-language-arts-and-literacy-in-historysocial-studies-science-and-technical-subjects-grade-band-k-12/</a></li> <li>Math: <a href="http://montanateach.org/resources/montana-content-standards-for-mathematics-k-8-standards-progressions/">http://montanateach.org/resources/montana-content-standards-for-mathematics-k-8-standards-progressions/</a></li> </ul> </li> </ul> <p><b>World Languages Content Standard #1— Students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions</b></p> <p><b>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.</b></p> |   |  |  | <b>Brief description of summative assessment</b> ( <i>page number where blank copies of the assessment and measurement tools [rubrics, checklists, etc.] can be viewed in Appendix A)</i><br><br><i>The summative assessment is a multiple choice, fill-in-the blank test, with one essay question (Rubric for essay question, Appendix A, p. 17)</i> |
|---|---|--|--|---|
| Lesson Titles<br>Standard(s)<br>number  | <b>Primary instructional outcome (SWLT) in order to achieve the lesson objective (SWBAT)</b><br><br><i>Students will learn that....</i><br><i>Students will able to....</i>                           | <b>Formative assessment*</b> of instructional outcome—<br><i>(including page numbers in Appendix A where blank copies of assessment--labeled by lesson number--and measurement tools—rubrics, checklists, etc.— can be viewed)</i> | <b>Primary instructional strategy/activity</b> <i>that supports the outcome &amp; objective pair and aligns with the formative assessment.</i>   | <b>Segment of the summative assessment**</b> that measures each instructional outcome.  |
| <i>Future tense with ir + a + infinitive WL Content Standard #1</i>   | <i>Students will learn that the construction ir + a + infinitive can, like English, be used as to express future tense.</i><br><i>Students will be able to converse in Spanish about what various</i> | <i>Partners will perform mini-dramas using ir + a + an infinitive to talk about the future; teacher will observe and complete checklist to determine proficiency (Appendix A, pp. 15-16)</i>                                       | <i>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.”</i> | <i>...Section 3 (questions 10-15) of final test require students to fill in the correct form of “ir + a + infinitive” to make meaningful sentences in the future tense. (Appendix A, p. 17).</i>  |
| Lesson 2 Title and Standard(s) number   |   |  |  |   |
| Lesson 3 Title and Standard(s) number   |   |  |  |   |
| Lesson 4 Title and Standard(s) number   |   |  |  |   |
| Lesson 5 Title and Standard(s) number   | <b>Please do not make Lesson 5 a summative test.</b>  |  |  |   |

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

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

### 1.3 Preparation through Knowledge of Context (½ page of notes)

- Once you have created your five-lesson blueprint, think about how context will affect your instruction. Conduct **further** research on your mentors' suggestions (Section 1.1) about the community, school, classroom, available resources, etc., and decide which of their suggestions will help you to teach your five-lesson TWS 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 four** pieces of contextual information **relevant** to your TWS instruction and/or personal goal.
  - Provide in-text citations of sources in column #1, so that your CE is clear about where you collected the information, including names and dates for interviews or personal conversations (See sample below)
  - Add full citations (except for personal conversations) in reference page at end of TWS (before appendices) <https://owl.english.purdue.edu/owl/resource/560/01/>.

Will any of these apply to your personal Danielson goal?

Example: Field Notes: Overall Context (*example text*)

| Source of Information   | Description of Contextual Factor   |
|---|--|
| <a href="http://www.walkbiketoschool.org/go/whos-biking/2016/MT/Bozeman*">http://www.walkbiketoschool.org/go/whos-biking/2016/MT/Bozeman*</a> | <i>Two elementary schools currently support a bike/walk to school day</i>  |
| <a href="https://www.greatergallatinunitedway.org/*">https://www.greatergallatinunitedway.org/*</a>   | <i>School is involved with an after-school program that promotes fitness</i>   |
| <i>Interview with School's tech representative (J. Jones, personal communication, September 5, 2018)</i>                                      | <i>One-to-one with Chromebooks for creating personal exercise plan (J. Jones, personal communication, September 5, 2018)</i>   |
| <i>Interview with School's tech representative (J. Jones, personal communication, September 5, 2018)</i>                                      | <i>Classroom projector: Will use for showing exercise video</i><br><a href="https://www.youtube.com/watch?v=L_A_HjHZxfl">https://www.youtube.com/watch?v=L_A_HjHZxfl</a> |

### 1.4 Self-awareness (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.
- Begin with a personal bias (**required**... See "Key Terms" p.5). Look again at your personal goal; then select one or two other areas that you feel are personally significant to your teaching during the TWS sequence. Summarize the information above into concise field notes as in the example below (2-3 personal characteristics).

