

Teacher
Work
Sample

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I. INTRODUCTION

A. PURPOSE OF THE TEACHER WORK SAMPLE

The Teacher Work Sample demonstrates what you know and can do as a new teacher. It is an elaborate “snapshot” of your thinking in designing, implementing, and assessing curriculum, based on an in-depth understanding of a specific group of children. While Apprentice Teaching in its entirety demonstrates the outcomes of this thinking over an eight to sixteen-week period, the Teacher Work Sample focuses on only one instructional sequence from that time period. It examines intensely:

- the decisions that determine the instruction, as well as the data upon which these instructional decisions are based,
- establishes clearly the relationship between the curriculum and the data, and
- measures quantitatively the impact of the instruction on each student.

The Teacher Work Sample replicates the work of teachers. It makes explicit the connections between what you *know* about each student and what you *do* to facilitate all students’ learning. Several principles guide the Webster University Teacher Work Sample (TWS):

1. ***Every student can learn.***
2. ***Excellence is expected of every student.***
3. ***Every student brings to the school setting a unique personal history that serves as a positive foundation for learning.***

Every student is capable of learning, though not necessarily in the same way or at the same pace. Instruction, then, needs to be designed to meet the needs of every student. The teacher is held accountable for assuring that each student attains these goals. Adaptations and modifications are built into the instruction so that it serves the wide range of learner abilities, styles, prior knowledge, and motivation. Changes to the instruction as teaching progresses respond to informal assessment of learning, often in the form of feedback from students. While teachers make these adaptations and modifications (both planned and spontaneous) habitually, as an apprentice teacher, you are asked to demonstrate both the planned and the impromptu revisions, clarifications and adjustments for one extended curriculum series.

Goals are set high for *every* student, no excuses. Every student is viewed as capable of learning, without regard to previous history or background. Setting high goals without providing the supports each student needs to attain those goals, however, is unethical. A student’s failure to attain excellence is the failure of the teacher. Excellence in teaching is measured by the excellence of each student’s performance. Respecting the culture of the student – the life experiences, upbringing, and home environment – is essential to providing a safe and effective learning environment for the child. Respect demands that you know and understand the cultural influences, accepting them without judging the student. Beginning with an understanding of your own culture and its influence, you will need to be aware of the influences that impact the student: race, socio-economic background, family and heritage, religion, community, media influences, friends, health, etc. This knowledge and understanding is to provide for success, not used to *predict* the behavior or performance of the student. At the same time, you must honor the student’s and the family’s privacy.

B. REQUIREMENTS FOR SUBMISSION OF THE TEACHER WORK SAMPLE

1. Unlike a portfolio, the Teacher Work Sample is completed during the Apprentice Teaching experience. A deadline for each portion of the TWS is given for sixteen week placements in the syllabus. For those candidates with two placements, completion of the TWS is based on the initial placement, but the decisions about due dates should be discussed with your seminar instructor and university supervisor. Submission dates generally remain the same as for the 16-week placement, but there could be exceptions.
2. All sections must be typed, double-spaced, in a 12-point font appropriate for formal professional work. The TWS must be submitted in a hard copy in a 3-ring binder.
3. Since the final copy of the TWS must be submitted on a disk, each task could be submitted to your seminar instructor by e-mail, *with prior approval of the instructor*. Some instructors will request *both* electronic and hard copy submissions.
4. Each section will be reviewed by the seminar instructor and returned to the student for revision. At the completion of Apprentice Teaching, you will submit a disk compiling all Teacher Work Sample materials to your AT Seminar professor. Label the disk with your name, student number, and area of desired certification, and place it, with a copy of the Student Information Form found in the appendix of this packet, into a plastic 3-ring binder page sleeve. Insert the sleeve into the front of the binder when you turn in the final copy of the TWS to your instructor.
5. **ALL** categories of the Teacher Work Sample must meet the standards in order for the TWS to be accepted in its final form. **ALL parts** must be submitted in accordance with the time frame outlined by the seminar instructor.

Notes on terminology:

- PK – 12 students will be typically referred to as “students”, with the understanding that some may be toddlers and others will be much older. Webster students will be referred to as “candidates.”
- The term “Instructional Unit Plan” is used throughout this document. The Instructional Unit Plan is an instructional unit of no less than six consecutive lessons devoted to teaching specific knowledge and complex skills. It may differ somewhat from a thematic unit in that it focuses on the instructional process: specifying goals, determining prior knowledge, developing optimal differentiated learner activities, planning formative and summative assessment, and implementing re-teaching procedures until every student can meet the goal(s).
- The Teacher Work Sample, using the term “learner” and “learning”, focuses on recognizing the unique mix of academic, cultural, physical, psychological, and motivational characteristics that constitute each learner and which are sometimes referred to as “learning style”. “Learning style”, however, is sometimes thought of in terms of the generic packaged programs that focus on only one aspect of an individual to the exclusion of other influences. The TWS focuses on the broader definition.
- “Learner activities” is used to focus on what the student does, recognizing that student learning demands student involvement. You may find yourself in a classroom situation in which it is only appropriate to teach to a group smaller than the whole class. Special education, early childhood education, and reading instruction organized in groups would be examples. The TWS process remains the same; just be certain to indicate the size and nature of the group. Likewise, secondary teachers may prepare and teach this unit plan to a single class. A major concern is the second task, “Description and Analysis of the Learners”. Obviously, this planning needs to be done for all your students, whether or not they are included in the TWS plan, especially those students with special needs. For the purposes of this plan, however, the formal written version needs to be submitted for only one class.

C. STRUCTURE OF THE TEACHER WORK SAMPLE

The Teacher Work Sample is composed of the following elements:

1. A Philosophy of Education

The Philosophy of Education is a 1 1/2 to 2 page statement of your personal beliefs regarding learning and the role of the learner, teaching and the role of the teacher, the role of content and curriculum, the role of communication in education, and the impact of these beliefs on your practice. The Philosophy Statement must reference key theorists who have influenced your thinking.

2. Description of the Learners

The Description of the Learners focuses on the PK – 12 students in your Apprentice Teaching placement. It organizes specific data regarding key demographic, academic, and cultural backgrounds of the students in the setting.

3. Description and Analysis of the Learning Environment

The Description and Analysis of the Learning Environment focuses on the school and classroom in which your Apprentice Teaching is taking place. You are asked to collect and report school demographics, resources, and belief statements. You also will describe the classroom, analyzing the physical use of space, and how this meets or fails to meet the needs of the learners.

4. Description and Analysis of Classroom Practice

The Description and Analysis of Classroom Practice looks carefully at the practice of the cooperating teacher in meeting the needs of the students. Through a series of focused observations, you examine the intricacies of teaching/learning and attempt to grasp the complexity of the decisions of the experienced teacher.

5. Outline of the Instructional Unit Plan

The construction of an outline of the instructional unit plan requires that you bring together what you know about these learners, your beliefs about learning and teaching, and a delineation of the resources needed to achieve the plan's clear and specific goals. The Outline of the Instructional Unit Plan must correlate with the goals of the classroom teacher (such as Grade Level Equivalents) and attempt to include both cross-curricular and cross-cultural elements. Technology appropriate to the content and the learners is to be incorporated if possible. The Outline must be approved by both the cooperating teacher and the university supervisor, prior to submission to the seminar instructor. This section is approximately 1-3 pages maximum, using the Webster University format included in this handbook.

6. Lesson Plans

This section includes a minimum of 6 lesson plans for a 16-week placement and a minimum of 4 plans for two 8-week placements, which comprise the unit you outlined in section 5. You must use the Webster University format included in this packet.

7. Analysis of the Instructional Process

As you review the Instructional Unit Plan and your lesson plans, you also will analyze the teaching process you implemented to determine what worked and what could work better. You will make specific changes as needed to reach your instructional goals, documenting both the incidental adaptations made during teaching and the changes to the next curricular step, determined by the response and feedback of the learners. Documentation of this analysis (commonly known as a "reflection" on the lesson) must be completed by the end of the instruction and assessment, and then must be shared with both the cooperating teacher and the university supervisor before submission to your seminar instructor.

8. Impact on PK-12 Student Learning

Documentation of learning focuses on the *outcomes* of your teaching, rather than on your teaching practices. In addition to aggregating whole class data, you select 5 students who are of differing backgrounds, skills, and ability. You will chart and analyze your pre-assessment of student knowledge data for the entire class collectively, and for the 5 individuals separately. Using multiple, discipline-appropriate assessments, you will document and analyze both formal and informal evidence of student learning, recording individual student data and class data. *Submit in your TWS sample copies of student work, with the feedback you gave for the 5 students on whom you have decided to focus.*

You will analyze this data (the whole class in the aggregate and 5 individuals separately) and determine a follow-up plan to insure that each student can meet the standards established. The Analysis of Student Learning, with supporting documentation (assessments, scoring guides, student work samples, charts and graphs), is due after completion of the Instructional Plan.

9. Professional Growth Reflection and Plan

The Professional Growth Reflection and Plan is a personal evaluation of your development as a teacher during the Apprentice Teaching experience. Based on this reflection, you then will outline a professional development plan to focus on those areas of professional practice in which you need further growth.

II. EXPLICATION OF PROCESS AND SECTION REQUIREMENTS

1. PHILOSOPHY OF EDUCATION

The statement of your philosophy of education is a *personal* reflection on your beliefs about the learner and learning, and the teacher and teaching. What is the role of the learner? Of the teacher? How does learning occur? What constitutes effective teaching to support that learning?

1. In your academic preparation for teaching, you studied the theories of learning and the philosophy of teaching generated by other educators. You can see how your beliefs align with, and perhaps build on, the beliefs of great educators of the past. This is not to say that your philosophy must fit under a certain category or label, but you may find it helpful to use these labels as a frame. You are required to reference these professional “ancestors”, or the labels we use for organizing them, recognizing that we do not invent educational beliefs.
2. Your philosophy is written in the first person. Keep it to 1 ½ to 2 pages. Edit it carefully, as it will have to be redone if not professional in appearance, grammar, spelling, and sentence construction.
3. Statements about the following topics should guide you in writing your philosophy. The way you order your philosophy statement is left to your creativity and priorities.
 - a. The role of the learner: Explain whether you view students as active or passive learners, explain their place and responsibilities, and give classroom examples of that perspective.
 - b. The role of the teacher: Address whether you view the teacher as a dispenser of knowledge, a “guide on the side”, a facilitator, a mentor, or whatever description fits your viewpoint. Give a teaching example of what that role would look like in the classroom.
 - c. The role of the content or subject matter: Address whether subject matter is more important in its own right or whether it is a vehicle for developing thinking and skills, or any other view you may hold. Give specific classroom examples.
 - d. The role of communication: Address how you view communication with students and parents, as well as with colleagues. How would that view look in the classroom?
 - e. The style of classroom management and creation of a learning environment: Assess and outline the elements of a healthy, effective classroom for all students and for the teacher.
4. You may have developed a philosophy statement in previous classes, which will give you a head start in thinking through your current philosophy. The version you are now to create may be significantly shorter than what you developed and will call for you to hone your ideas significantly. More important, you probably will find that some of your beliefs have changed, both because of new ideas generated in your program and by participation in field experiences. Do not just copy your old version; update and revise it so that it is a living document that represents your current understanding of teaching and learning.
5. No philosophy of education is “right” or “wrong”. However, the seminar instructor will be looking for clarity, consistency, and depth of thinking. Your beliefs about teaching should be consistent with your theory of learning; we will expect your instructional planning to be consistent with your philosophy.

