2011

TEACHER WORK SAMPLE

Western Kentucky University
Professional Education Unit

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Purposes for the Teacher Work Sample

The Vision
The Teacher Work Sample (TWS) is a performance-based assessment tool for teacher candidates to demonstrate ability to plan, deliver, and assess a standards-based instructional sequence, analyze student learning, and reflect on teacher candidate's instruction and student learning to improve teaching practice. WKU teacher candidates are required to plan a unit of study between 5 and 10 days in length.

Purpose
The TWS enhances teacher candidates' ability to accomplish the following:
- Plan assessments and instruction appropriate for the contextual factors,
- Design challenging learning goals,
- Create assessments aligned to learning goals,
- Design challenging and meaningful instructional experiences,
- Analyze student data, and
- Demonstrate and reflect upon performance on identified Kentucky Teaching Standards.

Through this process, a teacher candidate can further develop their skills to prepare themselves for a successful first year of teaching. While a teacher candidate may not replicate each section of the TWS when designing every unit their first year of teaching, the TWS is a research-based model to follow to assist teachers develop sound instructional experiences.

Levels of Performance
For each criterion, there are four levels of performance: Beginning, Developing, Proficient and Exemplary.
- Beginning: The teacher candidate provides *little or no evidence* of the indicator.
- Developing: The teacher candidate provides *limited* evidence of the indicator.
- Proficient: The teacher candidate demonstrates *clear, consistent, and convincing* evidence of the indicator. The teacher candidate meets the standard for the prompts and Kentucky Teacher Standards.
- Exemplary: The teacher candidate demonstrates the Proficient Level with minimal support on the first attempt AND demonstrates *above and beyond* the Proficient Level including evidence of research, clear connection of theory to practice, or demonstration of originality, sophisticated discussion of potential impact of the work, and whether scholarly precedents and contributions have been accounted for.

Before Beginning
Before starting this process complete the self-assessment on the following page. Assess the level of performance on each of Kentucky Teaching Standards (KTS) by entering a number between one and four in the column titled "Self-Assessment Before the TWS." Use the following scale: (1) limited proficiency with no experience exhibiting this standard; (2) some proficiency with few experiences exhibiting this standard, (3) adequate proficiency with several experiences exhibiting this standard, and (4) extensive experience demonstrating all the components of the standard.

Reflection of Teaching Practices		
Kentucky Teaching Standards (KTS) *Assess your level of performance on each of Kentucky Teaching Standards by entering a number between one and four in the columns to the right. The scale to be used is: (1) limited, (2) some, (3) adequate, and (4) extensive for each indicator.*	**Self-Assessment Before TWS**	**Self-Assessment After TWS**
Demonstrates Applied Content Knowledge		
1.1 Communicates concepts, processes and knowledge		
1.2 Connects content to life experiences of students		
1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning		
1.4 Guides students to understand content from various perspectives		
1.5 Identifies and addresses students' misconceptions of content		
Designs and Plans Instruction		
2.1 Develops significant objectives aligned with standards		
2.2 Uses contextual data to design instruction relevant to students		
2.3 Plans assessments to guide instruction and measure learning objectives		
2.4 Plans instructional strategies and activities that address learning objectives for all students		
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning		
Creates and Maintains Learning Climate		
3.1 Communicates high expectations		
3.2 Establishes a positive learning environment		
3.3 Values and supports student diversity and addresses individual needs		
3. 4 Fosters mutual respect between teacher and students and among students		
3. 5 Provides a safe environment for learning		
Implements and Manages Instruction		
4.1 Uses a variety of instructional strategies that align learning objectives and actively engage students		
4.2 Implements instruction based on diverse student needs and assessment data		
4.3 Uses time effectively		
4.4 Uses space and materials effectively		
4.5 Implements and manages instruction in ways that facilitate higher order thinking		
Assesses and Communicates Learning Results		
5.1 Uses pre-assessments		
5.2 Uses formative assessments		
5.3 Uses summative assessments		
5.4 Describes, analyzes, and evaluates student performance data		
5.5 Communicates learning results to students and parents		
5.6 Allows opportunity for student self-assessment		
Demonstrates the Implementation of Technology		
6.1 Uses available technology to design and plan instruction.		
6.2 Uses available technology to implement instruction that facilitates student learning		
6.3 Integrates student use of available technology into instruction		
6.4 Uses available technology to assess and communicate student learning		
6.5 Demonstrates ethical and legal use of technology		
Reflects on and Evaluates Teaching and Learning		
7.1 Uses data to reflect on and evaluate student learning		
7.2 Uses data to reflect on and evaluate instructional practice		
7.3 Uses data to reflect on and identify areas for professional growth		
Collaborate with Colleagues/Parents/Others		

8.1 Identifies students whose learning could be enhanced by collaboration		
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort		
8.3 Implements planned activities that enhance student learning and engage all parties		
8.4 Analyzes data to evaluate the outcomes of collaborative efforts		
Evaluates Teaching and Implements Professional Development		
9.1 Self assesses performance relative to Kentucky's Teacher Standards		
9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues		
9.3 Designs a professional growth plan that addresses identified priorities		
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning		
Provides Leadership within the School/Community/Profession		
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school		
10.2 Develops a plan for engaging in leadership activities		
10.3 Implements a plan for engaging in leadership activities		
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts		

Teacher Work Sample Scoring Sheet

Name_____   **Instructor**_____

	Percentage	Points Earned
Contextual Factors	15%	_____
Learning Goals and Pre/Post Assessment.	20%	_____
Design for Instruction	25%	_____
Analysis of Student Learning	30%	_____
Reflection of Teaching Practices	10%	_____
TOTAL	100%	_____

Format . . . .   _____   _____
(Separate score based on instructor preference)

Critical Performance Holistic Scoring Guide		
Level	**Percentage**	**Descriptor**
4	97-100%	No revision required; rich, insightful, in-depth and elaborate; establishes and maintains purpose throughout; accurate, relevant, and thorough
3	85-100%	Standard-met with few errors that do not deter from accuracy and/or meaning; focused, effective, and relevant
2	77-84%	Significant gap in understanding, although an attempt was made; unelaborated with several errors present
1	76% or less	Minimal understanding; only small portions are addressed; response is limited, incorrect, missing, random, weak, and/or ineffective
0	0	Response is completely irrelevant or not submitted

NOTE: Students must score a Level 2 in order to receive a passing grade in EDU 489 and EXED 434. Students who score below Level 2, must register for EDU 491 the next semester (J-term or May term) and complete a TWS in a new setting.