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

| Personal Bias or Characteristic                | Brief Description   |
|--|---|
| <i>Personal bias: against low SES families</i> | <i>I have assumed that parents who come from low SES, do not /cannot help their children or get involved with their education.</i>  |
| <i>Avocation of painting and drawing</i>       | <i>I have taken several art courses and developed my art knowledge over the last decade. I love incorporating art into my differentiation strategies for students and can use this to achieve my goal of engaging students through differentiated activities and assignments.</i> |
| <i>Etc.</i>                                    |   |

## 1.5 Preparation through Knowledge of Diverse Students (1-2 pages of notes)

- Refer again to your mentors' suggestions for what to research about your students. Conduct that research, and record information you can **use** to help each student achieve the outcomes & objectives of your five-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 two student characteristics. Often collecting a **quantitative** piece of data, like math/reading scores, along with a **qualitative** piece (like learning preferences) will give you a more balanced picture of students. If you need help, use the D2L BRIGHTSPACE Q & A, and consult your CE.
- Record this information about students in field notes, between **2-4** factors that you complete equally for all students. (If IEPs or 504s are significant to your instruction, include those in your optional Columns 3 or 4).
- Use clear in-text citations so that CEs know the sources of all information (as well as full citations on Reference Page when appropriate). Include blank copies of any questionnaires in Appendix A, and note page number in field notes.

Do any of these  
apply to your  
Danielson goal?

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

| Students<br>(Coded-no<br>student names<br>please) | Description of Factor #1<br><i>Source</i><br>(Student questionnaire about<br>grouping preferences*) | Description of Factor #2<br><i>Source</i><br>(Math Score: Source: Star<br>testing**) | Description of Factor #3<br>(optional)<br>(Accommodations) | Description of Factor #4<br>(optional)<br>(Student questionnaire about<br>learning aides*) |
|---|---|--|--|--|
| Student 1   | Prefers to work independently   | 734**  | No extra<br>accommodations                                 | Learns best with<br>manipulatives  |
| Student 2   | Prefers to work in small<br>groups  | 602**  | IEP accommodation—<br>extra time on tests                  | Learns best through<br>collaboration   |
| Etc. for all                                      |   |  |  |  |

