

## **Teacher Work Sample Guidelines**

### **Early Childhood Program USC Upstate**

#### *Overview*

The Teacher Work Sample (TWS), completed during the Directed Teaching Semester, provides a written record of how the teacher candidate plans instruction, teaches lessons, assesses student learning and learns from this teaching experience. At USC Upstate, we expect our teacher candidates to positively affect their students' learning. We also expect our candidates to demonstrate their ability to teach "responsively," that is, to plan lessons based on the needs of their students and adapt their instruction to meet these needs. The TWS documents this accomplishment for the cooperating teacher, the clinical supervisor and pull-back teacher, and the candidate's own professional development.

The unit must be a sequenced set of at least five (5) daily lessons addressing one or more standards from the South Carolina Core Curriculum Standards. The teacher candidate should:

- prepare an integrated unit of learning (minimum length: 5 days) that connects plans to the SC standards (overview may include narrative, outline, but we encourage at least one table to show clear connections);
- note family and community characteristics
- administer pre-assessments to identify students' current understanding;
- design instruction to meet the learning goals based on student current understanding;
- teach the unit using ongoing assessment to guide instruction;
- administer and collect post-assessments and/or student work samples to measure students' learning;
- include diverse learners case studies
- reflect on the unit to improve instruction in the future.

#### ***Teacher Work Sample Components***

1. Contextual Factors (coversheet *see Appendix A* and narrative)
  - a. Family and Community Characteristics
  - b. Student and classroom characteristics
  - c. Instructional Implications
2. Design of Instruction
  - a. Unit Overview
  - b. Standards and Objectives
  - c. Lesson Plans
  - d. Formative Assessments
3. Assessment Plan
  - a. Pre- and Post-Assessments
  - b. Assessment Analysis

4. Diverse Learners Case Studies
5. Candidate Reflection and Self Evaluation

## ***Narrative Component Descriptions***

### **Contextual Factors:**

1. Family and Community Characteristics  
Describe the socio-economic status of the community as well as the strengths and weaknesses of the community. For example, a strength might be that there is a large manufacturing plant that employs many community members and provides financial support for the school, however the weakness is the plant is a negative impact on the environment and quality of life. Include community demographics which paint a picture of the community the school serves.
2. Student and Classroom Characteristics  
This section must include the following information:
  - Number of students
  - Grade level of students
  - Other student characteristics (see coversheet)
  - Other conditions that affect learning environment such as space, materials, overall classroom dynamics, student characteristics. Be specific!  
Candidates must include the coversheet, but should also include a narrative description of the context.
3. Instructional Implications  
Address how the contextual characteristics of the family, community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications and any other factors that will influence how you plan and implement your unit. For example, given that you determine your families do not have internet access at home, you will design activities that will allow all students to work on the computers at once and working in the computer lab at least twice a week. This will ensure that needed support is provided for the students who are not as familiar with word processing and searching on the Internet.

### **Design of Instruction:**

1. Unit Overview  
In narrative format, provide an overview of your unit which indicates the title of your unit, the grade level for which it is written and a brief overview of the contents. Include the context for the unit – what came before, what will come after, why you are teaching this unit at this period of time. Refer to the instructional implications from the contextual factors to reflect the factors that will influence how you plan and implement the unit.
2. Standards and Objectives  
Identify the SC Core Curriculum Standards addressed by the teaching unit by

number and description. The latest version of the SC Standards is available at <http://ed.sc.gov/agency/offices/cso/standards/>.

3. Lesson Plans

Lesson plans should be formally structured, detailed, and clear. Daily lesson plans should follow *Appendix B* format.

4. Formative Assessments

Discuss the assessments you plan to use to check on student progress throughout the unit. Include student work from each lesson that represents work that exceeds, meets, and fails to meet expectations. The number of examples should be one more than half of the total number of students in the class, to include the diverse learners from the case studies.

### **Assessment Plan:**

1. Pre and post Assessments

Teacher candidates must develop and administer pre- and post-assessments that specifically measure the goals of the unit and reflect the instructional implications of the contextual factors. Pre- and post-assessments must be pre-approved by the cooperating teacher. Pre-test(s) help the teacher candidate learn more about students' prior knowledge of the subject and about the individual differences in the class, while post-assessments provide information about what and how students learned. Assessments must be measurable and quantifiable so that they yield a percentage grade. Candidates should collect student work samples representing work that exceeds, meets, and fails to meet expectations. The number of examples should be one more than half of the total number of students in the class, to include the diverse learners from the case studies.