Format of TWS

Descriptors	Not Met	Partially Met	Met
Ownership Includes cover page with name, date submitted, grade level taught, subject taught, university, and course number and title. Includes WKU and last four digits of your WKU student identification number on each page of document (e.g., WKU 1234).			
Table of Contents Lists sections and attachments in TWS document with page numbers.			
Tables, Graphs, Attachments Selective in providing documents. Includes samples of student work (formative and summative). Provides clear, concise evidence of performance related to TWS standards and students' learning progress.			
Content Total length of narrative (excluding tables, graphs, attachments, references) does not exceed twenty word-processed pages, single-sided, double-spaced, 12 point font, 1 inch margins. Includes reference and credit section in APA format.			
Appearance TWS is professional in appearance and includes no spelling, punctuation, or grammatical errors. Uses a logical structure appropriate to paper's subject, purpose, audience, thesis, and discipline. Sophisticated transitional sentences often develop one idea from the previous one or identify their logical relations. Guides the reader through the chain of reasoning or progression of ideas. TWS is turned in on time. Pages are numbered and clipped together.			

COMMENTS:

Contextual Factors

How does the learning environment impact the teaching-learning process? What are the relevant factors at the school, classroom, and student level?

Kentucky Teacher Standards Addressed:
2.2 Uses contextual data to design instruction relevant to students
3.3 Values and supports student diversity and addresses individual needs

Task:
Discuss the relevant contextual factors and how they may affect the teaching-learning process. Include any support and challenges that affect instruction and student learning.
**Instructional tools are provided in the appendix as a resource.

Prompt:
Include the following:

- **Introduction.** Include grade level and/or subject and rationale for completing the Contextual Factors.
- **General school information.** Address (1) geographic location, (2) socio-economic status (SES), (3) school population, (4) type of school, and (5) resources applicable to unit (e.g. personnel, community, athletics, tutoring, academics, materials, etc.). Choose at least one other item to address such things as stability of community, political climate, community support for education, and other environmental factors. Explain at least two implications for the assessment and teaching-learning process for this information.
- **Classroom information.** Address (1) physical features/arrangement of classroom, (2) available technology and resources, (3) parental involvement, and (4) grouping practices. Explain at least two implications for the assessment and teaching-learning process for this information.
- **Student Characteristics.** Address (1) grade level/age, (2) gender, (3) race/ethnicity, (4) language, (5) special and diverse needs, (6) achievement/developmental levels, (7) relevant interests, and (8) learning preferences. Explain the assessment and implications for the teaching-learning process for each characteristic.

Contextual Factors Rubric				
Criteria	**Beginning**	**Developing**	**Proficient**	**Exemplary**
CF 1 School Information **KTS 2.2, 3.3**	Characteristics of school described at the minimal, inaccurate, irrelevant or biased level in 2 or more of the required areas. School information provided limited to the 5 required areas. Implications based on this information are missing or not appropriately stated.	Characteristics of school described at the minimal, inaccurate, irrelevant or biased level in 1 of the 5 required areas. School information provided includes the 5 required areas and at least 1 additional area. Implications based on this information are clearly stated and complete for the 1 area.	Characteristics of school described clearly at a substantive, accurate, and unbiased level in all of the 5 required areas. School information provided includes the 5 required areas and at least 1 additional area. Implications based on this information are clearly stated and complete for 2 areas.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
CF 2 Knowledge of Classroom Information **KTS 2.2, 3.3**	Characteristics of classroom described at the minimal, inaccurate, irrelevant or biased level in 2 or more of the 4 required areas. Implications based on this information are missing	Characteristics of classroom described at the minimal, inaccurate, irrelevant or biased level in 1 of the 4 required areas. Implications based on this information are clearly stated and complete for 1 area.	Characteristics of classroom described clearly at a substantive, accurate, and unbiased level in all of the 4 required areas. Implications based on this information are clearly stated and complete for at least 2 areas.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
CF 3 Knowledge of Student Characteristics **KTS 2.2, 3.3**	Characteristics of students described at the minimal, inaccurate, irrelevant or biased level in 2 or more of the 8 required areas. Implications based on this information are missing or not appropriately stated in at 2 areas.	Characteristics of students described at the minimal, inaccurate, irrelevant or biased level in 1 of the 8 required areas. Implications based on this information are clearly stated and complete for 6 of the 7 areas.	Characteristics of students described clearly at a substantive, accurate, and unbiased level in all of the 8 required areas. Implications based on this information are clearly stated and complete for the 7 required areas.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.

Learning Goals & Pre/Post Assessment

What are the significant, challenging, and appropriate learning goals for the unit of study? How can multiple assessment modes be aligned to the learning goal to assess student learning before and after instruction?

Kentucky Teacher Standards Addressed:
1.2 Connects content to life experiences of students
2.1 States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.
2.2 Uses contextual data to design instruction relevant to students.
3.1 Sets significant and challenging objectives for students and verbally/nonverbally.
5.1 Uses a variety of pre-assessment to establish baseline knowledge and skills for all students.
5.3 Uses a variety of summative assessments to measure student achievement.

Task:
Create and justify the learning goals for the unit. Design a pre/post assessment to monitor student progress toward learning goals. Use multiple assessment modes and approaches aligned with learning goals to assess student learning before and after instruction. These assessments should measure student learning with reference to the goals and may include performance-based tasks, paper-and-pencil tasks, or personal communication.
**Instructional tools are provided in the appendix as a resource.

Prompt:
- **List the 2 to 3 learning goals or outcomes** (use behavioral terms) that will be the focus of the unit. These goals (see Glossary) should define the expectation of what students should know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied, and appropriate.
- **Identify the levels of the learning goals**. The goals should be written using revised Bloom's Taxonomy (see Glossary) with at least one goal at or above the Analyzing level. Remembering and Understanding level goals used only when appropriate to student learning needs and approved by instructor.
- **Show how the goals are aligned with local, state, or national standards**. (Identify the source of the standards). If only parts of the standard are used, then bold that section.
- **Discuss why the learning goals are appropriate in terms of student needs as indicated in the Contextual Factors**.   Include the following:
    - Student prior knowledge
    - Student learning needs and/or developmental appropriateness
    - Authentic real world connection
    - Any other connections that might be relevant (e.g., school improvement plan or curriculum map).

- **Establish Mastery Levels for each Learning Goal.** Establish levels of mastery for pre-post assessment that are mathematically possible and indicate high expectations (that is, not below the equivalent of 75% or 3 out of 4).
- **Provide a pre-post assessment blueprint in a table format**
  - Indicate the alignment of assessment items to the learning goals. The assessment should be valid (see Glossary definition). Each assessment item should measure one Learning Goal.
  - Include multiple modes of assessment that requires the integration of knowledge, skills and/or reasoning ability are expected across the learning goals. Do not use the same type of assessment measure for each goal.
  - Show pre-post assessment adaptations that meet the individual needs of students as described in the contextual factors.
- **Include a copy of the pre/post assessment and the answer key after narrative or template.**
  - Pre/post assessment: Include student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklists, rating scales, item weights, assessment blueprint).
  - Answer Key: List the correct answer, Learning Goal number, Bloom's level, curriculum standard, number of points for each item and the performance level that represents mastery.   Example: (LG 1, Analysis, SC3.4 1 point, student must obtain a 3 out of 4 on a rubric for the short answer question.)