\*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

| Preparation  |   |
|--|---|
| Collaboration                                      | <input type="checkbox"/> Did I consult with my CT and determine a possible five-lesson sequence topic? (2-3 sentence summary)<br><input type="checkbox"/> Did I consult with my CT and a school administrator 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)<br><input type="checkbox"/> Did I thoughtfully and collaboratively select and clearly describe a professional focus or goal for myself and align it with a Danielson domain, component, and element?<br><input type="checkbox"/> Did I provide a 2-3 sentence rationale for my professional goal? |
| Planning   |   |
| Table 1: Header                                    | <input type="checkbox"/> Did I script 1-3 standards for my TWS and include one Common Core ELA or math standard?<br><input type="checkbox"/> Did I describe my summative assessment and attach a copy in Appendix A?<br><input type="checkbox"/> Did I include in Appendix A an assessment tool (analytic or holistic rubric for complex learning; checklist for less complex learning) as needed for accurate, objective measurement?<br><input type="checkbox"/> Did I reference page numbers in Appendix A where my CE can view blank copies of the summative assessment and any assessment tools I plan to use?   |
| Table 1 (Column 1):<br>Lesson Plan<br>Sequence     | <input type="checkbox"/> Did I include lesson plan titles for each of the five lessons?<br><input type="checkbox"/> Did I reference aligned standards for each lesson by number only?<br><input type="checkbox"/> Did I develop five instructional lessons with lesson #5 <b>not</b> being a summative assessment?  |
| Table 1 (Column 2):<br>Instructional<br>Outcomes   | <input type="checkbox"/> Did I design instructional learning outcomes & objectives that align with my standard(s)?<br><input type="checkbox"/> Did I include only <b>one</b> primary instructional outcome & objective matched pair for each lesson (5)?<br><input type="checkbox"/> Did I include for each lesson (5) both an outcome (what students will learn SWLT) <u>and</u> the resulting objective (measurable evidence of that learning, SWBAT)?  |
| Table 1 (Column 3):<br>Formative<br>Assessments    | <input type="checkbox"/> Did I concisely describe <b>one</b> formative assessment that can accurately measure <b>individual</b> progress toward (or beyond) proficiency of each instructional outcome/measurable lesson objective?<br><input type="checkbox"/> Did I include in Appendix A an assessment tool (analytic or holistic rubric for complex learning; checklist for less complex learning, see p. 5) as needed for accurate, objective measurement?<br><input type="checkbox"/> Did I reference page numbers in Appendix A where my CE can view blank copies of formative assessments (labeled by lesson number) and tools (checklists, holistic rubrics, etc.)?   |
| Table 1 (Column 4):<br>Instructional<br>Strategies | <input type="checkbox"/> Did I include for each lesson one primary instructional strategy/activity that supports my instructional outcome/measurable lesson objective and formative assessment?   |
| Table 1 (Column 5):<br>Summative<br>Assessment     | <input type="checkbox"/> Does my breakdown of the summative assessment <u>briefly</u> summarize how each instructional outcome/measurable lesson objective is accurately measured by one segment/ question series/ criteria, etc. from the summative assessment?  |
| Research   |   |
| Field Notes: Culture                               | <input type="checkbox"/> Did I carefully research contextual factors (community, school, classroom) suggested during the mentor interviews?<br><input type="checkbox"/> Did I record field notes of three contextual factors significant to my TWS design?<br><input type="checkbox"/> Did I cite sources of information?   |
| Field notes:<br>Self-awareness                     | <input type="checkbox"/> Looking again at my professional goal, did I clearly describe two personal characteristics important to my TWS teaching beginning with one personal bias?  |
| Field notes:<br>Diverse Students                   | <input type="checkbox"/> Did I use codes to protect my students' identities?<br><input type="checkbox"/> Did I clearly describe a minimum of two appropriate and objective factors common to all students and important to TWS learning? (IEP/504s in optional columns only)<br><input type="checkbox"/> Did I cite and clarify sources of information?   |

## SECTION TWO

### Reflection on Preparation and Planning (1 ½- 2 pages)

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

This is a time to stop and reflect on the research and planning you have done so far. We want to hear your voice as a professional pre-service teacher, so please avoid trying to take on the persona of an experienced, master teacher (This reflection should take 1 ½- 2 pages):

- Articulate your own unique story—not someone else’s
- Keep a research focus. Go back to the field notes in Section One and, using Word or Mac highlighting features, **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)—**3** factors.
- Begin with an introduction that includes your professional goal.
- Then, talk about each of your three factors; please **highlight them in yellow** through your narrative.
  - Tell the story of why you chose each
    - what made them important to student learning, and/or
    - what made them important to your professional goal?
  - Illustrate how you plan to use each one of them in specific ways
    - to support all students’ learning during the five-lesson sequence and/or
    - to help you grow toward your professional goal.
- End with a brief conclusion.
- 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.
- 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

|            |  |
|------------|--|
| Reflection | <input type="checkbox"/> Did I highlight in <b>yellow</b> the 3 factors in Section One most relevant to my TWS instruction—including one from each field notes category (context, student, personal)?            |
|            | <input type="checkbox"/> Did I tell my own story using “I”?  |
|            | <input type="checkbox"/> Did I tell the authentic story of <u>why</u> I chose each factor—why it was important to student learning and/or to my professional goal?   |
|            | <input type="checkbox"/> Did I describe <u>specifically how</u> I would like to use each highlighted factor to help all students learn during my TWS lessons and/or to help me grow toward my professional goal? |
|            | <input type="checkbox"/> Did I write professionally yet also honestly from a pre-service teacher perspective, using descriptive details instead of general statements?   |
|            | <input type="checkbox"/> Did I revise the reflection?  |
|            | <input type="checkbox"/> Did I edit the reflection?  |

## SECTION THREE: INSTRUCTION (Five Danielson-aligned Lesson Plans)

**Note:** You must record yourself for at least 15 minutes teaching a TWS lesson. Then, write a 1-page reflection of your observations after watching the video (Copy to TWS 5.2). Please include video reflections that relate to your TWS goal from Section One. For Appendix B, you will also need two copies of mentor-observed lesson evaluations (Danielson Observation Tool), one from your FS and one from CT (FS and CT do not have to observe the same lesson).