2. DESCRIPTION OF THE LEARNERS

The Description of the Learners is a protocol for examining the demographic, experiential, academic and cultural differences that make the students in your classroom unique. Each of these areas is to be addressed in designing instruction for the class you will be teaching. **IF YOU ARE COMPLETING TWO SEPARATE 8-WEEK PLACEMENTS (E.G. ART, MUSIC, FOREIGN LANGUAGE, EARLY CHILDHOOD), YOU COMPLETE THE TWS BASED ON THE STUDENTS IN YOUR FIRST 8-WEEK PLACEMENT.**

Think of this section as a series of questions that can be answered using graphs, charts, or a narrative. After each section, examine the implications of the data in a short narrative. While the questions are far-reaching, you may find that an aspect that is important in your classroom is not considered in the prompts. For example, it may be worthwhile to examine the distribution of students from the feeder elementary schools if you are teaching middle school and it is apparent that the students have widely varying experiences in their elementary programs. Please add any other relevant statistic to your data as you see appropriate.

You may also find that some questions are not applicable to your students (for example, young students do not have MAP scores). Rather than skipping that section, just address the facts.

Student data must be kept confidential. When individual data are communicated, use initials or numbers assigned alphabetically. Any student artifact (such as a writing sample) should be submitted without a name.

Because all information is eventually placed on a disk, materials that you wish to submit in the original form (such as a writing sample) must be scanned to an electronic format.

Note on data acquisition and use: Some of the suggested data may not be accessible because of school policies and privacy issues. If that is the case, please note this in your narrative. In some cases, you may need to hypothesize based on your observations.

Some demographic data are available on the Missouri Department of Elementary and Secondary Education website. To access these data go to: dese.mo.gov. In the drop-down menu, enter School Statistics. In the next drop-down menu, enter School Data and Statistics. Data are organized by district. This data applies to the school district as a whole and may provide you with a starting point and overall understanding of the district in which you are placed. It will not provide information on a specific class, but will give you building/school data.

Description of the Learners: Suggested Guiding Questions

Write **one paragraph** addressing **each of the four groups of questions** listed below. The prompts are to **guide your thinking, not to determine how you write this section.**

➤ **Demographic Information**

- What grade/level is this?
- How many students in the class?
- How are they distributed by gender?
- How are they distributed by race?
- What is the age range?
- What are children like at this age? How will you use your knowledge of the physical, psychosocial, and cognitive development of children and adolescents to design and implement developmentally appropriate curricular and instructional practices?
- ***What are the implications of this data for designing instruction?***

➤ **Experiential Information**

- Are any students new to the group?
- Do any students come from a different educational experience (such as home schooling)?
- Have any students lived abroad?
- Are any students limited by physical disabilities?
- How many children have medical conditions that impact classroom performance? (Explain the issues and the response of the school.)
- What is the % of student attendance across a one-week period?
- Do students have access to a public library?
- Do students have access to a computer at home?
- *What are the implications of this data for designing instruction?*

➤ **Academic Information**

- What is the curriculum? Outline key standards and content.
- What is the range of reading ability in the class? Based on what information?
- What is the writing ability of the class? Based on what information?
- What are current MAP scores, if not for this class, then for the level in this school if appropriate? Are there other test scores that are available and appropriate, such as ACT, SAT, ERB, AP, etc.?
- How many students have an IEP? Are there specialists in the classroom or school to assist with the needs of those children?
- If you are in a high school, what is the graduation rate?
- How many students are involved in a program for students with gifted abilities?
- *What are the implications of this data for designing instruction?*

➤ **Cultural Information, as available:**

- How many students (or %) speak a language other than English as their first language?
- How many students (or %) receive free lunch?
- Do many students need information sent home verbally, rather than in written form?
- Do any students have custody arrangements that impact school? Describe.
- Do any students have religious beliefs that impact the classroom? List or chart.
- *What are the implications of this data for designing instruction?*

3. DESCRIPTION AND ANALYSIS OF THE LEARNING ENVIRONMENT

In this section you develop four brief narratives (classroom, school, family, community) demonstrating an understanding of the contexts you will need to grasp in developing curriculum for your students. The narratives (especially School and Community) will be based on and supported by data that have been incorporated in the narrative. A simple bibliography will list the sources of your data.

The learning environment supporting the students in your classroom extends beyond the classroom to the school, the family and the community. In order to plan curriculum which meets the needs of students, you must be aware of the influence of this broader community.

A. First, you will focus on the classroom, then the school, and finally on the community served by the school. The question that focuses this research is **“How does this information help in developing relevant curricula for these students?”**

You will describe the classroom, analyzing the physical use of space and how this meets or fails to meet the needs of the learners. Realizing the limitations placed on school districts, you will compare the resources available in the classroom to the demands of the curriculum.

B. Then you are asked to collect demographics for the school, often available on websites. You will examine the culture of the school, what it says about itself in its public statements and, more importantly, what is valued in the school. You will place the school in the context of the school district.

C. Understanding families is the key to connecting students to school. Questions will guide you in looking at the interaction between school and family in the shared responsibility for educating the child.

D. Finally, you will attempt to understand the community that supports the school, often made up of neighborhoods that reflect differing cultures. Demographics will reveal some of this information, but school personnel who work closely with families can offer valuable insights.

The prompts that follow act as a guide, but may not address the issues that are critical to understanding the learning environment of *your* students. For example, there is no mention of gangs or of select team sports, but either of these could be an important factor in a given high school setting. A preschool, on the other hand, might be primarily influenced by the philosophy that governs the curriculum. Use the prompts as a frame, but go beyond them as needed to uncover what is important to the students you will teach. Your role is not to criticize the environment, but to understand it and to utilize its value as a resource in supporting learning.

Note on data acquisition and use: Some of the suggested data may not be accessible because of school policies and privacy issues. If that is the case, please note this in your narrative. In some cases, you may need to hypothesize based on your observations.

Some demographic data are available on the Missouri Department of Elementary and Secondary Education website. To access these data go to: dese.mo.gov. In the drop-down menu, enter School Statistics. In the next drop-down menu, enter School Data and Statistics. Data are organized by district. You can go deeper and look at individual schools as well.

Description and Analysis of the Learning Environment: Suggested Guiding Questions

The prompts below are to guide your thinking, not to determine how you write this section.

- **Classroom**
 - What is the size of the classroom? Does it feel appropriate for the number of students?
 - How is the space furnished?
 - What facilities are available in the classroom?
 - Where do students sit? Describe the seating. How is seating arranged?
 - How flexible is seating? Is it typically rearranged to fit the curriculum?
 - What furniture is provided for the teacher and how is this used?
 - What tools are provided for students? How are they accessed?
 - What technology is available? Are students free to use the technology?
 - What visuals (posters, bulletin boards, etc.) are available? Are these used to support the curriculum or for other purposes?
 - What curricular materials are available in the classroom, including texts, trade books and equipment?
 - Is outside noise a factor in the classroom?
 - Are there appropriate accommodations for students with special needs?
 - *How does this information help in developing relevant curricula for these students?*
- **School:**
 - State the name of the school and the district.
 - Briefly outline the history of the school. (1 -3 paragraphs maximum)
 - Describe the student body, broken down by relevant demographics.
 - How is the school organized?
 - What is the school's mission statement, vision statement, philosophy?
 - What resources are available in the school?
 - How does the school reflect and respond to the culture of the students?
 - What is valued in the school? How do you know?
 - Use data to report the performance of the school.
 - Use data to report the performance of the district.
 - Characterize the relationships among adults at the school. Does the school climate reflect warm, respectful relationships? Are there any mechanisms in place to promote a sense of community among colleagues? (i.e. potlucks, parties, rituals at faculty meetings, etc.)
 - *How does this information help in developing relevant curricula for these students?*
- **Family**
 - How does the school welcome families?
 - Is a handbook available?
 - How do the school and the classroom teacher communicate with families?
 - How are parent conferences scheduled and conducted?
 - What accommodations are made for families in which the mother and father live in different households?
 - What formal attempts are made to understand needs of families (home visits, surveys, etc.)?
 - When families have limited resources, how does the school provide for students?
 - *How does this information help in developing relevant curricula for these students?*

- **Community**
 - What are the boundaries, if any, of the school community?
 - What are the neighborhoods within the boundaries?
 - Use data to report the demographics of the community.
 - Use data to report the socioeconomic status of the community.
 - What are the age-appropriate resources in the community for the students in your class?
 - What are the resources of the metropolitan area that could help you in developing curricula relevant to your students?
 - *How does this information help in developing relevant curricula for these students?*

- **Bibliography**
 - What are the sources of your data?

4. DESCRIPTION AND ANALYSIS OF CLASSROOM PRACTICE

The Description and Analysis of Classroom Practice uses a set of four focused observations to help you understand the intricacies of teaching/learning and to grasp the complexities of the decisions of the experienced teacher. While it may not be appropriate to answer each question, include all that are relevant. Each list of questions is followed by a reflection prompt designed to deepen your insights into the real work of the teacher.

The first of these observations looks at the organization of the classroom. It recognizes that all classrooms have a unique structure built on a common principle determined by the needs of the students, while the second looks at management policies and procedures. Examine rules (both explicit and implicit) and their consequences, as well as the routines that support these rules. Because the purpose of this section is to understand the thinking behind the management, it is divided into two sections: one observation, one interview with the teacher. **The reflection is a plan for helping you to develop effective management techniques as you become more independent in the classroom, not a critique of the teacher's decisions.**

The final two focused observations look at different aspects of instruction. Designed to correlate with the Webster lesson planning process and to reflect the MoSTEP Standards, they again assist you in seeing behind the actions of the teacher to understand the reason for those decisions. In the first reflection, you focus on questioning. In the second, you focus on the assessment process.

Observation One: Classroom Organization

- How is the schedule organized? Is it the same every day?
- Do students move about the school? Describe the movement: how often, as a group or to different destinations? Long distances?
- How do students access the materials they need? Are the materials in the classroom or in lockers? What access do they have to lockers? How does the teacher distribute/collect materials?
- What routines facilitate transitions, when entering/leaving the classroom and in the classroom?
- What responsibilities do students have? How are they organized to accomplish this?
- What responsibilities does the teacher have beyond the teaching responsibilities?
- How are students addressed in the classroom? How is the teacher addressed?
- How are students called on to respond? Are there patterns or signals, or is it random?
- Does the teacher work with only some of the students within the class? What does the rest of the class do?
- What procedures are in place for students to take care of personal needs?
- What are the rules regarding cell phones and other electronic devices?
- What policies govern the use of the Internet?
- How does the teacher communicate with parents?

Reflection Prompt

The organization of the class is unlikely to benefit from being restructured when you take over. How can you see yourself taking over this class? What will need to be mastered? What will be difficult and how can you prepare for it? What would you hope to add or modify to make the structure a better fit to the students and to what you hope to accomplish?

Observation/Interview Two: Classroom Management

Observation

You have studied various theories of classroom management, roughly divided into those that view the teacher as being in charge, those that strive for shared responsibility, and those that assume the autonomy of the students.

- What theory of classroom management is the best match to the practice you see in this classroom and why? Name specific schools of thought, e.g., Behaviorism, Humanism, etc.
- How would you characterize the attitude of the class? Is it cooperative/uncooperative? Engaged/uninterested?
- What are the rules of the class? Are they written and displayed or communicated verbally? Are they consistently enforced?
- What are the consequences of not following the rules? Are these consequences public or private?
- What routines does the teacher have in place that helps prevent problems?
- How does the teacher call the class to attention?
- You previously identified how the teacher addresses the students. Does this change when students are being disciplined?
- What is the body language of the teacher when disciplining students?

Interview: Addressed to the teacher

- What do you do at the beginning of the year to get to know the students?
- If you had to describe this class in one word, what word would you use?
- How do you determine the rules for the class?
- How did you establish the routines that keep things going smoothly?
- What is the most important thing to remember in designing classroom management?
- How did you learn about classroom management?