Learning Goals & Pre/Post Assessment Rubric				
Prompt Areas	**Beginning**	**Developing**	**Proficient**	**Exemplary**
LGA 1 List 2 to 3 learning goals **KTS 2.1**	None of the learning goals are clear or logical for one or more of the following: learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum	Only one clear learning goal provided Or one of the 2 to 3 learning goals are not clear or logical for one or more of the following: learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum.	2 to 3 learning goals stated as clear, logical learning outcomes, stated in behavioral terms, focused on the unit topic, appropriate for student abilities, and appropriate for content/curriculum.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
LGA 2 Levels of learning goals **KTS 3.1**	Goals do not reflect revised Bloom's Taxonomy with at least one goal at or above the Analyzing level.	Goals somewhat reflect revised Bloom's Taxonomy with at least one goal at or above the Analyzing level.	Goals reflect revised Bloom's Taxonomy with at least one goal at or above the Analyzing level.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
LGA 3 Alignment of Learning Goals with standards **KTS 2.1**	Not every learning goal is aligned with local, state or national standards Or content and Bloom's levels are incorrect.	Each of the learning goals is not correctly and logically aligned with local, state or national standards in content and Bloom's levels. Some standards are missing or incorrectly aligned with goals.	Each of the learning goals is correctly and logically aligned with local, state or national standards in content and Bloom's levels.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
LGA 4 Appropriateness of Learning Goals **KTS 2.2, 1.2**	Justification is missing for two goals Or 2 or more justifications of the required areas in the prompt	Justification is missing for one goal Or 3 or more justifications of the required areas in the prompt	Clear and logical justification in the 4 required areas for learning goal appropriateness: student prior knowledge, student learning needs and/or developmental appropriateness, authentic real world, and other relevant connections.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
LGA 5 Mastery levels for each Learning Goal **KTS 3.1**	Mastery level is not provided for each goal Or it is not mathematically possible Or indicates level that is too low for student abilities or discipline	Mastery level for each goal may not be mathematically possible or indicates lower expectations for student abilities or discipline	Mastery level for each goal is mathematically possible and indicates high expectations for student abilities or discipline	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
LGA 6 Pre-post Assessment Blueprint: Learning Goals **KTS 5.1, 5.3**	All assessment items are not aligned to specific learning goals, correct level of Bloom's, and content standard.	All assessment items are clearly and appropriately aligned to 2 of the following: specific learning goals, correct level of Bloom's, and content standard.	All assessment items are clearly and appropriately aligned to specific learning goals, correct level of Bloom's, and content standard.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
LGA 7 Pre-post Assessment Blueprint: Adaptations **KTS 2.2**	Description of adaptations does not meet the individual needs of students as described in the contextual factors or no description is provided.	Description of adaptations does not clearly meet the individual needs of students as described in the contextual factors or description is incomplete.	Clear, logical description of adaptations that meet the individual needs of students as described in the contextual factors	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
LGA 8 Pre-post Assessment Blueprint: Modes of Assessments **KTS 5.1, 5.3**	The pre and post assessment represents only one mode or assessments do not integrate knowledge, skills and/or reasoning ability.	The pre and post assessment duplicates some modes or assessments do not require clear integration of knowledge, skills and/or reasoning ability.	The pre and post assessment includes multiple modes and requires the integration of knowledge, skills and/or reasoning ability.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.

| LGA 9
Pre-post Assessment
Blueprint: Scoring
Criteria

KTS 5.1 | Scoring procedures are not explained; assessment items or prompts are not written for student understanding; mastery levels are not defined; directions and procedures are not clear to students. Scoring key and/or rubrics are incomplete. | Scoring procedures are not well explained; assessment items or prompts are not clearly written; mastery levels are not clearly defined; directions and procedures are not clear to students. Scoring key and/or rubrics are attached but do not include all required components. | Scoring procedures are explained, assessment items or prompts are clearly written, mastery levels defined, directions and procedures are clear to students. Scoring key and/or rubrics are attached and include all required components. | Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level. |

Design for Instruction

What type of instruction is appropriate for the specific learning goals, student characteristics, and needs?

Kentucky Teacher Standards Addressed:
1.1 Communicates concepts, processes and knowledge
1.2 Connects content to life experiences of students
1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning.
2.1 States learning objectives that reflect key concepts of the discipline and are aligned with local or state standards.
2.2 Plans and designs instruction based on contextual (i.e., student, community, and/or cultural) and pre-assessment data.
2.3 Prepares assessments that measure student performance on each objective and help guide teaching.
2.4 Aligns instructional strategies and activities with learning objectives for all students.
2.5 Plan instructional strategies and activities that facilitate multiple levels of learning.
5.4 Describe, analyze and evaluate student performance data.
6.1 Use available technology to design and plan instruction.

Task:
After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit. The description must include the following for the unit: Learning Goals that reflect key concepts of the discipline, behavioral objectives that address the Learning Goals, instructional strategies that allow for differentiated instruction as determined by the Contextual Factors and the pre-assessment data, a plan for formatively assessing students that guides instruction and measures student performance on each Learning Goal, and adaptations and differentiated instruction that address the Contextual Factors. **Instructional tools are provided in the appendix as a resource.*

Prompt:
- **Results of pre-assessment**
  - After administering the pre-assessment, analyze student performance *relative to the learning goals.* Depict the results of the pre-assessment in a format that shows patterns of student performance relative to each Learning Goal. Describe the patterns that will guide instruction or modification of the learning goals.
    - How many students mastered each learning goal?
    - What types of questions/tasks were missed the most?
    - What is the content/skill within the incorrect responses?
    - For each of the above discussion, note implications for instruction for the Learning Goal.
- **Unit overview**
  - Provide an overview of the 5 to 10 instructional days (excluding pre/post assessment) using a table or chart.
    - Indicate the Learning Goal(s) and objectives for each day.

- Relate each topic or activity to at least one Learning Goal.
- Design instructional strategies that address the content, revised Bloom's cognitive levels, real world connections, student engagement, and differentiate instruction to meet the needs of all students. Include a variety of research-based strategies (see Glossary), activities, assignments, resources, and technologies.
- List formative assessments that are appropriate for students, measure student performance on each Learning Goal, and help guide teaching.
- Identify specific adaptations and differentiated approaches to learning for each strategy that addresses the Contextual Factors and pre-assessment.