### 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 Five-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 designs for...
    - ...engaging introduction/anticipatory set for each lesson.
    - ...instructional strategies for each lesson ( “I do, you do, we do”— and t), 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**. All **red font** comments will be in past tense. 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**. All **green font** comments will be in future tense. The **red/green** pattern will look like this:
  - Lesson 1: **red** reflections only
  - Lesson 2: **green** plan ideas, then **red** reflections
  - Lesson 3: **green** plan ideas, then **red** reflections
  - Lesson 4: **green** plan ideas, then **red** reflections
  - Lesson 5: **green** plan ideas then **red** reflections

(Note: 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 refer to reference Section One student contextual factors.)



| Section 3<br>Instruction                                   | Student Self-assessment Checklist   |
|--|---|
| Video Reflection   | <input type="checkbox"/> Did I create and review a 15-minute video of my TWS teaching for Section Five?<br><input type="checkbox"/> Did I create one page of observation notes/reflections from my video to be used in Section Five?  |
| Designing Lesson Plans                                     | <input type="checkbox"/> Did I include all the required lesson plan elements in the Danielson Lesson Plan Template?<br><input type="checkbox"/> Did I develop engaging procedures and materials that align with standards and instructional outcomes?<br><input type="checkbox"/> Did I incorporate best-practice, effective, and varied content-related pedagogies?<br><input type="checkbox"/> Did I assess and review key elements of student prior knowledge?<br><input type="checkbox"/> Did I select instructional procedures, materials, and resources based on research of classroom learners?  |
| Obtaining Feedback   | <input type="checkbox"/> Did I submit all lesson plans to my CT one week prior to teaching them?<br><input type="checkbox"/> Did I make necessary changes to TWS lessons based on my CT's feedback?   |
| Using Formative Assessment for Planning During Instruction | <input type="checkbox"/> Did I demonstrate <b>what I learned from</b> student's formative assessment results by annotating the end of each lesson plan using <b>red font</b> (past tense)?<br><input type="checkbox"/> Did I demonstrate <b>how I will use</b> formative assessment results to best help students learn by annotating the beginning of each <u>following</u> lesson plan with <b>green font</b> , describing changes I will make ( <u>future tense</u> ) to that plan based on formative results from the previous lesson.<br><input type="checkbox"/> Do all <b>red font</b> comments for one lesson have a corresponding <b>green font</b> change recorded for the next lesson?<br><input type="checkbox"/> Did I follow the sequence below? <ul style="list-style-type: none"> <li>○ Lesson 1: <b>red</b> reflections only:</li> <li>○ Lesson 2: <b>green</b> plan ideas, then <b>red</b> reflections</li> <li>○ Lesson 3: <b>green</b> plan ideas, then <b>red</b> reflections</li> <li>○ Lesson 4: <b>green</b> plan ideas, then <b>red</b> reflections</li> <li>○ Lesson 5: <b>green</b> plan ideas, then <b>red</b> reflections</li> </ul> |



## 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. As in Section 1, include the page numbers in Appendix A where you have put a blank copy of assessments, so your CE can quickly scroll there.
- Column #3; **state the proficiency criteria (p. 5) 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 proficiency, did not achieve proficiency, or were absent 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 font**, annotations (past tense) 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 font** (present tense) from the beginning of each successive lesson plan.

Table 4.1 Analysis of Formative Assessments (*example text*)