Reflection

Most apprentice teachers find the greatest challenge is in the area of classroom management. You need to incorporate all of the routines that come so easily to the teacher. You need to be consistent with the management established in the classroom while remaining true to your own beliefs about students and your relationship with them. You need to gradually establish yourself as the teacher and the adult in the classroom while respecting the role of the classroom teacher. How are you accomplishing this? What is your cooperating teacher doing to help?

Observation Three: Instruction and Questioning

Use this model to observe a lesson in which the teacher is teaching a new skill or concept to the students.

Discuss the lesson with the teacher after the observation to better answer the prompts.

- What are the goals of the lesson? Are the goals clear to the students? How are they communicated to the students?
- How does the teacher tap into the prior knowledge of the students? This might be assessing prior knowledge if the lesson introduces new curriculum, or tying into the previous lesson if the skill is one in a sequence of skills.
- How does the teacher begin the lesson? What does this accomplish?
- Try to capture (or record) a questioning segment. Analyze each question using Bloom's taxonomy (or a similar taxonomy) to determine what the question accomplishes. What responses does the question generate? What is the feedback to each response?
- How clear were the explanations given by the teacher? Did the teacher use verbal, visual or written materials to assist the students?

- Did the teacher use technology in presenting the lesson?
- How effective are the examples used in the lesson in clarifying the content? Share an effective example and what made it successful.
- How was the lesson sequenced?
- How did the teacher scaffold the learning, going from a simple to a more complex understanding?
- How did the teacher differentiate the instruction based on the needs of the students?
- How did the teacher make the lesson relevant to the students, given the culture (including age and interests) of the students?

Reflection Prompt

Of all the elements of instructional design, effective questioning is among the most elusive. Rarely can classroom discussion be optimally effective unless you plan the questions. Even if the questions are well planned, you must react to the responses of the students. Reflect on the questions of the teacher. What made them effective or ineffective in facilitating learning? Did the teacher adjust questions to draw from the levels of Bloom's Taxonomy to address different students? Did the teacher link the questions, ask hypothetical questions, review previous knowledge, etc.? From your perspective as observer, what could you recommend to improve the questions? How well did the feedback help the students understand the skill or concept? What changes in the feedback would you propose?

Observation Four: Instructional Assessment

Use this model to observe a lesson in which the teacher is teaching a new skill or concept to the students.

Discuss the lesson with the teacher after the observation to better answer the prompts.

- What are the goals of the lesson? Are the goals clear to the students? How are they communicated to the students?
- How does the teacher tap into the prior knowledge of the students? This might be assessing prior knowledge if the lesson introduces new curriculum, or tying into the previous lesson if the skill is one in a sequence of skills.
- List the strategies the teacher uses to determine what students know. Then, for each strategy, decide what the teacher learned by using that strategy.
- Assessment is often discipline-specific, designed for and appropriate to a particular discipline. Does the teacher use assessments that fit the content, but probably would not fit other content areas (such as lab reports in science)?
- The students themselves are expected to be the most interested in their performance. How does the teacher give them feedback on their performance, both in informal and formal assessment?
- One purpose of assessment is to determine what happens next. Informal assessment should have an immediate effect on the instruction, resulting in adjustments to the teaching. Can you observe any of this spontaneous adjusting of the instruction as the teacher recognizes misconceptions or "holes" in student knowledge?
- How does the teacher track and record assessment data?

Reflection prompt

The purpose of assessment is to determine what each student knows and can do and how well he/she knows and can do it. At the end of the lesson, how well has the teacher met this objective? Give your rationale, thinking through all the formal and informal assessment built into the lesson.

5. EXPLICATION OF THE OUTLINE OF THE INSTRUCTIONAL UNIT PLAN

This protocol is designed to be flexible to fit the different needs of certification areas. It is aligned to DESE and MoSTEP requirements, however, and the candidate is not free to use another format except in those specific cases when a content area has modifications approved by the Office of Apprentice Teaching and Field Experience.

It goes without saying that the requirements of this protocol are more extensive than experienced teachers are expected to produce for each unit. You are being asked to “think on paper”, giving your rationale for your decisions. Eventually, experienced teachers internalize this process.

The outline of the instructional unit plan must be approved by both the cooperating teacher and the university supervisor at least one full week before you begin to teach the lessons in the plan. Evaluation of this work will take place in a conference with your cooperating teacher and your university supervisor, either together or separately, and then shared with your seminar instructor as part of the TWS process. The seminar instructor will review the plan and may make suggestions, but the review of the quality and appropriateness of the unit plan rests with the cooperating teacher and the university supervisor.

The final version of the Plan and Lesson Plan Protocols includes the completed outline, plus at least 6 complete lesson plans for a 16 week placement, (or at least 4 lesson plans for an 8-week placement) with the assessment plan, adaptations and modifications for different learners, explanation of technology usage, and management plans to assure successful implementation. You need to include all support materials (assessments, assignment protocols, etc.) with the lesson plans.

A. Developing the Outline of the Instructional Unit Plan

Topic: Select a specific instructional topic (for example, *Telling Time on an Analogue Clock* or *Constructing Triangles* or *Understanding Two Perspectives of the Civil War*). Choose a topic that demands six (or more) lessons (four or more for an 8-week placement) and fits the curriculum at the time you will be presenting it. Be sure your topic can incorporate curriculum from other disciplines and will be enhanced with the inclusion of available, appropriate technology. Consult with your cooperating teacher and university supervisor. They must sign off on the approval sheet in the appendix, which you must turn in with the unit plan.

Rationale/Goals: Teachers plan within the frame of various external standards. In other words, in what way does this unit address what you are trying to accomplish with your particular P-12 students? Goals are broad, speaking to the long-term needs of the learner and the curriculum. Rationales answer the big question: “Why do these students need to learn this? Why are you teaching this concept at this point in time?” You want to establish “why” you are teaching this unit from a broad curricular perspective.

List the goals you hope to accomplish in teaching this instructional unit, knowing you may modify them later. Demonstrate how your instructional goals correlate with Missouri Grade Level Expectations, Missouri Show-Me Standards, and/or district grade level content goals. Try to include at least one cross-disciplinary goal, and both process and content goals, citing what students will know and be able to do. Expect to modify this as you finalize your plan.

Assessment: Now that you have an idea of what you want the students to know and be able to do, think ahead to the assessments. First, think about your assumption of what the students already know: How will you determine their present level of understanding of knowledge and processes? Then outline an assessment or assessments to determine how well each student is able to accomplish each of the goals.

Include both the formative assessment(s), which clarifies student knowledge and helps you determine the next instructional steps, and a summative assessment(s) appropriate to the discipline and age of the students. Both the assessment of prior knowledge and the final assessment(s) must address each of the goals. For example, as an assessment of prior knowledge, it is insufficient to ask the class what they know about using a protractor, but a math journal entry or a short ungraded quiz might be useful. Be sure that you are assessing every goal both before and after you teach your unit.

Quality assessment is in no way limited to pencil/paper assignments. It can include performance assessments, portfolios, conferences, peer assessment, self-assessment. Your job is to assemble the best set of assessment tools for measuring where each child began and what each student has accomplished in each goal area.

Your teacher, university supervisor, and seminar instructor can be very supportive in helping you find resources for the broad range of assessments and critiquing your ideas. Also, be prepared to discover that some learning outcomes may be unrelated to your goals.

Learning Activities: You have completed tasks that have given you a deeper understanding of the many aspects of the students in this class. Now brainstorm learner activities that could be used to meet the goals you have specified. Do not try to accomplish this in one session or alone; consult with texts, librarians, the internet, friends, the students, your cooperating teacher, and your supervisor.

Teaching is too important to rely solely on your own resources to plan curricula. Be aware, however, of the danger in using prepackaged material, from the text or the internet or any other legitimate source, without adapting and modifying the material to meet both the needs of your students and the exact goals you have set out to accomplish. **First, establish what you are teaching; then decide on the best material to support student learning.** The more choices you have, the greater the possibility of finding the activities or materials or strategies that best fit your students unique mix of academic, cultural, physical, psychological, and motivational characteristics. Assume that ideas you find in outside sources will need to be modified to make them a fit to your students.

Your Philosophy of Education clearly specifies what you believe is the optimal way to teach for optimal learning for *every* student. Use this criterion as a filter to determine the most appropriate learner activities for teaching *this* content to *these* students. List your *best* learner activities and give a brief rationale for each by stating *why* each is appropriate for these students and how it would need to be adapted or modified so that every student in the class would be successful. Be sure all learning goals are addressed.

Now go back to your final assessment(s): Will the activities you have planned lead to learning and, consequently, to excellent performance on the assessment(s)? If not, revise appropriately.

Materials: Collect and organize materials to support both you and your students. Keep an electronic bibliography of each resource and how you might use that resource, organized in a logical way.

Reminders and considerations:

This format, developed as a guide, is not intended to specify a particular method of teaching. Your choice of learner activities may include a mix of direct instruction and hands-on activities, either individually or in groups. Your task as a professional is to decide on the best instructional sequence of experiences, differentiated by the needs of each student, reflecting the curriculum and grade level, to reach the goals you have determined.

It may well be that a particular aspect of your Instructional Unit Plan takes more than one session to accomplish, typically with a need for practice and feedback before continuing. This fact may result in a lesson that extends over several days or sessions, but which is all part of a single lesson plan.

An example would be teaching analogue time to a group of first graders. A first session might introduce the clock and explore versions of analogue clocks to establish the vocabulary needed. The next lesson might be telling time by the hour, which would typically need a short instructional lesson, with students both reading hourly times and constructing hourly times on a geared clock, followed by a review, a practice and feedback session the next day, with perhaps a game using the skill during a third session (while the teacher works with those students who still need instruction and feedback). Teaching time by the hour and the planned follow-up sessions would be one lesson plan that includes instruction, practice, on-going assessment and feedback, and re-teaching strategies to assure that all students are ready to go to the next step, which may be telling time by the half hour. Depending on how you structure it, this material could be arranged as one lesson taught over several days, or separate lessons.

Grade level expectations (GLE's) will help the new teacher determine how far the student is expected to proceed. You should discuss whether or not the school or classroom curriculum and materials (i.e. textbooks) are consistent with the GLE's. Use the DESE website to find the appropriate state standards.

Remember, assessments are both *formative* (giving feedback to both you and your students) and *summative* (evaluating if goals are met). Assessment should always answer the question: What does each student know/do and how well does s/he know/do it? Do not rely solely on informal assessments such as observation, which often tell you only what a few students know/do. As with instruction, you may need to differentiate assessments for students of differing ages and with particular needs in order to best understand what they know and can do.

NOTE: It may be more appropriate for Early Childhood candidates to use observational protocols. Please discuss these options with your cooperating teacher, your supervisor, and your seminar instructor.

B. Outline of the Instructional Unit Plan

OUTLINE OF INSTRUCTIONAL UNIT PLAN FORMAT

1. **Unit title, descriptions and rationale:** description of the overall unit, the theme of the unit, and why it is appropriate for the students. The unit should extend at least six lessons for a 16-week placement and at least four lessons for a 8-week placement. Your rationale should include why students are learning this information and HOW it will help the student. DO NOT say "It is part of the GLE or curriculum." as your rationale.

In other words, in what way does this unit address what you are trying to accomplish with your particular P-12 students? Goals are broad, speaking to the long-term needs of the learner and the curriculum. Rationales answer the big question: "Why do these students need to learn this? Why are you teaching this concept at this point in time?"

2. **Clear and Concise description of learners:** range of age and ability, including reading ability.
3. **Learner outcomes:** description of what you expect the students to know and be able to do.
4. **Identification of the Show/Me Standards:** any addressed in the unit (Standards, GLEs, or CLE's that are referenced need to be assessed).
5. **A clear description of the behavioral and motivational goals:** What you are working toward in designing management procedures for each lesson. (For example, you may be working toward better group interaction, more group independence, or motivation of reluctant learners).
6. **A description of how the unit takes into consideration the cultural diversity of the students:** Have you taken into consideration cultural mores, language diversity, socio-economic status, religious preferences, holiday and cultural celebrations, other?