Pre- and post-assessments must include the following:

- A. Specific questions or test items.
- B. Specific directions for administering assessments.
- C. Specific directions for scoring, *with samples of scoring rubrics as appropriate.*
- D. Provide copy of pre- and post- assessment keys.

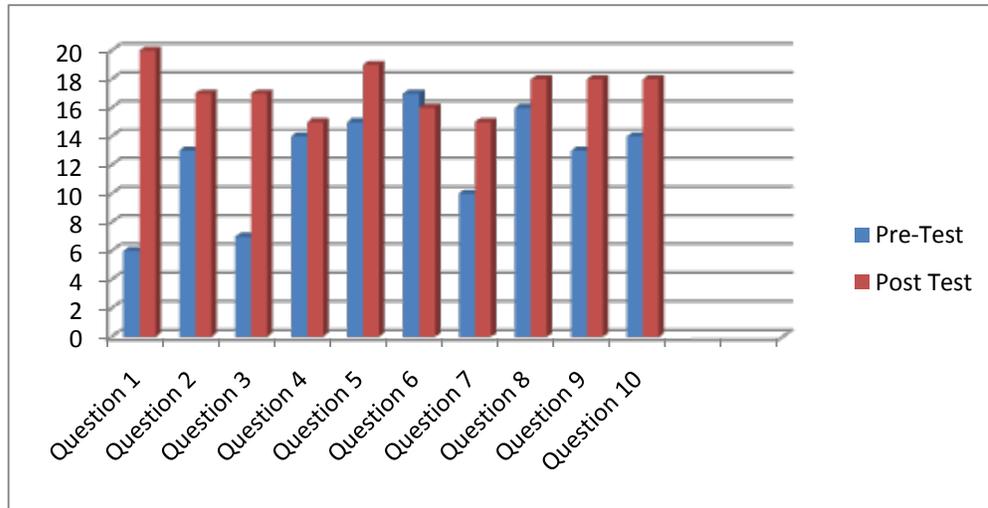
2. Assessment Analysis

Teacher candidates will write a narrative statement summarizing what the teacher candidate learned since the pre-assessment and what ALL students learned from the unit instruction. In addition, a graph should be created and include the average pre-and post- assessment scores as well as all the individual student scores on the pre- and post-assessments. The narrative must analyze the scores presented in the graph using the following directed reflection guide (please include specific labels for each section).

To structure this analysis, teacher candidates should construct a chart (like the following):

## Sample Chart and Graph

Student	Pretest Score	Posttest Score
John	60%	95%
Juanita	55%	92%
Jenna	35%	100%
Casey	70%	94%
Olga	60%	70%



### Guide Sheet for Assessment Analysis

Answer each question as completely as possible in a narrative format.

**Assessment Description:** Describe the pre- and post-assessment test, instrument or strategy.

- 1) What kind of test or assessment did you use? Was it multiple-choice, fill-in-the-blank, open-ended, or something else?
- 2) Was the assessment written, oral, performance (e.g., do something like shoot free throws or play notes on a musical instrument), or something else?
- 3) How long did the pre- and post-assessment take to complete?
- 4) Were there any remarkable things that happened during pre- and/or post-assessment?

**Assessment Suitability:** Analyze whether the assessment used was appropriate for the objectives and learners.

- 1) How did the assessment measure the content goals of the unit? Did the questions or items measure the overall purpose of the unit or did they measure only partial facts of the unit? Describe.
- 2) Was the format of the assessments appropriate to the goals and the learners? For instance, if the assessment was written, could the students read the test adequately?
- 3) Was the assessment long enough or too long to assess goals? Why?
- 4) Were the directions clear enough to be understood by learners?

- 5) Was the scoring clear? Were there surprises in scoring? Were student responses clear enough to score according to directions?

**Performance Description:** Present the data and describe results related to standards.

- 1) Describe the average pre- and post-assessment performance and any gains made.
- 2) Describe the pre- and post-assessment performance of individual learners whose scores are remarkable for some reason. If some external situation influenced a particular score, note that. For example, a particular student may have been ill or had to leave early or a fire drill interrupted.
- 3) Link the assessment results to the standards/indicators. For example, for standard K-1.2, students scored 30% on the pre-assessment (based on questions 1-4). On the post-assessment, the class scored 99% for an increase of 69%.