| Learning Outcome<br>(Table 1)   | Formative Assessment Description<br>(Table 1)<br><i>Copy assessments in Appendix A and provide pg. #</i>                              | Assessment tools and pre-determined level for student proficiency<br><i>Copy assessment tools (rubrics, checklists, etc.) put in Appendix A and provide pg. #</i> | Numbers of students who did and did not achieve proficiency; number absent     | 1. Think like a teacher; what do these formative assessment results tell you? ( <b>red font</b> )<br>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 <b>green font</b> .)  |
|---|---|---|--|---|
| <b><i>Students will learn that numerals represent numbers of objects; students will be able to solve 3 addition problems by using manipulatives.</i></b>          | <i>Students will solve a set of three addition problems using manipulatives.<br/>I will observe student proficiency at Station #3</i> | <i>Station #3 rubric Appendix A, p. 19<br/><br/>Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting.</i>        | <i>20 students<br/><br/>18: proficient<br/>2: absent</i>                       | <b><i>All students were proficient using manipulatives, so they seem to have a firm grasp on number/object relationships. The next level of challenge will involve pictures of objects.</i></b>   |
| <b><i>Students will learn that they can represent numbers of objects with pictures; students will be able to solve 3 addition problems by using pictures.</i></b> | <i>Students will solve a set of three addition problems using pictorial representations.</i>  | <i>Worksheet at Station #5 (Appendix A, p. 19)<br/><br/>Proficiency level: 3 problems either correct or student able to correct errors with minimal prompting</i> | <i>22 students<br/><br/>14: proficient<br/>7: not proficient<br/>1: absent</i> | <b><i>All math stations will include solving math problems with pictures. To scaffold students who might not make this transition without help, I will provide manipulatives at Station #1 that correspond to the worksheet pictures (fish). I will be at this table supporting students to solve the worksheet problems by using the manipulatives.<br/><br/>1/3 not proficient. 6 of the 7 not reaching proficiency were designated as hands-on learners (Section One), and perhaps needed something more hands on, like manipulatives, to help them grasp the number/picture connection.</i></b> |
| <i>Etc.</i>   | <i>Etc.</i>   | <i>Etc.</i>   | <i>Etc.</i>  | <i>Etc.</i>   |

## 4.2 Recording Summative Achievement Data (Table 4.2) (1 page)

- Header
  - Copy description of the summative assessment from Table 1 Header. (Include page number where the assessment can be viewed in Appendix A.)
  - Provide **summative proficiency criteria** (percentage, number correct, observation score from objective rubric, etc., see p. 5). Put any assessment tools (rubrics, checklists, etc., see p. 5) into Appendix A and provide page numbers in Table 1 Header, so that your CE can reference them.
- Table Body:
  - Use TWS student codes; no actual names (Column 1).
  - Chart summative assessment scores for each student (Column 2).
  - Note whether or not each student achieved proficiency (Column 3).

Table 4.2: Individual Student Achievement Data (*example text*)

| Summative Assessment Description  |                            | Proficiency Criteria Description   |
|---|----------------------------|--|
| <i>Summative Assessment: 10-question multi-step addition test generated by CT (Appendix A, p. 23)</i> |                            | <i>Criteria for proficiency: score of 85% or higher on summative assessment: product and process (steps of problem solving). Rubric analyzing process, Appendix A, p. 17</i> |
| Student (coded)   | Summative Assessment Score | Proficiency? (Yes/No)  |
| <i>Student A</i>  | <i>75%</i>                 | <i>No</i>  |
| <i>Student B</i>  | <i>98%</i>                 | <i>Yes</i>   |
| <i>Continue for all students</i>  |                            |  |

## 4.3 Reflecting on Achievement Data: (1 ½ pages)

- Whole-class assessment analysis (3-4 paragraphs)
  - Review all TWS data you have generated thus far. Analyze one pattern you notice as you study this class's contextual factors, formative achievement data, summative data and your own professional goal. Make sure to include all four in your written analysis—even if you conclude that a factor was not relevant. (A concept map or other graphic may be helpful here. If used, it can replace one of your 3-4 paragraphs.)
  - Support all your statements with specific student scores and/or contextual evidence (consider whole class and/or subgroups). Avoid focusing negatively on shortcomings. Using positive language, capitalize on how gaps in your understanding and experience can become transformative learning opportunities.
  - Next, strategize about how to more effectively **differentiate\*** instruction for this class or subgroup of students in coming lessons. Avoid unsubstantiated **opinions** and generic statements. Offer details, specific resources, methods, activities, etc. that **match** this class's or subgroup's researched needs (Section 1). Support your ideas with **objective** data you collected.
- One-student assessment analysis (2-3 paragraphs)
  - Pick **one** student who did not achieve proficiency or who showed little-to-no growth. Review all TWS data generated thus far about this student. Analyze one pattern you notice as you study this student's contextual factors, formative achievement data, summative data and your own professional goal. Make sure to include all four in your written analysis—even if you conclude that a factor was not relevant
  - Support all your statements with specific student scores and/or contextual evidence. Avoid focusing negatively on shortcomings. Using positive language, capitalize on how gaps in your understanding and experience can become transformative learning opportunities.
  - Next, strategize about how to more effectively **differentiate\*** instruction for this student in coming lessons. Avoid unsubstantiated **opinions** and generic statements. Offer details, specific resources, methods, activities, etc. that **match** this student's researched needs (Section 1). 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](http://www.sde.ct.gov/sde/lib/sde/pdf/curriculum/cali/differentiated_instruction_faqs.pdf)