7. **Pre-unit assessment of learners' prior knowledge and skill levels:** Include assessment questions and procedures. You will give pre-assessment prior to any instruction or discussion before the unit begins so you need to plan for it early. Keep your data for comparison to post-assessments. You will refer back to and analyze this data in Sections 7 and 8.
8. **A day-by-day general plan:** List the lessons to be included in the unit (may be completed as a calendar of lessons and activities). You will develop these lessons fully in Section 6 of the TWS. The requirement here is an OUTLINE.
9. **Daily lesson plans;** List at least six (6) lessons for a person in a 16 week placement, and at least four (4) lessons for a person in an 8-week placement. Include general notation of the types of individual adaptations and modifications for your students with special needs. ***At least 2 or 3 lessons of the unit must be taught with university supervisor present, unless the supervisor determines otherwise.***
10. **A list of resources:** Include materials, people, print, and media needed to accomplish the unit, both for teacher and student.
11. **Unit assessment of the learner outcomes:** Include the plan for assessment (include the summative instrument, if available, or, if not, a description of how you plan to assess the unit).
12. **Reflection on P-12 learning:** After the unit is taught, you will reflect on the success or lack of success in sections 7 and 8 of the TWS. (What do the students know now and what are they able to do? How well do they know and can they do it? What would you do next to further the development of the learning?) **It is not appropriate to complete the reflection at this point. You should wait until you have taught the unit and come back and add the reflection to your unit outline.**

NOTE: The assignment should be written in a clear, concise, professional manner with attention given to proper grammar, spelling, and punctuation.

6. EXPLICATION OF THE LESSON PLAN PROTOCOLS

Follow this template exactly. Even if your school uses a different format, for the purposes of the TWS, you must use this format.

Description of Setting: What characteristics of the classroom or setting are important to the lesson? (Grade; physical set-up of classroom; number of students; environmental factors cultural makeup of the school) **This information needs to be included ONLY in the first lesson of the unit. Cut and paste from your unit plan.**

Description of the Learners: What do you know about the learners that have influenced your decisions in planning this lesson? How do you know this? (Range of age, ability; prior knowledge and skills; developmental levels, IEP goals, cultural background) **This information is included ONLY in the first lesson of the unit. Cut and paste from your unit plan.**

Goals and Rationales: In what way does this lesson address what you are trying to accomplish with your particular P-12 students with this particular aspect of the curriculum?

- Goals are broad, speaking to the long-term needs of the learner, and answer the question “What curriculum content or behavioral development am I addressing?”
- On the other hand, rationales answer the question “why?” “Why do these students need to learn this? Why are you teaching this concept?”

For example, in a high school English class, a goal might be: (*What curriculum?*)

At the end of the unit, students will demonstrate:

- *An ability to read nonfictional works, to think critically about the structure, themes, and point of view, and to write creatively about these elements of non-fiction literature.*

While a rationale might say: (*Why study this?*)

At the end of the unit, students will demonstrate:

- *An ability to critically analyze non-fiction texts and to apply the ideas and themes found in that literature to their own lives.*
- *A familiarity with the tools of persuasion, argumentation, and rhetoric as they appear in literary texts and be able to recognize those tools of discourse, using them effectively in their own writing.*

Outcomes/learning objectives: (What will they know and be able to do?) Outcomes or learning objectives are directly related to goals and rationales, but are narrow enough to be measurable. **Every outcome/objective will need to be assessed.**

When writing objective statements, ask yourself these questions:

- Does the objective focus on student performance?
- Is the task measurable or observable?
- What criteria will I use to establish that the objective has been reached?

A sample learning objective or outcome addressing the goals/rationales listed above could be:

Students will be able to write an original 500 word essay in which they select an idea or perspective from the non-fiction text and argue for or against the position of the author, relating the viewpoint to their own experiences, achieving a 3 or better on the scoring rubric on a 1-4 scale.

Show-Me Standards: What *Show-Me Standards, Grade Level Expectations or CLE's* will be addressed?

Instructional Process: Describe in detail sequentially what the teacher and students will do.

- How will you engage learners, assess knowledge, develop schema, and set purpose for learning?
- How can you best connect this to the lives of students? In what ways will you explain the purpose of the lesson to the students?
- How will you demonstrate the processes your students will follow as they participate in the lesson?
- Describe the procedures you will use to guide students through the lesson.
- How will you scaffold your lesson so that students can gradually assume responsibility for learning?
- How will you guide students to reflect on what they learned and their success in the learning?
- Outline how you are providing for individual differences among the students in your class. Speak to the specific needs, and to the general modifications or accommodations you will make for individual students in your class.

Assessment Procedures: How will you determine what each student knows and/or can do? How will you record this and share it with the student? Include every tool—including pre-assessment, formative assessments, and post-assessment-- you will be using to assess the students' knowledge and skill.

Materials: List any materials, support materials, and technology used in the lesson. This includes texts, literature, charts, and bulletin boards. Include a copy of anything you will be using with the students. Demonstrating an ability to incorporate technology into your teaching and student learning is a requirement for certification. Be sure to indicate what technology you are using and how you are using it, obviously dependent on what is available in the classroom.

Management Procedures: What procedures will you put in place to assure a successful lesson? (Describe behavior management plan, including the "rules" in effect and how these will be shared with students. Describe time management/procedures to smooth transitions, especially for younger children.

Reflection: What have I learned from teaching this lesson? (After the lesson, reflect on what worked and what you would do differently. Describe how you adjusted the lesson to meet the needs of the learners. Reflect on what you have learned about the students by teaching the lesson. Talk about what comes next, for the students and for you. *The purpose of this reflection is not to defend your teaching, but to demonstrate that you have learned from it.*

NOTE: This final part of the lesson plan (Reflection) **PROBABLY** will not be turned in with the rest of your unit plan and lesson plans because you most likely will not have taught the lessons by the time you turn them in to your seminar instructor. They will be key, however, to your reflections in sections 7, 8, and 9 of the TWS. When you are preparing your FINAL TWS, you should come back and insert your reflection before completing the TWS.

7. ANALYSIS OF THE INSTRUCTIONAL PROCESS

As quickly as possible after teaching each lesson in the unit, you should reflect on the lesson. The focus of the reflection is *how well the students have learned*. As a new teacher, you are often more concerned about how well you taught. Remember that the perfectly constructed and executed lesson can fail to connect, and the lesson that requires adjustments as you teach may well be the source of a real “Aha!” moment for the students.

Your honesty in looking at your own teaching from the perspective of student learning and your openness to seeking the help of others in growing as a teacher will determine the value of this reflective exercise. We step away from a lesson that goes well feeling elated, but sometimes cringe in frustration after a lesson that does not meet our expectations. The reflection, however, asks you to get beyond these natural reactions to a level of objectivity that focuses on student learning, on what facilitated it, and on what hampered it. Describe how you adjusted the lesson to meet the needs of the learners. Reflect on what you have learned about the students by teaching the lesson. Talk about what comes next, for the students and for you. *The purpose of this reflection is not to defend your teaching, but to demonstrate that you have learned from it.*

Sometimes the new teacher sees the students as the cause of a lesson that does not go as anticipated. This is like the doctors saying they cannot help you because you are sick. The only aspect of the classroom that you control is what you do. It is your understanding of students, your planning, and your actions that are the factors that determine what students do and learn. Take responsibility for the lesson, for student learning, and think about what you have learned by teaching. This self-reflection is your greatest source of life-long growth throughout your career as an educator; without it, you remain like a first-year teacher all your life.

Below is a set of prompts to guide your reflection. The reflection is personal and written informally. It is to be shared with your cooperating teacher and your university supervisor; their feedback will help you assess and refine the accuracy of your reflection. The seminar instructor will use the scoring guide to determine that the reflection as a whole meets the standard.

Reflection Prompts:

AFTER you have reflected on each lesson in your unit, bring all those ideas together in a strong narrative that addresses these questions in a general sense, rather than lesson by lesson:

- Were the goals appropriate to the needs of the students? Was every goal assessed?
- What worked effectively in helping students learn? Why were these strategies effective?
- How would you change those teaching strategies that were not as effective?
- What did you learn about students (individuals, groups, as a whole) that will help you better plan for them in the future?
- How well did your materials serve student learning? Were materials that you developed clear and effective? Were classroom materials appropriate and effectively distributed and utilized?
- How well can you assess what each student knows and can do? What will you do next, given this knowledge?

8. IMPACT ON PK-12 STUDENT LEARNING

You have probed the contexts in which learning will occur, focusing on understanding the students, written appropriate learner objectives, designed curriculum to meet student needs. You have given your best to assure that every student met his/her goals. Now you need to document the learning that has taken place.

In general, the new learning is the difference between what the student knew before engaging in the instruction, and what he/she now knows. This must be expressed both in terms of the class as a whole and, more importantly, student by student.

In designing the discipline-specific assessments that will generate this data, you have very likely used a mix of qualitative and quantitative assessments. The first section focuses on the qualitative evidence of learning, while the final two are geared toward quantitative evidence of learning. **YOU MAY HAVE ONE OR THE OTHER, OR BOTH; just be sure that your evidence of learning allows you to determine what each student knows and can do, and how well he/she knows the material and can do the tasks.**

Class and Individual Learning: Qualitative

Qualitative data describes the learning of the student or the class. It is based on formal and informal observation, but far exceeds “I will walk around the room and observe what students are doing.” As evidence, qualitative data uses the work of students found in papers, journals, discussions, reports from others, performances and products. (These can also be quantified by using a scoring guide or rubric to evaluate them.) If we are going to best capture the growth in the language of a young child or the oral reading of a second grader or the public speaking of a high school student, we would probably want to tape sessions over time. A narrative comparing these samples would provide strong evidence of the change in the skill.

- a. **Whole Class:** Class learning documented qualitatively compares a sample at the beginning of the instruction with a sample at the end, analyzing the relevant aspects and how each has changed. Examples include writing portfolios, singing in two parts, tying shoes or other performance skills.
- b. **Individual:** Documentation of individual learning uses this same process for a sample of individual work.

Class and Individual Learning: Quantitative

a. **Whole Class:** The tools for looking at the class as a whole include range of scores, means, medians, and modes. Using the assessment of prior knowledge (pre-assessment) scores, determine the range of scores, the mean, the median and the mode. Next, determine the range of scores, mean, median and mode of each assessment that you developed, organizing the assessments to demonstrate that each of the learner goals has been assessed. Graph the information in an appropriate way (typically a bar graph or set of bar graphs) to show the learning of the class. Label the graph(s) clearly.

Discuss the conclusions of your data. Add any other quantitative or anecdotal evidence of learning that strengthens your documentation. A narrative analysis of your data is expected: What do the numbers show and what conclusions do you draw from those numbers?

b. **Individual:** Choose a sample of 5 students, attempting to include students of different ability, gender, and motivation, with at least one student with special needs, who can be a student with a learning difference, who is an ELL, who has a physical challenge, or who is gifted. Collect and copy (first name only or number) assessments and the feedback received by the student. For each student in the sample, graph the assessment scores, including the pre-assessment.

Discuss the conclusions of your data. Add any quantitative or anecdotal evidence of learning that strengthens your documentation. Reference your outcomes and analyze how well each student achieved that outcome. A clear narrative analysis of your data is expected for each of the 5 students. What do the numbers show and what conclusions do you draw from those numbers? Ask yourself: What would you do differently for each student who did not make the outcome standards? What interfered with his or her learning? What helped a student reach the outcomes?