- **Instructional Strategies**
  - Describe at least two instructional strategies from different learning goals that reflect research-based practices and differentiated instruction. Explain how each strategy moves every student toward attaining the Learning Goal. Profile one strategy that includes P-12 student use of technology supporting higher-level thinking activities on real world topics. Include the following in the discussion:
    - Identify how the content relates to the Learning Goal. Address how the strategy aligns to the revised Bloom's level of the Learning Goal.
    - Justify how the strategy stems from pre-assessment information and Contextual Factors thus resulting in a differentiated approach to teaching and learning.
    - Describe real world connections.
    - Discuss the materials/technology needed to implement the strategy.

- **Formative Assessments**
  - Include an explanation of the formative assessments used with each strategy discussed above to measure student progress toward the Learning Goal. Include the following in the explanation:
    - Justify appropriateness for the content and developmental level of students.
    - Describe the assessment and its purpose.
    - Attach the formative assessments and scoring criteria as part of an appendix.

Design for Instruction				
Criteria	**Beginning**	**Developing**	**Proficient**	**Exemplary**
DI 1 Results of pre-assessment **KTS 5.4, 2.2**	Depicted the results of the pre-assessment. Failure to administer pre-assessment or to accurately provide 2 or more of the following information pieces and implications as they relate to learning goals: Number of students mastering each learning goal; type of missed questions/tasks; and content/skill of incorrect responses. For each of the above areas, identify the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis.	Depicted the results of the pre-assessment. Administration of pre-assessment but failure to accurately provide 1 of the following information pieces and implications as they relate to learning goals: Number of students mastering each learning goal; type of missed questions/tasks; and content/skill of incorrect responses. For each of the above areas, identify the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis.	Depicted the results of the pre-assessment. Administration of pre-assessment and accurate inclusion of the following information pieces and implications as they relate to learning goals: Number of students mastering each learning goal; type of missed questions/tasks; and content/skill of incorrect responses. For each of the above areas, identify the implications derived from pre-assessment data and adjustments planned due to information from pre-assessment data analysis.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
DI 2 Unit Overview **KTS 2.1, 1.3, 2.5, 1.1, 1.2**	Provides a limited description for 5 of the following criteria in unit overview: Learning goals and objectives for each day/lesson; Topic/activity per day related to at least one learning goal; Instructional strategies content aligned with Bloom's levels and differentiation of instruction. Variety of research-based strategies, activities, alignments/resources Student engagement Real world connections; Description multiple formative assessments that are appropriate and aligned to the Learning Goals; Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment.	Provides an adequate description for 6 following criteria in unit overview: Learning goals and objectives for each day/lesson; Topic/activity per day related to at least one learning goal; Instructional strategies content aligned with Bloom's levels and differentiation of instruction. Variety of research-based strategies, activities, alignments/resources Student engagement Real world connections; Description multiple formative assessments that are appropriate and aligned to the Learning Goals; Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment.	Provides thorough understanding of the following criteria in unit overview: Learning goals and objectives for each day/lesson; Topic/activity per day related to at least one learning goal; Instructional strategies content aligned with Bloom's levels and differentiation of instruction. Variety of research-based strategies, activities, alignments/resources Student engagement Real world connections; Description multiple formative assessments that are appropriate and aligned to the Learning Goals; Specific adaptations and differentiation per strategy that address Contextual Factors and the pre-assessment.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
DI 3 Integration of Technology **KTS 6.1**	Minimal technology use in planning and instruction	Some technology use in planning and instruction	Demonstrate technology integration in planning and instruction and how P-12 student use of technology will be integrated in unit for higher level thinking activities and in a real world context.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.

DI 4 Instructional Strategies **KTS 1.1, 1.2, 1.3, 2.4, 2.5**	Provides an limited description of two instructional strategies from different learning goals for 2 of the following criteria in unit overview: Identification of appropriate content related strategies to meet Learning Goals and revised Bloom's levels; Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data. Real world connections; Discussion of materials/technology.	Provides an adequate description of two instructional strategies from different learning goals for 3 of the following criteria in unit overview: Identification of appropriate content related strategies to meet Learning Goals and revised Bloom's levels; Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data. Real world connections; Discussion of materials/technology.	Thorough and clear description of two instructional strategies from different learning goals that includes: Identification of appropriate content related strategies to meet Learning Goals and revised Bloom's levels; Instructional strategies meet student needs through appropriate adaptations and differentiated instruction based on pre-assessment data. Real world connections; Discussion of materials/technology.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
DI 5 Formative Assessments **KTS 2.3, 5.4**	Provides a limited description for 1 of the following criteria in unit overview: Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	Provides an adequate description for 2 of the following criteria in unit overview: Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	Thorough and clear explanation of Formative Assessments including the following items: Description of assessment and purpose; Justify appropriateness for the content and developmental level of students; Inclusion of formative assessments and scoring criteria.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.

Analysis of Student Learning

How can assessment data be used to profile student learning and communicate information about student progress and achievement?

Kentucky Teacher Standards Addressed:
1.5 Identifies and addresses students' misconceptions of content.
2.4 Plans instructional strategies and activities that address learning objectives for all students.
5.4 Describes, analyzes, and evaluates student performance data.
6.4 Use available technology to assess and communicate student learning.
7.1 Uses data to reflect on and evaluate student learning.
7.2 Uses data to reflect on and evaluate instructional practice.

Task:
Represent, analyze, and communicate assessment data including pre/post assessments. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and/or an individual student. Analyze decisions made regarding the instruction and assessment to determine the success of instruction.
**Instructional tools are provided in the appendix as a resource.

Prompt:
- **Introduction:** In this section the teacher candidate will write an introductory paragraph including:
  - a rationale for the importance of analysis.
  - a summary of the assessment cycle
    - Include the timeline, number of students included in analysis, learning goal targets for mastery
- **Visual Representation:** Use technology (graphs/tables and other graphic representations) to represent student learning from assessment data results. Create at least 3 graphs/tables from the following lists to represent your data. (Note: All choices can be from one category with instructor approval). Label each representation for reference in the narrative (e.g., Table 1, Graph A).
  - Whole group data:
    - Show whole group performance for each goal pre and post – mastery vs. non-mastery of Goal. (recommended)
    - Show whole group performance for each goal, pre- and post-assessment, as percentage of mastery of questions within the goals.
    - Show whole group performance on each assessment item comparing pre- to post-assessment data. (recommended)
    - Show performance of whole group on each question.
    - Show performance of whole group on performance task, pre- and post-assessment.
    - Show performance of whole group on types of assessment items.
  - Subgroup data:

- Show subgroup performance for each goal pre and post – mastery vs. non-mastery of Goal. (recommended)
- Show subgroup performance for each goal, pre- and post-assessment, as percentage of mastery of questions within the goals.
- Show subgroup performance on each assessment item comparing pre- to post-assessment data.
- Show performance of subgroup on each question.
- Show performance of subgroup on performance task, assessment items.
  - o Individual Students:
    - Show individual performance for each goal on the pre- and post-assessment – mastery vs. non-mastery of Goal. (recommended)
    - Show individual performance on each assessment item comparing pre- to post-assessment data. (recommended)
    - Show individual performance group on each assessment item.
    - Show performance of individual on performance task, pre- and post-assessment.
    - Show performance of individual on types of questions.