**Analysis:** Analyze the results of the group and individual learners related to planning and instruction.

- 1) Were the pre- and post-assessment scores expected? What was expected or unexpected?
- 2) Were individual learner scores expected? What was expected or unexpected?
- 3) Did the results demonstrate student learning according to the indicators set by standard?
- 4) From the results, what was learned best? What was not learned?

### **Diverse Learners Case Studies**

As teacher candidates plan and teach their units, they will document ways in which *two or more* students demonstrated unique characteristics that affected their learning. For example, some individuals may have shown strong prior knowledge that warranted instructional modifications such as enrichment or independent study. Other students may show limited understanding of the content in ways that suggested instructional interventions tailored to their needs. In this section of the TWS, the candidates will demonstrate the ability to:

- Assess diverse learners' needs;
- Adjust instruction to meet these needs;
- Create partnerships to support diverse learners;
- Foster a community that respects the diverse learners' needs.

*Required evidence includes:*

- Selected diverse students' work for the Teacher Work Sample unit,
- Selected diverse students' pre- and post-test data  
(A guide sheet is provided to assist with this activity.)

### **Guide Sheet for Diverse Learners Case Study**

Answer each question as completely as possible in narrative format. Remember that

some of the questions refer to the TWS lesson plans.

**Select:** Describe the diverse learners.

- 1) Which students did you select?
- 2) Why did you select these students?

**Describe:** Describe the circumstances, situations, and issues related to the work of your unique or diverse learners.

- 1) What are the characteristics of the diverse learners you selected?
- 2) Describe the steps you took to assess these students' needs.
- 3) How did you obtain information about the students' experiences, learning behaviors, needs, and progress?

**Analyze:** Analyze how the evidence and artifacts (Assessment data and work samples) you have included show the relationship of your teaching practice to the standards in this activity.

- 1) How did your assessment of the characteristics and needs of the students you selected change your planning, instruction, and interaction with them?
- 2) What adjustments did you make in your lesson plans to accommodate the learning differences or needs of these students? Refer to specific students' work samples to clarify your answer.

**Appraise:** Appraise the outcomes and effects you have had on the students, as shown by the evidence and/or artifacts you have included.

- 1) What interventions/interactions with your students were most and least productive in improving their learning?
- 2) What sources of information were most helpful to you in meeting the unique needs of the students?
- 3) In your opinion, were the students successful this year? How do you know? Justify your answer to the best of your ability.
- 4) What benefits have come from the partnerships you established with parents/guardians, others in the school community and the connections to the implications from the contextual factors?

**Transform:** Explain how the insights you have gained from reflection have led to the transformation of your teaching practice.

- 1) What did you learn about the diverse nature and needs of students?
- 2) Based on your experiences, what strategies will you use in your future teaching to meet the needs of diverse learners?

## **Candidate Reflection and Self-Evaluation**

Keeping in mind that each section has required a reflection, summarize all components of the unit and the TWS. The teacher candidates should reflect on the teaching of their units and describe both what the students learned and what the teacher candidates learned, summarizing the experience as a whole. Use the attached Directed Reflection Guide Sheet. Respond to all questions in narrative format.

### **Guide Sheet for Candidate Reflection**

**Describe:** Describe the circumstances, situations, or issues related to the evidence or artifacts in your TWS. (*Refer to Design for Instruction*)

- 1) Did the school have appropriate resources/materials for this unit?
- 2) What materials/resources/services did you incorporate?
- 3) Discuss any technology tools you used and explain how they enhanced learning.
- 4) What kinds of multiple teaching strategies did you use in your lessons?
- 5) What strategies did you use to assess student learning? (*Refer to Assessment Plan*)

**Analyze:** Analyze how the evidence and artifacts you included show the relationship between your teaching practice and the standards in the TWS.