| Section 4<br>Using Assessment                                       | Student Self-assessment Checklist  |
|---|--|
| <b>Table 4.1:</b> Analysis of Formative Assessments (Columns 1 & 2) | <input type="checkbox"/> Did I copy my instructional outcomes & objectives (SWLT & SWBAT) from Table #1 for each lesson?<br><input type="checkbox"/> Did I copy a formative assessment description from Table 1 that measures the instructional outcome & objective for each lesson along with the page number where it has been copied in Appendix A?   |
| <b>Table 4.1:</b> Analysis of Formative Assessments (Column 3)      | <input type="checkbox"/> Did I indicate a student proficiency level and how I determined student proficiency* to inform me who was ready for the next instructional task (holistic rubric, checklist, right/wrong, etc.)?<br><input type="checkbox"/> Did I include page numbers in Appendix A where copies of assessment tools (checklists, rubrics, etc.) could be viewed?   |
| <b>Table 4.1:</b> Analysis of Formative Assessments (Columns 4 & 5) | <input type="checkbox"/> Did I provide the number of students who did and did not achieve proficiency or were absent for each formative assessment? (Column 4)<br><input type="checkbox"/> Did I copy into Column 5 <b>red font</b> lesson plan annotations (past tense) made at the end of each lesson reflecting on the results of each formative assessment?<br><input type="checkbox"/> Did I copy into Column 5 <b>green font</b> annotations (future tense) made at the beginning of each lesson (except lesson #1) describing adjustments I made to individual successive lessons based on <b>red font</b> comments from each previous lesson?<br><input type="checkbox"/> Did I note how I carefully considered differentiating my instruction when all, or nearly all, students were proficient?  |
| <b>Table 4.2:</b> Individual Student Achievement Data               | <input type="checkbox"/> Did I concisely describe my summative assessment and provide a blank copy in Appendix A? (copy from Table #1)?<br><input type="checkbox"/> Did I state proficiency criteria for the summative assessment, and provide in Appendix A copies of appropriate assessment tools such as rubrics/checklists? (copy from Table #1)<br><input type="checkbox"/> Did I reference in Table 4.2. page numbers in Appendix A where the final assessment and assessment tools could be viewed (copy from Table #1 Header)<br><input type="checkbox"/> Did I use codes to protect my students' identities? (Column 1)<br><input type="checkbox"/> Did I include the summative assessment score for each student? (Column 2)<br><input type="checkbox"/> Did I note proficiency achievement for each student? (Column 3)   |
| Conclusion  | <input type="checkbox"/> I describe and analyze one data <b>pattern</b> for the <b>whole class and/or class subgroup(s)</b> , considering all four TWS data sources: formative achievement, summative achievement, contextual factors, and my professional goal (include graphic if used) to determine what this information is teaching me about my instruction and about how these students learn?<br><input type="checkbox"/> Did I describe and analyze one data <b>pattern</b> considering all four TWS data sources: the student's formative data, summative data, contextual factors, and my professional goal along with individualized strategies I used for this student to draw specific, data-based conclusions about how to more effectively differentiate instruction for him/her?<br><input type="checkbox"/> Did I carefully revise and edit for a professionally written, approximately 1 1/2-2page reflection on assessment? (See professional expectations, p.2.) |

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

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

## SECTION FIVE

### PROFESSIONAL RESPONSIBILITIES

#### 5.1 Reviewing the professional goal (less than ½ page)

- Restate your goal/focus from Section One.
- If the goal changed during your five-lesson TWS instruction, 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 (2 ½ pages of notes)

- During your TWS sequence, you recorded a 15-min video of your TWS teaching and then wrote one page of reflection about what you observed after watching it. Please copy/paste that reflection here...no scans.
- Review sections 1-4 of the TWS. Record approximately ½ page of notes about anything you observe significant to your TWS work and your professional goal.
- Review the [DF Observation Tool](#) notes and midterm assessments you received from your field supervisor & cooperating teacher. Carefully **select** statements from these assessments **significant to your TWS work** and your professional goal. Copy them here to create ½ page of notes...no scans.
- Read over your journal entries, looking for evidence of growth. Carefully **select** statements from these journals **significant to your TWS work and professional goal**. Copy them here to create ½ page of notes.