- **Analysis of Student Performance**: Describe, analyze, and evaluate student performance data to determine progress of individuals and groups toward learning goals and identify differences in progress among student groups.
  - o Describe the data represented on the tables and/or graphs.
  - o Reflect on what the data mean including progress of individuals and student groups.
  - o Identify differences in progress among student groups.
  - o Discuss learning goal performance. Incorporate contextual factors into the explanation. Align analysis with curriculum standards that you identified for the learning goals.
  - o Draw meaningful conclusions from data and report using both percentages and raw data.
  - o Identify trends and patterns in student performance.
  - o Identify student misconceptions of content.

- **Instructional implications from data:** Use data to reflect on and evaluate instructional practice.
  - o Reflect on and evaluate instructional practice to inform future teaching.
  - o Identify small groups for specific content/skills based on data representations.
  - o Evaluate instructional practice in terms of specific student needs that were noted in contextual factors.
  - o Discuss which goal the students made the most learning gains and the goal students made the least learning gains.
  - o Discuss which learning goal determined the best conceptual understanding of content and why.
  - o Discuss which learning goal provided more learning gains due to the assessment mode and why.
  - o Describe 2 changes that could be made to instruction and assessment for this unit if you were to teach this unit again.
  - o Provide appropriate, logical, detailed discussion of reinforcement and extension activities of this unit

- **Analysis of an Individual Student:** Choose a student to evaluate. Make connections to instruction, contextual factors, and assessment design. Draw conclusions about the extent to which this student attained learning goals in this unit.
    - o Portray and describe an individual student's data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.
    - o Draw conclusions about the extent to which this student attained learning goals in this unit.
    - o Identify and address evidence of student's misconceptions of content from assessment results from pre-, formative, and post-assessments.
    - o Discuss how the formative assessments helped you adjust instruction for the individual student. Highlight any collaborative efforts if used.
    - o Reflect on what could have been done differently. Design a plan for next steps.

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Analysis of Student Learning				
Criteria	**Beginning**	**Developing**	**Proficient**	**Exemplary**
ASL 1 Visual Representation of Student Performance **KTS 6.4**	No use of technology tools to create graphs/tables; graphs/tables are hand drawn. 3 or more required graphs/tables are not included. Or All required graphs/tables from the prompt are included but most are inaccurate, do not communicate student learning gains, or do not compare groups and assessments correctly.	Poor use of technology tools to create graphs/tables; graphs/tables do not clearly or accurately communicate data. 1 or 2 required graphs/tables are not included. Or All required graphs/tables from the prompt are included but some are inaccurate, do not communicate student learning gains, or do not compare groups and assessments correctly.	Excellent use of technology tools to create graphs/tables that communicate student learning data legibly and accurately. At least three graphs/tables from the prompt are included, providing accurate data to communicate, assess, and compare student learning gains. Representations are labeled accurately.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
ASL 2 Analysis of Student Performance **KTS 5.4, 7.1**	No discussion for 2 or more graphs or 2 or more goals; or inaccurate discussion and reflection of data results and interpretation for all learning goals. No alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal. No conclusions drawn from data or incorrect data used. No reference to trends and patterns in student performance. No interpretation of student misconceptions of content.	Accurate and logical description and reflection on data results and interpretation for only one learning goal; or no discussion for one graph for one or more goals; or inaccurate discussion and reflection of data results and interpretation for some learning goals. Unclear or inaccurate alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal; or discussion of alignment of analysis with learning goals, contextual factors, and curriculum standards is left out for one or more graphs/goals. Inaccurate conclusions drawn from data or inaccurate data used to draw conclusions. Little or no reference to trends and patterns in student performance. Unclear or inaccurate interpretation of student misconceptions of content.	Accurate and logical description, analysis, evaluation and reflection on data results to determine progress of individuals and groups toward learning goals. Identify differences in progress among student groups. Clear, accurate alignment of analysis with learning goals, contextual factors, and curriculum standards for each required graph and each learning goal. Meaningful conclusions drawn from data and reported using both percentages and raw data. Clear and accurate reference to trends and patterns in student performance. Thorough interpretation of student misconceptions of content.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.

ASL 3 Instructional Implications from Data **KTS 2.4, 7.2**	Inaccurate reflection and evaluation of instructional practice for future teaching <u>and</u> discussion is missing for 2 or more groups or two or more goals. Inaccurate reflection and evaluation of instructional practice for future teaching <u>or</u> no discussion. No discussion of content/skills that need remediation or discussion is not based on data results or results are missing for 2 or more groups or for 2 goals.	Accurate reflection and evaluation of instructional practice for future teaching but discussion is missing for 2 or more groups or one or more goals; or inaccurate reflection and evaluation of instructional practice for future teaching. Insufficiently identifies small groups for specific content/skills based on data representations and clearly evaluates instructional practice in terms of specific student needs that were noted in contextual factors. Unclear description which goal the students made the most learning gains and the goal students made the least learning gains; inadequate discussion on which learning goal determined the best conceptual understanding of content and why; and inadequate discussion which learning goal provided more learning gains due to the assessment mode and why. Unclear description of 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again. Inadequate description of reinforcement and extension activities of this unit.	Clear reflection and evaluation of instructional practice to inform future teaching. Competently identifies small groups for specific content/skills based on data representations and clearly evaluates instructional practice in terms of specific student needs that were noted in contextual factors. Thoroughly describes which goal the students made the most learning gains and the goal students made the least learning gains; discusses which learning goal determined the best conceptual understanding of content and why; and discusses which learning goal provided more learning gains due to the assessment mode and why. Clearly describes 2 changes that could be made to instruction and assessment for this unit if the unit were to be taught again. Appropriately provides logical, detailed discussion of reinforcement and extension activities of this unit.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
ASL 4 Analysis of an Individual Student **KTS 1.5**	Inaccurate data used for student evaluation. No conclusions drawn about the extent to which this student attained learning goals in this unit. No description of student's misconceptions about content, assessment or instruction. No discussion of student's misconceptions about content. No discussion on how formative assessments helped with instructional adjustment. No reflection of what could have been done differently. No description of next steps.	Inaccurate portrayal and description of the individual student's data from pre-, formative, and post-assessments. Inappropriate conclusions drawn about the extent to which this student attained learning goals in this unit. Inaccurate description of student's misconceptions about content, assessment, and instruction or parts missing. Unclear discussion on how formative assessments helped with instruction adjustment. Collaborative efforts did not connect to student results. Inaccurate, short reflection of what could have been done differently. Little description of next steps or unclear connection of next steps to student success.	Accurate portrayal and description of an individual student's data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors. Appropriate conclusions drawn about the extent to which this student attained learning goals in this unit. Accurately describes students' misconceptions about content with clear discussion on how formative assessments helped with instruction adjustment. Includes any collaborative efforts. Clear discussion on how formative assessments helped with instruction adjustment. Any collaborative efforts connect to student results. Accurate, in-depth reflection of what could have been done differently. Thorough description of next steps for individual.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.