- 1) How were the ages/developmental levels of your students reflected in your lessons? What are you looking for in terms of student progress? *Select the student work samples from one lesson and use them to address this question.*
- 2) How did you link your students' prior knowledge with the events and experiences of the lessons? (*Refer to Assessment Analysis*)
- 3) How have you taken into account gender, socioeconomic status, culture and the community in your planning with students? (*Refer to Contextual Factors*)

**Appraise:** Appraise the outcomes and impacts demonstrated through the evidence and/or artifacts included in the TWS.

- 1) What did you learn about your instructional practices from the unit you taught?
- 2) How did the use of varied teaching strategies increase your students' opportunities to work with critical thinking and problem-solving activities?
- 3) If you teach this unit again, what instructional and assessment techniques will you change, and why? What different teaching strategies might you try next time?
- 4) What was the most effective lesson and why? Least effective and why?
- 5) Which technology tools have been the most and least effective in your classroom?

Appendix A

**Component 1**  
**Contextual Factors (Coversheet)**

Candidate \_\_\_\_\_

Term/Year \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_

Univ. Supervisor \_\_\_\_\_

School/System \_\_\_\_\_

Number of Students \_\_\_\_\_

Grade Level \_\_\_\_\_

Ages \_\_\_\_\_

Put number of students in class who match description:

Males \_\_\_\_\_ Females \_\_\_\_\_

White \_\_\_\_\_ Asian \_\_\_\_\_

Hispanic \_\_\_\_\_ Native-American \_\_\_\_\_

African-American \_\_\_\_\_ Other Ethnic Background \_\_\_\_\_

ESOL \_\_\_\_\_ Student with IEP \_\_\_\_\_

Gifted \_\_\_\_\_ Free/Reduced Lunch \_\_\_\_\_

Describe any other characteristics of the students or the working environment that may influence teaching and learning in a narrative, and elaborate on any of the above items.

## Appendix B

### Lesson Plan Template

#### **TITLE:**

State the type of lesson that is to be taught (large, small group, individual – center)

Identify the topic

#### **STANDARD:**

Identify the South Carolina Standard(s)

#### **OBJECTIVE(S):**

Audience – State for whom the lesson is planned

Behavior – State the learning that is expected as a result of the lesson. The behavior must be observable by using the senses. Seeing by observation of behavior or reading and hearing oral responses are most appropriate.

#### **MATERIALS:**

List all material that will be needed for the lesson

#### **PROCEDURE:**

##### Introduction

In the introduction prepare the learner for the lesson.

State the behavioral expectations.

Relate the learning to past, current, or future experiences.

Prepare the learner for what is to be learned.

Build anticipation and excitement

##### Body

Outline how you teach the lesson.

Include questions to be asked

Include comments

##### Conclusion

Summarize the learning

Do not teach new material

Connect the learning to future learning  
Build excitement for the next lesson  
Consider what the children might want to know more about.

**ASSESSMENT:**

State how you will know that the children have met the objectives. What will you see or hear? Each objective must be assessed. Student work samples must be used for documentation (transcriptions, video, pictures may also be used as work samples)

**Rubric for Early Childhood Teacher Work Sample**

<i>Criteria</i>	<i>Indicator Exceeds Expectation</i>  <i>4</i>	<i>Indicator More than Satisfactory</i>  <i>3</i>	<i>Indicator Meets Expectation</i>  <i>2</i>	<i>Indicator Does Not Meet Expectation</i>  <i>1</i>	<i>Comments</i>  <i>0</i>
<b>Contextual Factors-</b> Family and Community Characteristics	Narrative <b>description of family and community characteristic/demographics</b> is thorough and includes <b>strengths and weaknesses; Citation is included.</b>	Narrative <b>description of family and community characteristics</b> includes <b>strengths or weaknesses; Citation included.</b>	Narrative <b>description of family and community characteristics</b> includes strengths or weaknesses.	Narrative description includes the <b>characteristics of either the family or the community.</b>	No narrative
Student and Classroom Characteristics	Coversheet complete; Narrative <b>descriptions of student and classroom characteristics connections between demographics and learning to include a variety of possible affects demographics have</b> on learning.	Coversheet complete; Narrative expands the <b>connections between demographics and learning</b> to include a <b>variety of possible affects</b> demographics have on learning.	Coversheet complete; Narrative makes <b>connections between the demographics and learning.</b>	Coversheet incomplete; Narrative <b>fails to make connections between demographics and learning.</b>	No coversheet/ No contextual characteristics