Note:

It is assumed that you will be producing graphs using a computer program like Excel. If you are unable to do so, make professional-looking graphs by hand and scan them so that they can be sent electronically and included with your TWS electronic copy.

Your seminar instructor has samples of previous apprentice teachers' work that will demonstrate the type of charts and graphs that may be appropriate to fulfill this section if you have questions. Your seminar instructor will also be discussing this section with you, prior to the due date. Remember to include both the pre-assessment data and the post-assessment data for both the class as a whole and for the 5 selected students.

9. PROFESSIONAL GROWTH REFLECTION AND PLAN

You made it! Now we ask that you think back on what you have learned about yourself as a teacher, reflecting on what you know and can do. You have proved through this Teacher Work Sample process and the other tasks of Apprentice Teaching that you are ready to begin teaching in your own classroom. But this is only a beginning! Teaching demands that you always remain a student of the craft. Because of this, you will have mentors, professional development sessions, written professional development plans, and levels of certification with requirements for continuing education.

You will seek out colleagues who share your passions for teaching to act as critical friends. You will access books and journals and websites to satisfy your hunger for new ideas to bring to the classroom and research by which to evaluate these ideas. In this last task of the TWS, you begin this process. Reflect on your growth as a teacher, identifying those sources of growth that have served you particularly well. In this reflection, openly identify your strengths and those areas that will need to be strengthened as you begin your profession. **Please address the following specific questions:**

- ✓ In what ways did your apprentice teaching experience reinforce or revise your personal philosophy of education?
- ✓ Did your experiences in the classroom and school indicate that there is consistency between the school's stated mission and vision and the actual practices and behaviors of educators and students? If so, how? If not, why?
- ✓ What did you learn about communication with families? What was your role in communicating with families during your apprentice teaching experience?
- ✓ What did you learn about how to build collaborative relationships with colleagues? In what ways did you collaborate with other educators in the school?
- ✓ What did you learn about creating optimum conditions for learning? (organization, classroom management, use of technology, etc.?)
- ✓ In what other ways have you grown as a teacher?

Finally, **address each of the areas you have identified as being an area in which you need to develop further skills or obtain further knowledge, and discuss your plan for growth in that area.** Think creatively, knowing how you best learn, and plan concretely, perhaps with a timeline, making it more likely that you will follow through.

Remember that “review” and “reflection” have different foci. *Review* means to go over what you did or what the students did, or what occurred. *Reflection* implies more depth, a sense of evaluation based on feedback, and some introspection on your own skills and weaknesses.

This plan will be shared with your university supervisor at your final evaluation and must be submitted to your AT Seminar instructor as the final section of the TWS after being reviewed by your university supervisor.

10. CONCLUSION

Remember:

The Teacher Work Sample is a professional document and should look and read like one. Serious issues with grammar, spelling, and usage can affect whether a TWS is accepted. Additionally, the sections must be thorough and complete in order to meet the standards.

The seminar instructor will determine whether the Teacher Work Sample you have submitted meets the standard established by the University and will sign off on the Teacher Work Sample, but only if all sections are acceptable. You will be required to rewrite or rework a section if the seminar instructor does not approve it. You will not receive a grade for the Apprentice Teaching seminar class until the instructor signs off on the TWS.

If you are delayed in submitting individual segments of the TWS or the final copy of the project, your seminar instructor will determine the next steps. Given the length, importance, and complexity of the project, instructors need significant time to review and evaluate the work being submitted. Failure to turn work in on time could result in an “incomplete” or in a failing grade, and could affect graduation and/or certification.

Any questions or concerns about your TWS should be discussed with your seminar instructor as early as possible to avoid difficulties.

Once the TWS has been accepted and the seminar instructor has signed off on it, that information will be forwarded to the Webster University Office of Teacher Certification for appropriate referral to the state of Missouri. You will be notified when that action occurs.

Finally, as you continue on this journey of becoming a teacher, remember the importance of the work you are embarking upon, the complexity of the tasks, and the futures you are helping to define. Teaching is an awesome, challenging responsibility and a great joy, simultaneously.

“One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child.” ~ Carl Jung

APPENDIX

SIGN-OFF FORM FOR SECTIONS 5 AND 6

FORMATIVE RUBRICS

SUMMATIVE RUBRICS

STUDENT PERSONAL INFORMATION SHEET

Unit Plan Verification Form

Apprentice Teacher's Name _____

Date _____

Title or topic of unit plan _____

Supervisors and cooperating teachers must sign off on the outline of the unit plan before the apprentice teacher turns the outline in to the seminar instructor for review in the TWS.

I have reviewed the proposed outline of the instructional unit plan and agree that the work is acceptable for the apprentice teacher to implement this unit in the classroom. The work also is appropriate to be turned in as the required unit plan for the Teacher Work Sample.

Please print:

Cooperating Teacher

University Supervisor

Signature:

Cooperating Teacher

University Supervisor

School: _____

District: _____

Grade level: _____

Subject Area: _____

Lesson Plans Verification Form

Apprentice Teacher's Name _____

Date _____

Title or topic of unit plan that the lesson plans support _____

Supervisors and cooperating teachers must sign off on the lesson plans before the apprentice teacher turns them in to the seminar instructor for review.

I have reviewed the proposed outline of the lesson plans supporting the instructional unit and agree that the work is acceptable for the apprentice teacher to implement these lessons in the classroom. The work also is appropriate to be turned in as the required lesson plans for the Teacher Work Sample.

Please print:

Cooperating Teacher

University Supervisor

Signature:

Cooperating Teacher

University Supervisor

School: _____

District: _____

Grade level: _____

Subject Area: _____

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE

Section 1: Philosophy of Education

Student Name:

Date Submitted:

Name of School:

	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Depth of thought and integration of philosophy and history of education Score:	Philosophy is superficial, with little evidence of deep reflection.	Philosophy appears to be a genuine expression of the author's thinking, and reflects some critical thought.	Philosophy is well-thought out and insightful, with some expression of the history and philosophy of education.	Philosophy demonstrates an understanding of the history and philosophy of education, while integrating the author's ideas and voice appropriately.
Clarity of expression, organization, and originality of thought Score:	The language and organization chosen in expressing ideas leaves the reader unsure of the meaning intended by the author.	Some components of the philosophy are clearly explained; however, the reader is unsure of the meaning of other sections.	The author clearly articulates his/her ideas and values.	The author articulates his/her philosophy clearly, with little or no educational jargon and with original ideas expressed coherently.
Coherency Score:	The philosophical components are inconsistent with other expressed beliefs in the statement and demonstrate little reflection on a personal view of education.	The philosophy indicates some reflection, but is inconsistent in the expression of some ideas.	The philosophical components generally integrate appropriately and consistently, creating a cohesive whole that demonstrates reflection on effective educational practice.	All ideas expressed are coherent and consistent with one another, and reflect original thinking that meshes creatively with the author's understanding of effective educational practice.
Mechanics of writing Score:	The philosophy has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The philosophy has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The philosophy is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The philosophy is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.
References Score:	Appropriate references are not included or are cited incorrectly.	Appropriate references are partially included and/or have errors in citation.	Appropriate references are included and have no citation errors. References are evident in the text.	Appropriate references are included and clearly cited in both the text and in the works cited.

Overall Evaluation:

- _____ unacceptable; needs to be redone completely; see comments on document itself
- _____ needs some major revisions, but has good potential
- _____ needs minor revisions and/or enhancement in either text or presentation
- _____ needs little or no reworking—professional and ready for use

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE

Section 2: Description of the Learners

Student Name:

Date Submitted:

Name of School:

	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Completeness and accuracy of information Score:	Data are insufficient to use as a basis for designing instruction.	Some data are missing and it is difficult to use for the differentiation of instruction for all students.	Most topics are covered appropriately.	The data provided is complete and worthwhile, with significant data being highlighted.
Clarity in communication of data Score:	The author does not communicate the data in a form that is understandable, appropriate, or useful.	Communication of some of the data is unclear, or methods for communicating data are not appropriate.	The author's communication of data is presented in a visually appropriate, clear, and understandable way.	The author communicates data clearly and presents data in more than one format as appropriate.
Depth of analysis of data Score:	The author shows only a cursory understanding of the implications of the data for instruction.	The candidate understands some of the implications of the data for instruction.	The author understands the major implications of the data and can articulate how to use it in planning instruction.	The author understands the implications of the data and communicates that information articulately and precisely.
Mechanics of writing Score:	The section has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The section has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The section is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The section is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.
References Score:	Appropriate references are not included or are cited incorrectly.	Appropriate references are partially included and/or have errors in citation.	Appropriate references are included and have no citation errors. References are evident in the text.	Appropriate references are included and clearly cited in both the text and in the works cited.

Overall Evaluation:

_____ **unacceptable; needs to be redone completely; see comments on document itself**

_____ **needs some major revisions, but has good potential**

_____ **needs minor revisions and/or enhancement in either text or presentation**

_____ **needs little or no reworking—professional and ready for use**

Comment

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE
Section 3: Description and Analysis of the Learning Environment
Part A: The Classroom

Name of School: _____

Student Name: _____ Date Submitted: _____

<u>CLASSROOM</u>	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Completeness of information Score:	Description is insufficient as a basis for designing instruction.	Some data are missing and makes it difficult to plan instruction effectively.	Most data are present.	The information presented is worthwhile and impactful in planning instruction.
Clarity in describing classroom Score:	The description is too general to be useful in developing curriculum and designing instruction.	The overall description is specific, but a few areas lack clarity and precision.	The description is specific enough to provide a guide for curriculum development.	The description is specific enough to draw conclusions about the setting and its impact on curriculum and instruction.
Depth of analysis Score:	Author demonstrates only a cursory understanding of the implications for instruction.	Author understands some of the implications of the setting has in the design of curriculum and instruction.	Author understands the major implications the setting has in designing curriculum and instruction.	Author understands all the implication the setting has in designing curriculum and instruction and communicates this clearly.
Mechanics of writing Score:	The section has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The section has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The section is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The section is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.
References Score:	Appropriate references are not included or are cited incorrectly.	Appropriate references are partially included and/or have errors in citation.	Appropriate references are included and have no citation errors. References are evident in the text.	Appropriate references are included and clearly cited in both the text and in the works cited.

Overall Evaluation:

- _____ unacceptable; needs to be redone completely; see comments on document itself
 _____ needs some major revisions, but has good potential
 _____ needs minor revisions and/or enhancement in either text or presentation
 _____ needs little or no reworking—professional and ready for use

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE
Section 3: Description and Analysis of the Learning Environment (continued)
Part B: The School

Student Name:

Date Submitted:

Name of School:

<u>SCHOOL</u>	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Completeness of information Score:	Description is insufficient as a basis for designing instruction.	Some data are missing and makes it difficult to plan instruction effectively.	Most data are present.	The information presented is worthwhile and impactful in planning instruction.
Clarity in describing school Score:	The description is too general to be useful in developing curriculum and designing instruction.	The overall description is specific, but a few areas lack clarity and precision.	The description is specific enough to provide a guide for curriculum development.	The description is specific enough to draw conclusions about the setting and its impact on curriculum and instruction.
Depth of analysis Score:	The descriptions is too general to be useful in developing curriculum and designing instruction.	The overall description is specific, but a few areas lack clarity and precision.	The description is specific enough to provide a guide for curriculum development.	The description is specific enough to draw conclusions about the setting and its impact on curriculum and instruction.
Mechanics of writing Score:	The section has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The section has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The section is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The section is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.
References Score:	Appropriate references are not included or are cited incorrectly.	Appropriate references are partially included and/or have errors in citation.	Appropriate references are included and have no citation errors. References are evident in the text.	Appropriate references are included and clearly cited in both the text and in the works cited.