Reflection of Teaching Practices

How can the teacher reflect on the relationship between instruction and student learning in order to improve teaching practices?

Kentucky Teacher Standards Addressed:
7.2 Uses data to reflect on and evaluate instructional practice.
7.3 Uses data to reflect on and identify areas for professional growth.
9.1 Self assesses performance relative to Kentucky's Teacher Standards.
9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues.

Task:
Reflect on your performance as a teacher and link the performance to student learning results. Evaluate the performance and identify future actions for improved practice and professional growth.
**Instructional tools are provided in the appendix as a resource.

Prompt:
- **Self-assessment of KTS:** Include the self-assessment of the KTS that was completed before beginning the TWS unit and complete the KTS self-assessment again after completion of the TWS as a post-assessment. Rate yourself on each indicator within each standard using the level descriptions on the top of page four of this document
- **Identify teaching strengths:** Describe 2 of your teaching strengths as they pertain to the self-assessment of the KTS. Provide one or more examples from implementing the unit. Link the discussion to student learning results in the unit.
- **Identify areas of Professional Development:** Based on the data from the self-assessment and student performance on this unit, identify 2 areas on which you need improvement. Discuss at least two types of professional development for each identified area of need.

		Reflection of Teaching Rubric		
Criteria	**Beginning**	**Developing**	**Proficient**	**Exemplary**
R 1 Self-assessment of KTS **KTS 9.1**	Completes self-assessment of KTS standards before and after completion of TWS but leaves 3 or more standards blank Or does not complete either pre-assessment or post-assessment of KTS standards.	Completes and includes self-assessment of KTS standards before and after completion of TWS but leaves 2 or more standards blank.	Completes and includes entire self-assessment of KTS standards before and after completion of TWS.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
R 2 Identify Teaching Strengths **KTS 7.2, 7.3, 9.1**	Short and disconnected discussion of 1 of the teacher's strengths as related to self-evaluation of KTS, Or discussion is very vague and not related to KTS, Provides no examples from teaching experience in this unit to support discussion.	Short and disconnected discussion of 2 of teacher's strengths as related to self-evaluation of KTS and student learning Or discussed only 1 teacher strength related to self-evaluation of KTS, Provides one example from teaching experience in this unit that is unrelated to the KTS strength discussed and student learning.	Appropriate, logical, detailed discussion of 2 of teacher's strengths as related to self-evaluation of KTS and student learning. Provides one or more examples from teaching experience in this unit in revealing each KTS strength discussed.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.
R3 Identify areas of Professional Development **KTS 7.2, 7.3, 9.1, 9.2**	Discussion of teacher's needs for improvement is not related to self-evaluation of KTS Or only one improvement is discussed. Description of one or more priorities for your own professional development is vague and not clearly based on specific data from self-assessment and student performance. Include a specific plan for growth.	Discussion of one or more of teacher's needs for improvement as related to self-evaluation of KTS may not be clear, logical, or appropriate. Description of one or more priorities for your own professional development is not clearly based on specific data from self-assessment and student performance. Include a specific plan for growth.	Appropriate, logical, detailed discussion of 2 of teacher's needs for improvement as related to self-evaluation of KTS. Clearly describes 2 to 3 priorities for your own professional development based on specific data from self-assessment and student performance. Include a specific plan for growth.	Achieves the Proficient level with minimal assistance on the first attempt and demonstrates above and beyond the Proficient level.

Appendix A: Glossary

Adaptations: Any adjustment or modifications in the environment, instruction or material used for learning that enhance the person's performance or allows at least partial participation in an activity. This might include the following: (1) change the instructional grouping or arrangement; (2) change the teaching format; (3) change the environmental conditions; (4) change the curricular goals or learning outcomes; (5) change the instructional materials; (6) change the level or type of personal assistance; and (7) create an alternative activity.

Align: The consistency among learning goals, objectives, pre-assessments, instruction, and post assessments. It means what is taught or the instruction lines up with the standards and assessments used to measure that learning. Good instruction does "teach to the test" because it leads students to the knowledge and learning outcomes that students must demonstrate on an assessment.

Bloom's Taxonomy (Revised): Benjamin Bloom created a multi-tiered model of classifying thinking with six cognitive levels of complexity. This taxonomy was revised in the 1990's. The levels on the taxonomy are as follows:
- **Remembering**: Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding**: Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying**: Carrying out or using a procedure through executing, or implementing.
- **Analyzing**: Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating**: Making judgments based on criteria and standards through checking and critiquing.
- **Creating**: Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.   (Anderson & Krathwohl, 2001, pp. 67-68)

Differentiation: The practice of giving students multiple option for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas and to develop products.

Instructional Strategies: An approach a teacher may take to achieve the learning objectives that consider student needs and interests.

Learning Goals: Performance statements that use behavioral terms, aligned to Bloom's revised cognitive taxonomy, and are the focus of instruction in a unit.

Learning Outcome: The essential skills or knowledge that students should possess as a result of the unit of study.

Multiple Modes: Assessments should include various types of assessments including selected response (e.g., multiple choice and matching) constructed response (e.g., essay, short answer) and performance events (e.g., written, oral, and demonstrative).

Objectives: Instructional objectives are specific, measurable, and observable student behaviors. They have four parts: (1) student orientation, (2) specific observable behavioral verb, (3) conditions where the learning will occur, and (4) measure or degree of performance.

Primary Care Giver: The individual(s) who assumes the responsibility of taking care of a child, such as a parent or legal guardian.

Real World Connections: Related to the student's own life and experiences.

Research-Based: Practices and strategies that have an impact on student achievement—helping all students, in all kinds of classrooms.