#### 5.3 Reflecting for growth (2 pages)

- Using the evidence you have collected in the above notes, tell the whole story of your growth/change during the entire TWS process, with a focus on your personal goal (1 ½ -2 pages).
  - Make sure to support all statements in your story with cited evidence (use **at least 3** of the following sources):
    - **Quoted** observations from your video reflection—especially those that relate to your goal.
    - Material from your TWS sections 1-4 notes (see 5.2)—especially those that relate to your goal.
    - Student achievement or contextual data.
    - **Quotes or paraphrases** from CT and FS professional conversations and/or Danielson Observation Tool (**cited**)—especially those that relate to your goal.
    - **Quoted** snippets from journal entries that illustrate your thought processes—especially those that relate to your goal.
  - Revise and then edit this reflective story
- Document a brief continuing growth plan (1/2 page—can be bulleted) for yourself, including:
  - **Specific**, selected resources such as
    - **Titles of** books/articles to read
    - **URLs of** Websites to peruse
    - **Names and dates** of conferences to attend
    - **Names of mentors** with whom to collaborate
    - New strategies to try and where to research more about them.
  - How you plan to use these resources
  - Tentative due dates for accomplishing these steps to growth.

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

| Section 5 Professional Responsibilities            | Student Self-assessment Checklist   |
|--|---|
| Aligning observations with the Danielson Framework | <input type="checkbox"/> Did I restate my goal from Section One?<br><input type="checkbox"/> If I revised my goal, did I describe the new goal and provide a 2-3 sentence rationale supporting the revision?<br><input type="checkbox"/> Did I provide the Danielson domain, component, or element that align with my original or revised goal?   |
| Studying my own teaching                           | <input type="checkbox"/> Did I provide my 1-page of video reflection notes from Section Three?<br><input type="checkbox"/> Did I review my TWS Sections 1-4, select the elements most relevant to my TWS work and professional goal, and record ½ page of notes?<br><input type="checkbox"/> Did I review my mentor observations and assessments, select the statements most relevant to my TWS work and professional goal, and provide ½ page of selected notes (no scans)?<br><input type="checkbox"/> Did I read over my journal entries for evidence of my professional growth, select the statements most relevant to my TWS work and professional goal, and provide ½ page of selected notes? |
| Reflection for growth                              | <input type="checkbox"/> Using evidence from at least three of my collected sources, did I tell a genuine story of my professional growth in 1/1/2 to 2 pages with an emphasis on my current professional goal?<br><input type="checkbox"/> Did I revise and edit this story?<br><input type="checkbox"/> Did I develop a plan of growth (1/2 page) that included specific resources, activities, and/new strategies that I would use to promote my growth as a teacher?<br><input type="checkbox"/> Did I create an authentic plan to use these resources that I will be able to use along with an approximate timeframe for fulfilling each?  |

IMPORTANT: go to [danielsongroup.org](http://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.”)

## **APPENDICES**

## Appendix A: Help for Determining a Danielson Framework-based Personal Goal

**First, go to [danielsongroup.org](http://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 (under Domains 1-4)

### Domain 1: Planning and Preparation

- 1.a: Demonstrating Knowledge of Content and Pedagogy (three elements)
- 1.b: Demonstrating Knowledge of Students (five elements)
- 1.c: Setting Instructional Outcomes (four elements)
- 1.d: Demonstrating Knowledge of Resources (three elements)
- 1.e: Designing Coherent Instruction (four elements)
- 1.f: Designing Student Assessments (four elements)