Overall Evaluation:

_____ **unacceptable; needs to be redone completely; see comments on document itself**

_____ **needs some major revisions, but has good potential**

_____ **needs minor revisions and/or enhancement in either text or presentation**

_____ **needs little or no reworking—professional and ready for use**

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE
Section 3: Description and Analysis of the Learning Environment (continued)
Part C: Families

Student Name:

Date Submitted:

Name of School:

<u>FAMILIES</u>	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Completeness of information Score:	Description is insufficient as a basis for designing instruction.	Some data are missing and makes it difficult to plan instruction effectively.	Most data are present.	The information presented is worthwhile and impactful in planning instruction.
Clarity in describing community/family Score:	The description is too general to be useful in developing curriculum and designing instruction.	The overall description is specific, but a few areas lack clarity and precision.	The description is specific enough to provide a guide for curriculum development.	The description is specific enough to draw conclusions about the setting and its impact on curriculum and instruction.
Depth of analysis Score:	The descriptions is too general to be useful in developing curriculum and designing instruction.	The overall description is specific, but a few areas lack clarity and precision.	The description is specific enough to provide a guide for curriculum development.	The description is specific enough to draw conclusions about the setting and its impact on curriculum and instruction.
Mechanics of writing Score:	The section has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The section has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The section is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The section is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.
References Score:	Appropriate references are not included or are cited incorrectly.	Appropriate references are partially included and/or have errors in citation.	Appropriate references are included and have no citation errors. References are evident in the text.	Appropriate references are included and clearly cited in both the text and in the works cited.

Overall Evaluation:

_____ **unacceptable; needs to be redone completely; see comments on document itself**

_____ **needs some major revisions, but has good potential**

_____ **needs minor revisions and/or enhancement in either text or presentation**

_____ **needs little or no reworking—professional and ready for use**

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE
Section 3: Description and Analysis of the Learning Environment (continued)
Part D: Community

Student Name:

Date Submitted:

Name of School:

<u>COMMUNITY</u>	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Completeness of information Score:	Description is insufficient as a basis for designing instruction.	Some data are missing and makes it difficult to plan instruction effectively.	Most data are present.	The information presented is worthwhile and impactful in planning instruction.
Clarity in describing classroom Score:	The description is too general to be useful in developing curriculum and designing instruction.	The overall description is specific, but a few areas lack clarity and precision.	The description is specific enough to provide a guide for curriculum development.	The description is specific enough to draw conclusions about the setting and its impact on curriculum and instruction.
Depth of analysis Score:	The descriptions is too general to be useful in developing curriculum and designing instruction.	The overall description is specific, but a few areas lack clarity and precision.	The description is specific enough to provide a guide for curriculum development.	The description is specific enough to draw conclusions about the setting and its impact on curriculum and instruction.
Mechanics of writing Score:	The section has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The section has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The section is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The section is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.
References Score:	Appropriate references are not included or are cited incorrectly.	Appropriate references are partially included and/or have errors in citation.	Appropriate references are included and have no citation errors. References are evident in the text.	Appropriate references are included and clearly cited in both the text and in the works cited.

Overall Evaluation:

_____ **unacceptable; needs to be redone completely; see comments on document itself**

_____ **needs some major revisions, but has good potential**

_____ **needs minor revisions and/or enhancement in either text or presentation**

_____ **needs little or no reworking—professional and ready for use**

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE
Section 4: Description and Analysis of Classroom Practice
(separate form used for each of the 4 observations)

Student Name:

Date Submitted:

Name of School:

	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Completeness of observation Score:	Significant information is missing.	Almost all appropriate information is recorded, but some information is missing or overly general.	Almost all appropriate information is recorded and is concrete and precise.	All appropriate information is recorded and is concrete and precise.
Depth of reflection Score:	Superficial reflection, lacking depth of thought.	Evidence of thoughtful reflection, but no new ideas presented.	Evidence of thoughtful reflection considering multiple perspectives and options.	Strong evidence of thoughtful reflection on issues considering multiple perspectives, with creative solutions proposed.
Clarity of reflection Score:	Ideas are not clearly expressed, with vague or redundant statements.	Some ideas are expressed effectively, while others are vague or redundant.	Most of the ideas are expressed effectively.	Clear, effective presentation of ideas.
Mechanics of writing Score:	The section has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The section has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The section is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The section is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.

Overall Evaluation:

- _____ unacceptable; needs to be redone completely; see comments on document itself
 _____ needs some major revisions, but has good potential
 _____ needs minor revisions and/or enhancement in either text or presentation
 _____ needs little or no reworking—professional and ready for use

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE

Section 5: Outline of the Instructional Plan—for seminar instructor use only

University Supervisors and Cooperating Teachers use the comprehensive rubric instead.

Title of Unit: _____

Name of School: _____

Student Name: _____

Date Submitted: _____

	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Topics MoSTEP: 1,2,3,4,5,6,8 Score:	Topics are not aligned with each other or with the standards or are not appropriate for the students.	Topics are somewhat aligned with each other and with the standards and are appropriate for the students.	Topics are a good match to students and clearly aligned to standards and to each other.	Topics are carefully aligned to standards and to each other and are appropriate to the students' needs. Cross-curricular elements are integrated.
Rationales MoSTEP: 1,4,5 Score:	A rationale is not included or is inappropriate to the curriculum or students.	A rationale is included, but it is not clear and focused.	A rationale is included and articulates fairly well how the goals meet student needs.	The rationale clearly explains how the goals meet student needs.
Outcomes MoSTEP: 1,2,8 Score:	The outcomes are vague and lack alignment with the rationale and with the assessments.	The outcomes are not clearly stated and/or are not fully aligned with the rationale and the assessments.	As a whole, the outcomes are clearly articulated and aligned with the assessments.	The outcomes are clearly articulated and fully aligned with the assessments.
Instructional Process: Overall Plan MoSTEP: 1,2,3,4,5,6,7,8 Score:	Instruction is not planned with enough care and specificity to predict successful learning.	Plan attempts to design student-appropriate curricula.	Plan delineates a clear plan for student learning through carefully designed outcomes, activities, and assessments appropriate to the students' readiness and ability.	Plan delineates a clear and comprehensive plan for student learning through carefully designed and integrated outcomes, activities, and assessments appropriate to the students' readiness and ability.
Differentiation of Instruction MoSTEP: 3,4,5 Score:	The instructional plan lacks appropriate modifications and adaptations for the varying needs of students in the class.	Instruction is differentiated for some, but does not address all students; modifications and adaptations are general rather than specific to the task and to the individual.	Instruction is appropriately differentiated for the majority, but does not address the needs of all. Modifications and adaptations are specific to the task and the individual.	Full consideration of student needs is evident in appropriate, clearly articulated, comprehensive modifications and adaptations for the varying needs of students.
Assessment MoSTEP: 1, 8 Score:	The unit does not include a pre-assessment and/or does not align post-assessment with the rationale and objectives of each lesson.	It is unclear if the assessment is appropriate to the needs of the students, or if the pre- and post-assessments align with the objectives of each lesson.	Alignment is clear between the pre- and post-assessments and between the assessments and the rationale and objectives of each lesson.	Alignment is clear between the pre- and post-assessments and between the assessments and the rationale and objectives of each lesson.

Technology MoSTEP: 1, 11 Score:	No evidence of the appropriate use of technology to enhance student achievement .	Ineffective use of appropriate technology or use of inappropriate technology for the lesson.	Effective use of appropriate technology for enhancing student learning.	Effective and creative use of appropriate technology for enhancing student learning.
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Overall Evaluation:

- _____ **unacceptable; needs to be redone completely; see comments on document itself**
- _____ **needs some major revisions, but has good potential**
- _____ **needs minor revisions and/or enhancement in either text or presentation**
- _____ **needs little or no reworking—professional and ready for use**

Comments:

SAMPLE FOR REFERENCE PURPOSES ONLY—THIS IS THE FORMAT WHICH APPEARS IN THE HANDBOOKS AND IS USED BY THE SUPERVISORS AND COOPERATING TEACHERS, BUT IS NOT USED BY THE SEMINAR INSTRUCTORS

INSTRUCTIONAL UNIT PLAN SCORING GUIDELINES For University Supervisor and Cooperating Teacher Use

***For Use in Development of a Comprehensive Unit as opposed to an Extended Outline (TWS)**

Name:

Topic of Unit:

#	Exceeds Standards 4	Meets Standards 3	Nearing Proficiency 2	Unsatisfactory 1	Mo STEP
1	Clear description of unit that expertly defines the alignment of student needs and abilities with the rationale.	Clear description of unit that explains why it is a good fit to the needs and abilities of the students.	A serious attempt is made to explain the rationale in terms of the needs and abilities of students, with a need for more clarity	Vague description with little or no reference to the needs and abilities of this group of students.	1
2	Description of the learners is thorough and insightful, including grade level, ranges of age and ability, and cultural influences that might affect performance.	Description of the learners includes grade level, range of age and ability including reading ability. Description is clear and specific	Description of the learners includes most of the designated components but with a need for more clarity or specificity.	Description of the learners includes fewer than half of the designated components: description is vague.	2
3	Learner outcomes clearly align with standards and specify what the student is to know and be able to do at the end of unit.	Learner outcomes clearly describe what the student is to know and be able to do at the end of the unit.	Learner outcomes describe what the student is to know and be able to do, but tend to be too general.	Learner outcomes inadequately describe what the student is to know and be able to do at the end of the unit.	4
4	Identification of appropriate content and process ShowMe Standards (and eventual inclusion in the assessment plan for the unit).	Identification of most appropriate content and process ShowMe Standards (and inclusion of each in the assessment plan for the unit).	Identification of some appropriate content and process ShowMe Standards (with most included in the assessment plan for the unit).	Incomplete identification of content and process ShowMe standards.	1, 4
5	Clear description of the behavioral and motivational goals the class is working to achieve.	Description of the behavioral and motivational goals the class is working to achieve.	A serious attempt at determining the behavioral and motivational goals, with a need for greater clarity.	Vague description with little or no indication of the goals of behavior choices.	6
6	Insightfully describes how the cultural diversity of the students is used in the planning of the unit.	Describes how the cultural diversity of the students is used in the planning of the unit.	Shows some evidence that the cultural diversity of the students is used in planning the unit.	Does not consider the cultural diversity of the students in planning the unit.	3

7	Pre-unit assessment of learners' prior knowledge and skill levels is specifically targeted and directly impacts instruction based on student responses. Questions guiding the assessment and assessment procedures are specified.	Pre-unit assessment of learners' prior knowledge and skill levels is targeted and impacts instruction based on student responses. Questions guiding the assessment and assessment procedures are evident.	Pre-unit assessment of learners' prior knowledge and skill levels is somewhat vague but impact on instructional planning is evident. Questions are clearly specified.	Pre-unit assessment of learners' prior knowledge and skill levels is minimal or absent and its impact on instruction is unclear. Questions guiding the assessment and assessment procedures are not specified.	1
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8	The general plan is a well developed mapping of the unit, with practical consideration of the time available and the requirements of the learners.	The general plan is a reasonable mapping of the unit, with practical consideration of the time available and the requirements of the learners.	The general plan is complete but does not show evidence of a clear understanding of the limitations of time or the requirements of the learners.	The general plan is incomplete or it is inappropriate given the time available and/or the requirements of the learners.	4, 5
9	Unit includes at least six strong lessons. Lesson plans use the given format including specific objectives and detailed scripting of instructional activities (including adaptations and modifications, materials, management, and assessment activities).	Unit includes at least six lessons. Lesson plans use the given format including specific objectives and detailed scripting of instructional activities (including adaptations and modifications, materials, management, and assessment activities).	Unit includes at least six lessons with a need for more clarity. Lesson plans use the given format including specific objectives and detailed scripting of instructional activities (including adaptations and modifications, materials, management, and assessment activities).	Unit includes inadequate lesson plans.	3, 11
10	Resources in each category are provided (people, print, and media, both for teacher planning and student use) and demonstrate a breadth of information used.	Resources in each category are provided (people, print, and media, both for teacher planning and student use)	Resources in most categories are provided (people, print, and media, both for teacher planning and student use)	An inadequate attempt to search out resources.	10
11	Unit assessment includes all unit outcomes, how information will be shared with the student, and includes a descriptive scoring guide for evaluating the assessment. Impact on PK-12 learning is clearly articulated.	Unit assessment includes most unit outcomes, how information will be shared with the student, and includes a scoring guide for evaluating the assessment. Impact on PK-12 learning is articulated.	The unit assessment makes a serious attempt to include unit outcomes, but the means of scoring information is vague. The scoring guide needs to better describe the criteria. Impact on PK-12 learning is addressed.	The unit assessment does not address most of the unit objectives; administration and scoring directions are nonspecific.	8