Valid:
- As related to the Pre/Post Assessment
  - At least 3 assessment items should meet the Revised Bloom's Cognitive level of each Learning Goal. To be on an application or higher level of Bloom's Cognitive Taxonomy then assessments items must be new and not used during instruction.
  - Assessment items must measure the content described in the learning goal and taught during instruction.
  - Assessment items should be clear with no ambiguity, excessive verbiage, inappropriate vocabulary, awkward sentences, too difficult vocabulary or complex sentences according to students' maturity level. If the assessment item is a short answer or open response the number of student responses expected should be stated (e.g., Explain 2).
  - The assessment should be free from irrelevant clues. These include grammatical inconsistencies, verbal associations, specific determiners (e.g., words such as always and never), and some mechanical features such as correct statement tending to be longer than incorrect ones. The assessment should not provide a clue to the answer in another part of the assessment.
  - The assessment should not show racial, ethnic, or gender bias.
  - The assessment should be considerate of contextual factors for assessment design (e.g., circling instead of blanks and using pictures for kindergarteners).
  - The assessment should appropriately organize similar item types in a section and introduce easier questions first moving to more difficult questions.
  - The assessment should provide clear and complete directions throughout the assessment
  - The assessment should provide sufficient answer space for each assessment item.
- As related to the Answer Key
  - Develop appropriate rubrics or scoring criteria that clearly distinguished between the levels of performance and correlate to specific learning goals and objectives. State mastery for each item (e.g., 3 out of 4 on the rubric for mastery of performance task). Mastery levels are needed on all constructed response and performance items.
  - Performance assessment rubrics should be content based (e.g., not assessing neatness, creativity) with the mastery level of the item stated.

- o For younger grades (e.g., K-1), it is important to use concise wording on the assessment. If additional directions are needed, then include teacher script with our answer key.
- o Assessment answers should be agreed on by experts.

Appendix B: TWS Instructional Tools

Contextual Factors
Introduction: Include 1) grade level and subject and 2) rationale for completing the contextual factors.

General School Information
• Geographic location: (county, city, state)
• Socio-economic status (SES):
• School population:
• Type of school (large city, small city, suburban, rural):
• Resources : personnel, community, athletics, tutoring, academics, materials, etc.
•
Implications:
Guiding Question: How do two of your chosen factors impact your planning for the unit?

Classroom Information
• Physical features/arrangement of classroom:
• Available technology & resources:
• Parental involvement:
• Grouping practices (both within and beyond the classroom):
•
•
Implications:
Guiding Questions: How do two of your chosen factors impact your planning for the unit? What are the implications for the teaching and learning process? How does parental involvement affect student learning and instructional planning? What challenges and/or benefits result from parental involvement? How do you plan for the integration of available technology and resources? How do you accommodate existing grouping patterns to meet the needs of all students and allow for student collaboration?

Student Characteristics	Implications for Instructional Planning & Assessment
Grade level/age:	*How do you plan for students who have been retained? What tasks would be developmentally*
Gender:	*How do you account for varying interests among boys and girls?*
Race/ethnicity:	*How do you incorporate culturally relevant instruction?*
Language/ELL:	*How does a student's level of language proficiency impact the teaching-learning process? How will you plan for the varying levels of English proficiency that may be present in your classroom?*
Special Needs (for example IEP, gifted, , 504, others):	*How will you address the identified needs of your Special Needs students? Identify specific student needs or disability categories as well as teaching implications.*
Achievement/ developmental levels	*How do you plan for the different achievement levels in your classroom?*

Relevant Interests:	*What are the implications of students' varied interests? How will you incorporate students' interests in the teaching-learning process in order to make real-world connections?*
Learning preferences:	*How will you design lessons that accommodate students' preferences for learning?*

Learning Goals & Pre/Post Assessment
Learning Goal #1
Cognitive level of goal:
Standard(s) addressed:
Appropriateness:
Mastery Level:

Learning Goal	Description of Assessment Items					Accommodations/Adaptations
Pre/Post Assessment	Item #	Type	Bloom's	Points	Mastery Level	

Learning Goal #2:
Cognitive level of goal:
Standard(s) addressed:
Appropriateness:
Mastery Level:

Learning Goal	Description of Assessment Items					Accommodations/Adaptations
Pre/Post Assessment	Item #	Type	Bloom's	Points	Mastery Level	

Learning Goal #3:
Cognitive level of goal:
Standard(s) addressed:
Appropriateness:
Mastery Level:

Learning Goal	Description of Assessment Items					Accommodations/Adaptations
Pre/Post	Item #	Type	Bloom's	Points	Mastery Level	

Assessment						

Include a copy of the pre/post assessment and the answer key.

Design for Instruction		
	Pre-Assessment Results	**Implications for Instruction and Assessment**
Students Mastering each LG 1		*If the students performed poorly on the pre-assessment, how can you support them? If a majority of your students mastered the Learning Goal, how will you adjust your Learning Goals? Note how you will provide different experiences due to varying student mastery levels on the pre-assessment.*
Students mastering LG 2		
Students mastery LG 3		
Type of Questions missed the most		*Analyze why they performed poorly.*
Content missed the most		

Unit Template					
Day	**Learning Goal**	**Learning Objective**	**Instructional Strategies**	**Assessment**	**Adaptations or Differentiated Instruction**
1		*Must be student-centered, outcome-based, and measurable.*	*Include research-based strategies & resources, real world connections, technology, student engagement, and Bloom's tasks aligned to Learning Goals.*	*Use multiple formative assessments aligned to Learning Goals.*	* Consider contextual factors and pre-assessment results. Remember to offer enrichment for those who demonstrated mastery on the pre-assessment.*
2					
3					
4					
5					
6					
7					
8					

Instructional Strategy #1 –Student Use of Technology
- Connection to the Learning Goal and revised Bloom's level:
- Connection to pre-assessment information and Contextual Factors and explanation of differentiation approach:
- Describe real world connections:
- Materials/technology needed to implement strategy:
- Formative Assessments:
  - Justify appropriateness for the content and developmental level of students.
  - Describe the assessment and its purpose.
  - Attach the formative assessment and scoring criteria

Instructional Strategy #2
- Connection to the Learning Goal and revised Bloom's level:
- Connection to pre-assessment information and Contextual Factors and explanation of differentiation approach:
- Describe real world connections:
- Materials/technology needed to implement strategy:
- Formative Assessments:
  - ➢ Justify appropriateness for the content and developmental level of students.
  - ➢ Describe the assessment and its purpose.
  - ➢ Attach the formative assessment and scoring criteria

Analysis Template/Outline

Introduction: Write an introductory paragraph including: a) rationale for the importance of analysis and b) summary of the assessment cycle (Include the timeline, number of students included in analysis, learning goal targets for mastery).