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	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
Instructional Implications	Contextual characteristics of the family, community, classroom and students have <b>implications for instructional planning and assessment</b> . Include specific <b>instructional implications</b> and any other factors that influence how you plan, and <b>implement</b> your unit supported by theory.	Contextual characteristics of the family, community, classroom and students have <b>implications for instructional planning and assessment</b> . Include specific <b>instructional implications</b> and any other factors that influence how you plan, and <b>implement</b> your unit supported by theory.	Contextual characteristics of the family, community, classroom and students have <b>implications for instructional planning and assessment</b> . Include <b>instructional implications</b> and any other factors that influence how you plan, and <b>implement</b> your unit supported by theory.	Contextual characteristics of the family, community, classroom and students have <b>implications for instructional planning and assessment</b> . Include <b>instructional implications</b> and any other factors that influence how you plan, and <b>implement</b> your unit supported by theory.	No implications
Design for Instruction-Unit Overview	<b>Creative title, grade level, appropriate integrated standards/objectives, and descriptive context provided.</b>	<b>Creative title, grade level, appropriate content, and context provided.</b>	<b>Title, grade level, content, and context provided.</b>	<b>Title, grade level, content, or context needs to be provided.</b>	No title, grade level, content, & context.

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Standards and Objectives	Two or more South Carolina Core Standards are <b>integrated and directly relate to the unit</b> and are at the <b>appropriate level</b> for the content and students. Objectives are <b>identified</b> and clearly stated in <b>observable</b> terms. Neither too few nor too many standards are identified.	South Carolina Core Standards are <b>identified</b> and clearly stated. Objectives are <b>directly related to the unit</b> and are at the <b>appropriate level</b> for the content and students.	South Carolina Core Standards are <b>identified</b> and clearly stated. Objectives are <b>directly related</b> to the unit.	Standards are not clearly identified or integrated. <b>Some but not all objectives are related to the unit</b> or the relationship is not be clear. One or more objectives may be inappropriate for content and level of students.	No standards/ objectives are identified.
Lesson Plans	Five or more comprehensive plans are developed by the candidate and <b>aligned</b> with standards <b>integrating content</b> areas; Lessons are creative and based <b>on research based/best practices</b> throughout; Representative student work for each lesson with <b>feedback that provides parents with information about their progress and opportunities for parents' input.</b>	Five or more comprehensive plans are developed by the candidate and <b>aligned</b> with standards; Lessons are based on <b>research based/best practices</b> throughout; Representative student work for each lesson with <b>feedback that provides parents with information about their progress.</b>	Five lessons are included and <b>aligned</b> with standards; Lesson plans are <b>based on best practices or research; Representative student work</b> for each lesson is included.	Five lesson plans are <b>included;</b> Some lessons use approaches consistent with best practice; <b>Representative student work</b> for each lesson is not included.	No lessons are included.

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	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>0</i>
Formative Assessments	<p><b>Appropriate use of formative assessment techniques</b> are clearly described. Discuss the assessments you plan to use to check on student progress throughout the unit. <b>Include student work</b> from each lesson that represents work that exceeds, meets, and fails to meet expectations. The number of examples should be one more than half of the total number of students in the class, to include the diverse learners from the case studies.</p>	<p><b>Appropriate use of formative assessment techniques</b> are clearly described . Discuss the assessments you plan to use to check on student progress throughout the unit. Include student work from each lesson that represents work that exceeds, meets, and fails to meet expectations. The number of examples should be one more than half of the total number of students in the class, to include the diverse learners from the case studies.</p>	<p><b>Appropriate use of formative assessment techniques</b> are clearly described . Discuss the assessments you plan to use to check on student progress throughout the unit. Include student work from each lesson that represents work that exceeds, meets, and fails to meet expectations. The number of examples should be one more than half of the total number of students in the class, to include the diverse learners from the case studies.</p>	<p><b>Appropriate use of formative assessment techniques</b> are clearly described . Discuss the assessments you plan to use to check on student progress throughout the unit. Include student work from each lesson that represents work that exceeds, meets, and fails to meet expectations. The number of examples should be one more than half of the total number of students in the class, to include the diverse learners from the case studies.</p>	No formative assessments