12	Detailed, specific reflection on P-12 learning is evident. (What do the students now know and what are they able to do? How well do they know it and can they do	Specific reflection on P-12 learning is evident. (What do the students now know and what are they able to do? How well do they know and can they do it? What's	Global reflection on P-12 learning is evident. (What do the students now know and what are they able to do? How well do they know and can they do it? What would you do next to further the	Limited reflection on P-12 learning is evident. (What do the students now know and what are they able to do? How well do they know and can they do it? What would you do next to	9
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WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE
Section 6: Lesson Plan Protocols

Title of Unit: _____

Author Name: _____

Date Submitted: _____

	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Topics MoSTEP: 1, 2, 3, 4, 5, 6, 8 Score:	Topics are not aligned with each other or with the standards or are not appropriate for the students.	Topics are somewhat aligned with each other and with the standards and are appropriate for the students.	Topics are a good match to students and clearly aligned to standards and to each other.	Topics are carefully aligned to standards and to each other and are appropriate to the students' needs. Cross-curricular elements are integrated.
Rationales MoSTEP: 1, 4, 5 Score:	A rationale is not included or is inappropriate to the curriculum or students.	A rationale is included, but it is not clear and focused.	A rationale is included and articulates fairly well how the goals meet student needs.	The rationale clearly explains how the goals meet student needs.
Outcomes MoSTEP: 1, 2, 8 Score:	The outcomes are vague and lack alignment with the rationale and with the assessments.	The outcomes are not clearly stated and/or are not fully aligned with the rationale and the assessments.	As a whole, the outcomes are clearly articulated and aligned with the assessments.	The outcomes are clearly articulated and fully aligned with the assessments.
Instructional Process: Overall Plan MoSTEP: 1, 2, 3, 4, 5, 6, 7, 8 Score:	Instruction is not planned with enough care and specificity to predict successful learning.	Plan attempts to design student-appropriate curricula.	Plan delineates a clear plan for student learning through carefully designed outcomes, activities, and assessments appropriate to the students' readiness and ability.	Plan delineates a clear and comprehensive plan for student learning through carefully designed and integrated outcomes, activities, and assessments appropriate to the students' readiness and ability.
Differentiation of Instruction MoSTEP: 3, 4, 5 Score:	The instructional plan lacks appropriate modifications and adaptations for the varying needs of students in the class.	Instruction is differentiated for some, but does not address all students; modifications and adaptations are general rather than specific to the task and to the individual.	Instruction is appropriately differentiated for the majority, but does not address the needs of all. Modifications and adaptations are specific to the task and the individual.	Full consideration of student needs is evident in appropriate, clearly articulated, comprehensive modifications and adaptations for the varying needs of students.
Assessment MoSTEP: 8 Score:	The plan does not include a pre-assessment and/or does not align post-assessment with the rationale and objectives of the lesson.	It is unclear if the assessment is appropriate to the needs of the students, or if the pre- and post-assessments align with the objectives of the lesson.	Alignment is clear between the pre- and post-assessments and between the assessments and the rationale and objectives of the lesson.	Alignment is clear between the pre- and post-assessments and between the assessments and the rationale and objectives of the lesson.

Technology MoSTEP: 11 Score:	No evidence of the appropriate use of technology to enhance student achievement .	Ineffective use of appropriate technology or use of inappropriate technology for the lesson.	Effective use of appropriate technology for enhancing student learning.	Effective and creative use of appropriate technology for enhancing student learning.
Behavior Management Plan MoSTEP: 2, 3, 6 Score:	No evidence of planning for managing activities and/or student issues, desired behaviors, and resources.	Some evidence of planning for transitions, special activities, needed resources, desired behaviors.	Clearly articulated plans for managing all aspects of the classroom and students in differing circumstances.	Clearly articulated plans for managing all aspects of the classroom and students in differing circumstances. Contingency planning evident.
Resources MoSTEP: 1, 2, 4, 5, 10 Score:	No delineation of materials, supplies, and other resources that will be needed.	Superficial analysis of needed resources.	Careful consideration of all needed resources and where to obtain them.	Careful consideration of all needed resources and where to obtain them. Resources are found and acquired before the lesson plan is finalized.
References MoSTEP: 2, 3, 5 Score:	Appropriate references are not included or are cited incorrectly.	Appropriate references are partially included and/or have errors in citation.	Appropriate references are included and have no citation errors. References are evident in the text.	Appropriate references are included and clearly cited in both the text and in the works cited.

Overall Evaluation:

- _____ unacceptable; needs to be redone completely; see comments on document itself
- _____ needs some major revisions, but has good potential
- _____ needs minor revisions and/or enhancement in either text or presentation
- _____ needs little or no reworking—professional and ready for use

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE

Section 7: Analysis of the Instructional Process

Student Name:

Date Submitted:

Name of School:

	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Depth of thought and integration of effective educational theory and practice Score:	Reflection is superficial, with little evidence of deep analysis and insight.	Reflection appears to be a genuine expression of the author's thinking, and reflects some critical thought.	Reflection is well-thought out and insightful, with good understanding of educational theory as applied to his/her teaching.	Reflection is well-thought out and insightful, with good understanding of educational theory as applied to his/her teaching, while integrating the author's ideas and voice appropriately.
Clarity of expression, organization, and originality of thought Score:	The language and organization chosen in expressing ideas leaves the reader unsure of the meaning intended by the author.	Some components of the reflection are clearly explained; however, the reader is unsure of the meaning of other sections.	The author clearly articulates his/her ideas and values.	The author articulates his/her insights clearly, with little or no educational jargon and with original ideas expressed coherently.
Coherency Score:	The components are inconsistent with other expressed beliefs in the statement and demonstrate little reflection on a personal view of education.	The reflection indicates some insight, but is inconsistent in the expression of some ideas.	The components generally integrate appropriately and consistently, creating a cohesive whole that demonstrates reflection on effective educational practice.	All ideas expressed are coherent and consistent with one another, and reflect original thinking that meshes creatively with the author's understanding of effective educational practice.
Mechanics of writing Score:	The reflection has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The reflection has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The reflection is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The reflection is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.

Overall Evaluation:

- unacceptable; needs to be redone completely; see comments on document itself
- needs some major revisions, but has good potential
- needs minor revisions and/or enhancement in either text or presentation
- needs little or no reworking—professional and ready for use

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE
Section 8: Impact on PK-12 Student Learning
Part A: Qualitative Analysis

Student Name:
Name of School:

Date Submitted:

<u>CLASS DATA:</u> <u>QUALITATIVE</u>	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Appropriateness of documentation in determining class learning Score:	Class work is not clearly matched to the goals.	Class work used to document learning is appropriate to some of the goals.	Class work used to document learning is appropriate to the goals.	Class work used to document learning is well-targeted to the goals and reveals important aspects of the learning.
Depth of analysis of documentation Score:	Description does not compare pre-assessment performance to post-assessment performance.	Description of changes compares some aspects of understanding, behavior, or performance and how the students have changed.	Description of change compares the major aspects of understanding, behavior or performance and how they students have changed.	Description of change in understanding, behavior or performance clearly identified all important aspects of the above and how students have changed.
<u>INDIVIDUAL DATA:</u> <u>QUALITATIVE</u>				
Appropriateness of documentation in determining class learning Score:	Class work is not clearly matched to the goals.	Class work used to document learning is appropriate to some of the goals.	Class work used to document learning is appropriate to the goals.	Class work used to document learning is well-targeted to the goals and reveals important aspects of the learning.
Depth of analysis of documentation Score:	Description does not compare pre-assessment performance to post-assessment performance.	Description of changes compares some aspects of understanding, behavior, or performance and how the students have changed.	Description of change compares the major aspects of understanding, behavior or performance and how they students have changed.	Description of change in understanding, behavior or performance clearly identified all important aspects of the above and how students have changed.

Overall Evaluation:

- _____ unacceptable; needs to be redone completely; see comments on document itself
 _____ needs some major revisions, but has good potential
 _____ needs minor revisions and/or enhancement in either text or presentation
 _____ needs little or no reworking—professional and ready for use

Comments:

**Section 8: Impact on PK-12 Student Learning
Part B: Quantitative Analysis**

Student Name:
Name of School:

Date Submitted:

<u>CLASS DATA:</u> <u>QUANTITATIVE</u>	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Completeness of information Score:	Description is insufficient to use as a basis for designing and evaluating instruction	Some data is missing, making it difficult to design effective instruction.	Most questions are answered fully.	Author provides significant and worthwhile information on all areas.
Clarity in expressing data Score:	The explanation or analysis is vague and/or confusing.	The author uses one or two methods to communicate the data with mixed effectiveness.	The author uses a variety of methods to communicate the data, clearly explicating each.	The author has developed a systematic, coherent method for communicating data.
Depth of analysis Score:	The explanation demonstrates only a cursory understanding of evaluating class learning.	The author understands some of the implications of the data in assessing class learning.	The author understands the implications of the data in assessing class learning.	The author understands the data and their implications, providing an insightful and clear discussion of evidence.
<u>INDIVIDUAL DATA:</u> <u>QUANTITATIVE</u>				
Appropriateness of documentation in determining individual growth Score:	Student work is not clearly matched to the outcomes.	Student work used to document learning is appropriate to some of the goals.	Student work used to document learning is appropriate to the goals.	Student work used to document learning is well targeted to the rationales and objectives and reveals important aspects of the learning.
Depth of analysis of documentation Score:	Description does not compare pre-assessment data to post-assessment performance.	Description of change compares some aspects of understanding, behavior or performance and how those have changed.	Description of change compares the major aspects of understanding, behavior, or performance, and how they have changed.	Description of change in understanding, behavior, or performance clearly identifies all important aspects of the above and how each has changed.