Visual Representation of Student Performance: *Use technology (graphs/tables and/or other graphic representations) to represent student learning from assessment data results. Create at least 3 graphs/tables from the following lists to represent your data. (Note: All choices can be from one category when appropriate). Label each representation for reference in the narrative (e.g., Table 1, Graph A).*
Whole group data:

> *Show whole group performance for each goal pre- and post-assessment – mastery vs. non-mastery of Goal.* (***recommended***)
> *Show whole group performance for each goal, pre- and post-assessment, as percentage of mastery of questions within the goals.*
> *Show whole group performance on each assessment item comparing pre- to post-assessment data.* (***recommended***)
> *Show performance of whole group on each question.*
> *Show performance of whole group on performance task, pre- and post-assessment.*
> *Show performance of whole group on types of assessment items.*

Subgroup data:

> *Show subgroup performance for each goal pre and post – mastery vs. non-mastery of Goal.* (***recommended***)
> *Show subgroup performance for each goal, pre- and post-assessment, as percentage of mastery of questions within   the goals.*
> *Show subgroup performance on each assessment item comparing pre- to post-assessment data.*
> *Show performance of subgroup on performance task, pre- and post-assessment.*
> *Show performance of subgroup on types of assessment items.*

Individual Students:

> *Show individual performance for each goal on the pre- and post-assessment – mastery vs. non-mastery of Goal.* (***recommended***)
> *Show individual performance on each assessment item comparing pre- to post-assessment data.*
> *Show individual performance group on each assessment item.*
> *Show performance of individual on performance task, pre- and post-assessment.*
> *Show performance of individual on types of questions.*

Analysis of Student Performance: *Describe, analyze, and evaluate student performance data to determine progress of individuals and groups toward learning goals and identify differences in progress among student groups.*

Description of the data represented on the tables and/or graphs.

Reflection on what the data mean including progress of individuals and student groups.

Identify differences in progress among student groups.

Discussion of learning goal performance. Incorporate contextual factors and alignment with curriculum standards that you identified for the learning goals into the explanation.

Meaningful conclusions from data -- report using both percentages and raw data.

Identification of trends and patterns in student performance.

Identification of student misconceptions of content.

Instructional Implications from Data: *Use data to reflect on and evaluate instructional practice.*
Reflection on and evaluation of instructional practice to inform future teaching.
Identification of small groups for specific content/skills based on data representations.
Evaluation of instructional practice in terms of specific student needs that were noted in contextual factors.
Discussion which goal the students made the most learning gains and the goal students made the least learning gains.
Discussion of which learning goal determined the best conceptual understanding of content and why.
Discussion of which learning goal provided more learning gains due to the assessment mode and why.
Description of 2 changes that could be made to instruction and assessment for this unit if you were to teach this unit again.
Provide appropriate, logical, detailed discussion of reinforcement and extension activities of this unit.
Analysis of an Individual Student: *Choose a student to evaluate. Make connections to instruction, contextual factors, and assessment design. Draw conclusions about the extent to which this student attained learning goals in this unit.*
Portrayal and description and of an individual student's data from pre-, formative, and post-assessments along with the instruction and connection to contextual factors.
Conclusions drawn about the extent to which this student attained learning goals in this unit.
Identification and addressing of evidence of student's misconceptions of content from assessment results from pre-, formative, and post-assessments.
Discussion of how the formative assessments helped you adjust instruction for the individual student. Highlight any collaborative efforts used.
Reflection on what could have been done differently. Designed plan for next steps.

Reflection of Teaching Practices		
Kentucky Teaching Standards (KTS) *Assess your level of performance on each of Kentucky Teaching Standards by entering a number between one and four in the columns to the right. The scale to be used is: (1) limited, (2) some, (3) adequate, and (4) extensive for each indicator.*	**Self-Assessment Before TWS**	**Self-Assessment After TWS**
Demonstrates Applied Content Knowledge		
1.6 Communicates concepts, processes and knowledge		
1.7 Connects content to life experiences of students		
1.8 Demonstrates instructional strategies that are appropriate for content and contribute to student learning		
1.9 Guides students to understand content from various perspectives		
1.10 Identifies and addresses students' misconceptions of content		
Designs and Plans Instruction		
2.5 Develops significant objectives aligned with standards		
2.6 Uses contextual data to design instruction relevant to students		
2.7 Plans assessments to guide instruction and measure learning objectives		
2.8 Plans instructional strategies and activities that address learning objectives for all students		
2.5 Plans instructional strategies and activities that facilitate multiple levels of learning		
Creates and Maintains Learning Climate		
3.1 Communicates high expectations		
3.2 Establishes a positive learning environment		
3.3 Values and supports student diversity and addresses individual needs		
3. 4 Fosters mutual respect between teacher and students and among students		
3. 5 Provides a safe environment for learning		
Implements and Manages Instruction		
4.2 Uses a variety of instructional strategies that align learning objectives and actively engage students		
4.2 Implements instruction based on diverse student needs and assessment data		
4.4 Uses time effectively		
4.4 Uses space and materials effectively		
4.5 Implements and manages instruction in ways that facilitate higher order thinking		
Assesses and Communicates Learning Results		
5.5 Uses pre-assessments		
5.6 Uses formative assessments		
5.7 Uses summative assessments		
5.8 Describes, analyzes, and evaluates student performance data		
5.5 Communicates learning results to students and parents		
5.6 Allows opportunity for student self-assessment		
Demonstrates the Implementation of Technology		
6.1 Uses available technology to design and plan instruction.		
6.2 Uses available technology to implement instruction that facilitates student learning		
6.3 Integrates student use of available technology into instruction		
6.4 Uses available technology to assess and communicate student learning		
6.5 Demonstrates ethical and legal use of technology		
Reflects on and Evaluates Teaching and Learning		
7.1 Uses data to reflect on and evaluate student learning		
7.2 Uses data to reflect on and evaluate instructional practice		
7.3 Uses data to reflect on and identify areas for professional growth		
Collaborate with Colleagues/Parents/Others		

8.1 Identifies students whose learning could be enhanced by collaboration		
8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort		
8.3 Implements planned activities that enhance student learning and engage all parties		
8.4 Analyzes data to evaluate the outcomes of collaborative efforts		
Evaluates Teaching and Implements Professional Development		
9.1 Self assesses performance relative to Kentucky's Teacher Standards		
9.2 Identifies priorities for professional development based on data from self-assessment, student performance, and feedback from colleagues		
9.3 Designs a professional growth plan that addresses identified priorities		
9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning		
Provides Leadership within the School/Community/Profession		
10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school		
10.2 Develops a plan for engaging in leadership activities		
10.3 Implements a plan for engaging in leadership activities		
10.4 Analyzes data to evaluate the results of planned and executed leadership efforts		

Strength #1
- **KTS Indicator:**
- **Unit Implementation Example:**
- **Connection to Student Learning within the Unit:**

Strength #2
- **KTS Indicator:**
- **Unit Implementation Example:**
- **Connection to Student Learning within the Unit:**

Growth Area #1
- **KTS Indicator:**
- **Connection to Student Learning within the Unit:**
- **Plan for Growth:**

Growth Area #2
- **KTS Indicator:**
- **Connection to Student Learning within the Unit:**
- **Plan for Growth:**

Acknowledgments