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Assessment Plan –Pre & Post Assessments	Pre/post assessment is clearly <b>aligned with standards;</b> Pre/post assessment <b>directions/scoring are explicit</b> with no room for confusion and include alternatives as needed; Pre- and post-assessments are <b>comparable ( show evidence of validity) in objectives, format and outcomes;</b> Pre/post assessments are clearly <b>free of bias.</b>	Pre/post assessment is <b>aligned with standards;</b> Pre/post assessment <b>directions/scoring are explicit</b> with no room for confusion; Pre- and post assessments are <b>comparable in objectives and format;</b> Pre/post assessments are <b>free of bias.</b>	Pre/post assessment is <b>aligned with standards;</b> Assessment <b>directions and scoring are clear;</b> Pre and post assessments are incomparable; Assessments are bias.	Assessments are <b>aligned with standards;</b> Assessments lack clarity in directions or scoring; Pre and post assessments are incomparable; Assessments are bias.	No pre/post assessments.

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Assessment Analysis	<p>A <b>chart</b> summarizing the average pre- and post-test scores data is included with a <b>graph</b> that enhances the quality and clarity of the data.</p> <p>Narrative thoroughly addresses data and reflects exceptional <b>knowledge of assessment and implementation strategies as related to planning instruction.</b></p> <p>Conclusions are consistent with data and are thoroughly discussed, <b>citing specific examples</b>; Results are interpreted in reference to standards and include a thorough <b>plan for improvement.</b></p>	<p>A <b>chart</b> summarizing the average pre- and post-test scores data is included with a <b>graph</b> that enhances the quality of the data.</p> <p>Narrative thoroughly addresses data and reflects strong <b>knowledge of assessment and implementation strategies as related to planning instruction.</b></p> <p>Conclusions are consistent with data and are thoroughly discussed; Results are interpreted in reference to standards and include a <b>plan for improvement.</b></p>	<p>A <b>chart or graph</b> includes the average pre- and post-test scores.</p> <p>Narrative addresses data and reflects <b>knowledge of assessment the role it plays when planning instruction;</b></p> <p>Conclusions are consistent with data; Results are interpreted in reference to standards.</p>	<p>A <b>chart or graph.</b></p> <p>Narrative does not address data and/or presents a perception that assessment is not linked to planning instruction.</p> <p>Conclusions are not consistent with data. Results not interpreted in reference to standards.</p>	No analysis.

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<p>Diverse Learners Case Studies- Select/Describe</p> <p>Analysis</p> <p>Appraise</p> <p>Transform</p>	<p>A <b>comprehensive description</b> telling why and how two or more students are selected; <b>description of assessment of diverse learning needs</b> and the <b>source of the information.</b></p> <p><b>Analysis of the strengths</b> of two students and their <b>diverse learning needs</b> are included.</p> <p><b>Appraisal/Reflection</b> provides a thoughtful and accurate assessment of the candidate’s ability to meet the diverse learning needs for the two selected students. Many specific examples from the unit are included as evidence;</p> <p><b>Adaptations</b> are thoroughly and clearly described and justified based on knowledge of learning needs; Pre/post data are included; Work samples are included and referred to in narrative.</p>	<p>A description telling why and how two students are selected; <b>description of assessment of diverse learning needs</b> and the <b>source of the information.</b></p> <p><b>Analysis of the strengths</b> of two students and their <b>diverse learning needs</b> are included.</p> <p><b>Reflection</b> provides a thoughtful and accurate assessment of the candidate’s ability to meet the diverse learning needs for the two selected students. Several specific examples from the unit are included as evidence.</p> <p><b>Adaptations</b> are thoroughly described and justified based on knowledge of learning needs; Pre/post data are included; Work samples are included and referred to in narrative</p>	<p>A description and telling why and how two students are selected; <b>description of assessment of diverse learning needs</b> and the <b>source of the information.</b></p> <p><b>Analysis of the strengths</b> of two students or their diverse learning needs is included</p> <p><b>Reflection</b> provides an accurate assessment of the candidate’s ability to meet the diverse learning needs for the two selected students. Specific examples from the unit are included as evidence.</p> <p><b>Adaptations</b> are described and justified; Pre/post data are included; Work samples are included.</p>	<p><b>Description</b> of the strengths of one student and his or her diverse learning needs are not included or are not complete.</p> <p><b>Analysis of the strengths</b> of one students and their diverse learning needs are not included or are not complete .</p> <p><b>Reflection</b> reveals that the candidate did not accurately assess his/her ability to meet the diverse learning needs for the two selected students. Specific examples from the unit not included as evidence.</p> <p><b>Adaptations</b> are partially described and/or justifications are unclear</p>	<p>No description.</p>