Overall Evaluation:

- unacceptable; needs to be redone completely; see comments on document itself
- needs some major revisions, but has good potential
- needs minor revisions and/or enhancement in either text or presentation
- needs little or no reworking—professional and ready for use

Comments:

WEBSTER UNIVERSITY
FORMATIVE ASSESSMENT RUBRICS FOR TEACHER WORK SAMPLE
Section 9: Professional Growth Reflection and Plan

Student Name:

Date Submitted:

	Does not yet meet the Standard 1	Nearing the Standard 2	Meets the Standard 3	Exceeds the Standard 4
Depth of thought and integration of effective teaching practices Score:	Reflection is superficial, with little evidence of deep reflection.	Reflection appears to be a genuine expression of the author's thinking, and reflects some critical thought.	Reflection is well-thought out and insightful, with some expression of effective education theory and practice.	Reflection evidences an understanding of educational theory and effective practice, while integrating the author's ideas and voice appropriately.
Clarity of expression, organization, and originality of thought Score:	The language and organization chosen in expressing ideas leaves the reader unsure of the meaning intended by the author.	Some components of the reflection are clearly explained; however, the reader is unsure of the meaning of other sections.	The author clearly articulates his/her ideas and values.	The author articulates his/her insights clearly, with little or no educational jargon and with original ideas expressed coherently.
Coherency Score:	The philosophical components are inconsistent with other expressed beliefs in the statement and demonstrate little reflection on a personal view of education.	The reflection indicates some reflection, but is inconsistent in the expression of some ideas.	The philosophical components generally integrate appropriately and consistently, creating a cohesive whole that demonstrates insightful reflection on effective educational practice.	All ideas expressed are coherent and consistent with one another, and reflect original thinking that meshes creatively with the author's understanding of effective educational practice.
Professional Growth Reflection Score:	The author separates the effectiveness of student learning from his/her teaching, failing to see the connection between teacher decisions and student learning and ignores moral and ethical issues.	The author makes some connections between his/her teaching and student learning, including moral and ethical issues.	The author makes a strong effort to make connections between his/her teaching and student learning, including moral and ethical issues.	The author demonstrates the ability to think deeply, making clear connections between his/her teaching and its relationship to student learning, including moral and ethical issues.

Professional Growth Plan Score:	The author is vague in identifying and planning for his/her professional development needs.	The author communicates appropriate professional development goals, the means to achieve them are vague.	The author communicates appropriate professional development goals based on his/her experiences in the classroom and the means to achieve them.	The author clearly and openly address his/her areas for future growth based on classroom experiences and input from supervisors and develops a practical means of achieving those goals.
Mechanics of writing Score:	The philosophy has serious and frequent errors in grammar, syntax, style, and/or presentation. Significant corrections are needed.	The philosophy has frequent errors in grammar, syntax, style, and/or presentation. Multiple corrections are needed.	The philosophy is professionally written, generally free from errors in grammar, syntax, style, and/or presentation. Minimal corrections are needed.	The philosophy is professionally written, free from errors in grammar, syntax, style, and/or presentation. Few or no corrections are needed.

Overall Evaluation:

- _____ unacceptable; needs to be redone completely; see comments on document itself
- _____ needs some major revisions, but has good potential
- _____ needs minor revisions and/or enhancement in either text or presentation
- _____ needs little or no reworking—professional and ready for use

Comments:

WEBSTER UNIVERSITY—School of Education
SUMMATIVE EVALUATION FORM--TEACHER WORK SAMPLE (TWS)
(Revised 6/2011)

Apprentice Teacher _____ Date of Submission _____
 Student ID # _____ Student Email _____
 UG or GR or PBC (circle one): UG Area of Certification _____
 GR Area of certification _____

This teacher work sample: _____ meets expectations
 _____ does not meet expectations

Evaluator Signature _____
 Evaluator Email _____

The evaluator rates the teacher work sample on each of the following dimensions, using the scales provided. Place the score for each dimension in the box under the title of the dimension. A "3" or above in each area is necessary for validation of competency to the state certification office. (ONLY WHOLE NUMBERS; NO FRACTIONS)

	Does not meet standard	Nearing the standard	Meets the standard	Exceeds the standard
Dimension and MOSTEP Standards Alignment	1	2	3	4
1. Philosophy of Education Score _____ 1.1, 2.1, 2.4, 6.1, 9.1, 9.6, 11.6	Philosophy is superficial, with little evidence of deep reflection.	Philosophy appears to be a genuine expression of the author's thinking and reflects some critical thought.	Philosophy is well-thought out and includes references to and an understanding of the history and philosophy of educational thought.	Philosophy is clear and insightful, grounded in an understanding of the history and philosophy of educational thought, couched in a cohesive personal reflection.
2. Description of the Learners Score _____ 2.1, 3.1, 3.4, 7.2	Data are insufficient and/or demonstrates only a cursory understanding of the implications of the data for instruction.	Some data are missing and insufficient to demonstrate understanding of the need and strategies to differentiate instruction.	The data is sufficient, clearly labeled, and the candidate demonstrates an understanding of the major implications for instruction.	Worthwhile data are provided in a systematic/coherent fashion and candidate understands the implications.

<p>3. Description and Analysis of the Learning Environment</p> <p>Score _____</p> <p>2.1, 3.3, 3.4, 8.1, 10.1 – 10.4</p>	<p>Discussion is superficial, with no thought given to implication of context on teaching and learning.</p>	<p>Some of the critical aspects and data are included and the description is specific enough to provide a guide for curriculum development.</p>	<p>All key data are included and the candidate demonstrates major implications of setting for instruction.</p>	<p>Clear discussion includes aspects of community, district, school, classroom (including students' current pre-instructional status) that can influence teaching and learning, in terms of both demand and support.</p>
<p>4. Description and Analysis Of Classroom Practice</p> <p>Score _____</p> <p>3.1, 4.1, 8.1</p>	<p>Significant information is missing and/or reflection is superficial, with ideas being vague or redundant.</p>	<p>Almost all information is present, but some is overly general, with evidence of some reflection, but no new insights.</p>	<p>All appropriate information is present with evidence of thoughtful reflection considering multiple perspectives.</p>	<p>All appropriate information is recorded, with strong evidence of thoughtful reflection on issues, multiple perspectives, creative solutions and clear presentation of ideas.</p>
<p>5. Outline of the Instructional Plan</p> <p>Score _____</p> <p>1.2 -1.5, 2.2-2.4, 3.1, 3.3, 3.4, 4.1-4.3, 5.1, 5.2, 8.1-8.4, 11.2, 11.3</p>	<p>Topics and goals are not aligned or are not appropriate. Process is not planned carefully to predict successful learning.</p>	<p>Topic and goals are a match to the students and aligned to standards. A clear rationale is not included.</p>	<p>Topic and goals are a good match to the students and clearly aligned to standards. A rationale is included.</p>	<p>Topics and goals are carefully aligned to standards. Cross-curricular elements are integrated and a rationale clearly explains how the goals meet student needs.</p>
<p>6. Lesson Plan Protocols (3 scores)</p> <p>a. Score _____</p> <p>1.1-1.5, 2.1-2.3, 4.1, 4.3, 5.2, 6.1-6.3, 7.3, 8.1-8.4</p>	<p>Instructional process and/or assessment is not planned with enough care and specificity to predict successful student learning.</p>	<p>Plan is an attempt to design appropriate curricula and most aspects of instruction are planned. Whether assessment is appropriate to the goals and student needs is unclear.</p>	<p>Plan is a good design for appropriate curricula. All aspects are planned clearly and assessment is appropriate to the goals and to the needs of the students.</p>	<p>Plan clearly specifies a process that is well-sequenced, and creatively presented. Assessment is appropriate to determine each student's growth.</p>

<p>b. Score _____ 1.2, 3.2, 3.4, 4.2, 5.1, 7.2, 8.1</p> <p>c. Score _____ 11.1 – 11.6</p>	<p>No evidence of differentiation in instruction and assessment.</p> <p>No evidence of use of technology in instruction.</p>	<p>Little evidence of differentiation in instruction and assessment.</p> <p>Little evidence of use of technology in instruction.</p>	<p>Evidence of differentiation in instruction and assessment.</p> <p>Lesson is supported appropriately by technology.</p>	<p>Strong evidence of differentiated instruction for varied learner needs.</p> <p>Lesson is supported well by appropriate technology.</p>
<p>7. Analysis of the Instructional Process</p> <p>Score _____ 3.3, 3.4, 4.1, 4.3, 5.1, 5.2, 6.1, 6.2, 7.1-7.4, 9.3, 11.1, 11.6</p>	<p>Superficial reflection in which ideas are not clear, with vague, inaccurate, or redundant statements.</p>	<p>Evidence of thoughtful reflection, but no new ideas. Some ideas are vague or inaccurate.</p>	<p>Evidence of thoughtful reflection, considering multiple perspectives, expressed clearly and accurately.</p>	<p>Strong evidence of thoughtful reflection on issues with creative solutions proposed in a clear, effective, and accurate manner.</p>
<p>8. Impact on PK-12 Student Learning (2 scores)</p> <p>a. Score _____ 8.1, 8.3, 8.4, 11.4</p> <p>b. Score _____ 8.1, 8.3, 8.4, 11.4</p>	<p>Activities are not clearly matched to goals. No comparison is made of past/present performance using pre- and post-assessments.</p> <p>Analysis presents only the whole class or only individual performance and does not describe or examine formal and informal assessment results.</p>	<p>Most class activities used to document learning are matched to goals. Some description of changes in behavior and performance based on assessments.</p> <p>Analysis presents some information on both whole class and individual performances and examines and describes formal and informal assessment results.</p>	<p>Class activities are appropriate to goals. Precise description of changes in student behavior and achievement. Clear documentation of impact on student learning of desired goals and outcomes.</p> <p>Analysis is based on assessment results, examines the performance of different groups and individuals, and examines and accurately describes formal and informal assessment results.</p>	<p>Class activities are clearly targeted to goals, reflecting on key aspects of the desired learning. Description of changes in learning and behavior clearly identified and documented.</p> <p>Analysis is insightful and accurately examines the performance of different groups and individuals, using formal and informal assessments, enhancing the understanding of the assessment data presented.</p>

<p>9. Professional Growth Reflection and Plan</p> <p>Score _____</p> <p>9.1- 9.3, 11.5</p>	<p>Analysis is not reflective, but instead describes events with no attempt to provide reasons or justification. It is mostly concerned with means and ends as a practical matter, with no inclusion of moral and ethical criteria.</p>	<p>Analysis is somewhat reflective, but lacks depth and perspective. It is concerned with means and ends as a practical matter and lacks a sense of professionalism, including the moral and ethical criteria of the teaching profession.</p>	<p>Analysis demonstrates an analytical and integrative understanding of factors, findings, and perspectives. It goes beyond technical and practical emphases to also consider, on a personal level, the moral and ethical criteria of the teaching profession.</p>	<p>Analysis demonstrates an analytical and integrative understanding of factors, findings, and perspectives, and recognizes challenges and inconsistencies. It goes beyond practical emphases to consider, on both personal/ career levels, the moral/ethical criteria of the teaching profession and of teachers as individuals.</p>
<p>Appendices and references</p> <p>Score _____</p>	<p>Missing</p>	<p>Some materials referenced, but not all or not accurately.</p>	<p>Appendices and references are appropriate, helpful, and complete.</p>	<p>Appendices and references are appropriate, helpful, and complete and enhance the work.</p>
<p>Overall presentation</p> <p>Score _____</p>	<p>Document is fragmented and poorly written and does not attend to issues of context, diversity, and alignment.</p>	<p>Document is complete, but has numerous grammatical and presentation errors and stylistic issues.</p>	<p>Document is complete, cohesive, and well-written, with few grammatical, presentation, or stylistic errors.</p>	<p>The document is cohesive, accurately presented, is well-written and attends insightfully to issues such as context, diversity, and alignment.</p>

Additional Comments:

TEACHER WORK SAMPLE CANDIDATE INFORMATION
Candidate Personal Information—To be included with disk and final copy of TWS

Name _____ Student Number _____

Program ___ Undergraduate ___ Graduate

Certification Area _____

Mailing Address

Current: Street _____
City _____
State _____ Zip _____

Permanent: Street _____
(if different)
City _____
State _____ Zip _____

Phone () _____ Cell () _____

E-mail _____

Apprentice Teaching Placement:

Supervisor: _____ Grade or Level(s): _____

Cooperating Teacher(s): _____

School _____

District _____

Dates of Placement(s) _____

Apprentice Teaching Seminar

AT Seminar Instructor _____

For Evaluator Only

All areas of the Teacher Work Sample ___ have ___ have not yet
achieved evaluation at the “Meets the Standard” level or higher.

Evaluator’s Signature _____

Date _____