### 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

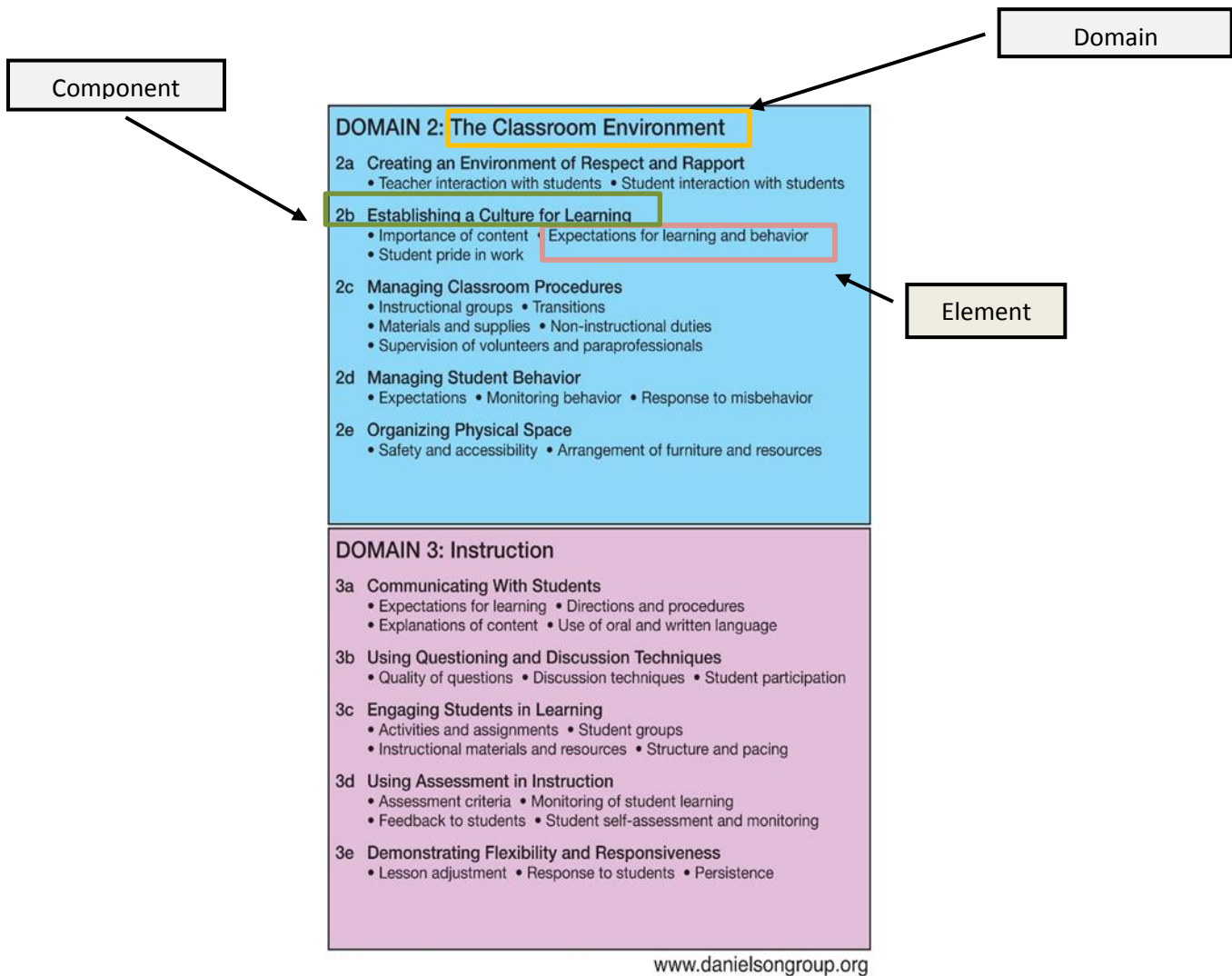
- 3.a: Communicating with students (four elements)
- 3.b: Using questioning and discussion techniques (three elements)
- 3.c: Engaging students in learning (four elements)
- 3.d: Using assessment in instruction (four elements)
- 3.e: Demonstrating flexibility and responsiveness (three elements)

### Domain 4: Professional Responsibilities

- 4.a: Reflecting on Teaching (two elements)
- 4.b: Maintaining Accurate Records (three elements)
- 4.c: Communicating with Families (3 elements) NA for student teaching
- 4.d: Growing and Developing Professionally (three elements) NA for student teaching
- 4.e: Showing Professionalism (five elements) NA for student teaching



## Danielson Framework for Teaching: Domains, Components, and Elements



Please add the following sections:



## **Appendix B: Other TWS Requirements**

**Please provide, after Section Five, a references page, Appendix A (assessments and tools) and an Appendix B (two mentor evaluations of TWS lessons) Do **not** scan and add additional worksheets, student work, or other resources.**

### **REFERENCES**

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

### **APPENDICES**

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

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

#### **APPENDIX B: TWS OBSERVED LESSON**

- Provide the [DF Observation Tools](#) completed by your field supervisor and cooperating teacher on the TWS lessons each observed.