### Rubric for Early Childhood Teacher Work Sample

<i>Criteria</i>	<i>Indicator Exceeds Expectation</i>  <i>4</i>	<i>Indicator More than Satisfactory</i>  <i>3</i>	<i>Indicator Meets Expectation</i>  <i>2</i>	<i>Indicator Does Not Meet Expectation</i>  <i>1</i>	<i>Comments</i>  <i>0</i>
Candidate Reflection	<p><b>Overall:</b> Thoroughly and clearly answers each question in guide. Reflects on the experience as a whole.</p> <p><b>Describe:</b> Reflection provides a comprehensive and thoughtful description of the circumstances, situations, or issues related to the evidence or artifacts in the TWS.</p> <p><b>Analyze:</b> Clearly demonstrates how the TWS evidence and artifacts show the relationship between teaching practice and standards. References specific pieces of student work and cites specific examples from the unit.</p> <p><b>Appraise:</b> Reflection includes a plan for professional growth. Clearly reflects on the teaching of the unit, what the students learned, and what the candidate learned.</p> <p><b>Transform:</b> Demonstrates ability to critically and clearly analyze his/her own teaching and provides several specific examples of how this experience will inform his/her practice.</p>	<p><b>Overall:</b> Thoroughly and clearly answers each question in guide. Reflects on the experience as a whole.</p> <p><b>Describe:</b> Reflection provides a comprehensive description of the circumstances, situations, or issues related to the evidence or artifacts in the TWS.</p> <p><b>Analyze:</b> Demonstrates how the TWS evidence and artifacts show the relationship between teaching practice and standards. References specific pieces of student work and cites specific examples from the unit.</p> <p><b>Appraise:</b> Reflection includes a plan for professional growth. Clearly reflects on the teaching of the unit, what the students learned, and what the candidate learned.</p> <p><b>Transform:</b> Demonstrates ability to critically and clearly analyze his/her own teaching and provides several specific examples of how this experience will inform his/her practice.</p>	<p><b>Overall:</b> Answers each question in guide.</p> <p><b>Describe:</b> Reflection provides a thorough description of the unit, description of teaching of the unit, what the students learned, and what the candidate learned.</p> <p><b>Analyze:</b> Reflects on the experiences as a whole. References pieces of student work and cites general examples from the unit.</p> <p><b>Transform:</b> Demonstrates ability to analyze his/her own teaching and provides a few specific examples of how this experience will inform his/her practice.</p>	<p><b>Overall:</b> Does not address all questions in the guide.</p> <p><b>Describe:</b> Reflection does not provide a clear description of the entire TWS. Adaptations are partially described and/or justifications are unclear. Not all pre/post data included.</p> <p><b>Analyze:</b> Reflection reveals that the candidate did not accurately describe the teaching of the unit, what the students learned, and what the candidate learned. The reflection on the experience as a whole is limited or missing. No or few references to student work.</p> <p><b>Transform:</b> Limited or no suggestions for improving his/her own teaching.</p>	

Scoring Sheet

Teacher Candidate Name: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Contextual Factors</b>	
Family & Community	/4
Student & Classroom	/4
Instructional Implications	/4
<b>Design for Instruction</b>	
Unit Overview	/4
Standards and Objectives	/4
Lesson Plans	/4
Formative Assessments	/4
<b>Assessment Plan</b>	
Pre/post assessment	/4
Analysis of Student Learning	/4
<b>Diverse Learners Case Studies</b>	
Select/Describe	/4
Analyze	/4
Appraise	/4
Transform	/4
<b>Candidate Reflection and Self-Evaluation</b>	
Describe	/4
Analyze	/4
Appraise	/4
Transform	/4

Overall Score \_\_\_\_\_ / 68

Exemplary (E) 68-62 More Than Satisfactory (M) 61-54 Satisfactory (S) 54-48 Unsatisfactory (U) below 47

A TWS is considered acceptable if the overall rating is satisfactory or above. If any criteria fall in the *does not meet expectations* category, the TWS must be revised.