

Teacher Work Sample Assignment

The Teacher Work Sample is an exhibit of teaching performance that provides direct evidence of a teacher candidate's ability to design and implement standards-based instruction, assess student learning and reflect on the teaching and learning practice. This will be completed during the student teaching semester after consultation with the cooperating teacher regarding choice of appropriate topic to be taught in a particular subject area: Language Arts, Math, Science, Social Studies or Physical Education (when applicable). The teacher candidates will plan for, teach, assess, analyze assessment results, and reflect upon this unit of study that they have created. Instruction of the unit should take one to two weeks to complete. Prior to designing instruction, the teacher candidate will consider the contextual factors of the community, school, and students as well as the classroom environment, management techniques to be used, and procedures to be followed that will ensure student success.

Directions for using the following guidelines and rubrics: When completing each section, be sure to carefully read and address EACH item describing what is to be included in the particular section. Next, proofread what you have written using the rubric as a guide to evaluate your work.

Contextual Factors ____/ 20

Learning Objectives/Goals ____/16

Assessment Plan ____/12

Design for Instruction ____/24

Classroom Environment ____/8

Instructional Decision Making ____/16

Analysis of Student Learning ____/8

Self Evaluation ____/12

Total ____/116

Contextual Factors

The purpose of this component is to discuss relevant student, school, and community factors and how they may affect the teaching-learning process. This component also includes challenges and supports that affect instruction and student learning.

- A report will be completed for this assignment and must include:
 1. **Community, district, and school factors:** Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such factors as the stability of community, political climate, community support for education, as well as potential community organizations and agencies which will be used as contexts included within your planning and instruction.
 2. **Classroom factors:** Address physical features, availability of technology equipment, instructional resources, and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement as they serve as a context to your planning and instruction.
 3. **Student characteristics:** Address student characteristics as you design instruction and assess learning. Include characteristics (age, gender, race/ethnicity, special needs, medical conditions, culture, language), achievement/developmental levels, interests, and students' skill levels. In your narrative, make sure you address students' skills and prior learning that may influence the development of your learning objectives, instruction, and assessment.
 4. **Instructional implications:** Address how each of the contextual characteristics (community, district, school, classroom, and student factors) have implications to your general instructional planning, delivery, and assessment.
 5. **Theory:** Explore how theory integrates and underpins your decision-making for planning your instruction, assessment of student performance, and creating an environment that promotes student learning.

- Reports will be scored using the following:

Contextual Factors

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Knowledge of Community, District, & School Factors <i>InTASC 2, 3</i>	No attempt was made to meet the indicator.	Candidate shows detailed knowledge of 2 factors: geographical location, community, school population, socio-economic profile, & race/ethnicity.	Candidate shows detailed knowledge of 3 factors: geographical location, community, school population, socio-economic profile, & race/ethnicity.	Candidate shows detailed knowledge of 4 factors: geographical location, community, school population, socio-economic profile, & race/ethnicity.	Candidate shows detailed knowledge of 5 factors: geographical location, community, school population, socio-economic profile, race/ ethnicity.	
Knowledge of Classroom Factors <i>InTASC 3</i>	No attempt was made to meet the indicator.	Candidate shows detailed knowledge of 1 factor: physical features, technology, instructional resources, or parental involvement.	Candidate shows detailed knowledge of 2 factors: physical features, technology, instructional resources, or parental involvement.	Candidate shows detailed knowledge of 3 factors: physical features, technology, instructional resources, or parental involvement.	Candidate shows detailed knowledge of all factors: physical features, technology, instructional resources, and parental involvement.	
Knowledge of Characteristics of Students <i>InTASC 1, 2, 3</i>	No attempt was made to meet the indicator.	Candidate displays detailed knowledge of 1 factor: student characteristics, interests, achievement /developmental levels, or prior knowledge.	Candidate displays detailed knowledge of 2 factors: student characteristics, interests, achievement /developmental levels, and/or prior knowledge.	Candidate displays detailed knowledge of 3 factors: student characteristics, interests, achievement /developmental levels, and/or prior knowledge.	Candidate displays detailed knowledge of 4 factors: student characteristics, interests, achievement /developmental levels, and prior knowledge.	
Instructional Implications <i>InTASC 1</i>	No attempt was made to meet the indicator.	Candidate purposefully addresses 1 instructional implication based on contextual characteristics.	Candidate purposefully addresses 2 instructional implications based on contextual characteristics.	Candidate purposefully addresses 3 instructional implications based on contextual characteristics.	Candidate purposefully addresses 4 or more instructional implications based on contextual characteristics.	
Knowledge of Theoretical Framework for Student Learning <i>InTASC 4</i>	No attempt was made to meet the indicator.	Candidate demonstrates clear integration of theory and planning, assessment, or environment with 1 appropriate connection.	Candidate demonstrates clear integration of theory and planning, assessment, or environment with 2 appropriate connections.	Candidate demonstrates clear integration of theory and planning, assessment, or environment with 3 appropriate connections.	Candidate demonstrates clear integration of theory and planning, assessment or environment with 4 appropriate connections.	

Learning Objectives

The purpose of this component is to set meaningful, challenging, varied, and appropriate learning objectives and to justify learning objectives established for the unit.

- A report will be completed for this assignment:
 1. **Learning Objectives:** Provide a list of learning objectives (not the activities) that will guide the planning, delivery, and assessment of your unit. These objectives define what you expect students to know and be able to do at the end of the unit. These objectives should be meaningful (reflect the important ideas or structure of the discipline), challenging, varied, and appropriate. Number each learning objective so you can reference it later.
 2. **Student Engagement:** Provide a statement of how the learning objectives support opportunities for students to engage in the following: inquiry, questioning, problem solving, analysis, or thinking.
 3. **Alignment with Standards:** Provide a statement of how the learning objectives are aligned with appropriate standards.
 4. **Learning Progression:** Provide a statement of how the learning objectives represent a clear learning progression in terms of development, pre-requisite knowledge, and other student needs (as referenced in your contextual factors).
- Reports will be scored using the following:

Learning Objectives

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Learning Objectives <i>InTASC 4, 5</i>	No attempt was made to meet the indicator.	25% of the learning objectives are meaningful, challenging, varied, and appropriate.	50% of the learning objectives are meaningful, challenging, varied, and appropriate.	75% of the learning objectives are meaningful, challenging, varied, and appropriate.	100% of the learning objectives are meaningful, challenging, varied, and appropriate.	
Objectives Support Student Engagement <i>InTASC 4, 5</i>	No attempt was made to meet the indicator.	Learning objectives support 1 of the following: inquiry, questioning, problem solving, analysis, or thinking.	Learning objectives support 3 of the following: inquiry, questioning, problem solving, analysis, or thinking.	Learning objectives support 4 of the following: inquiry, questioning, problem solving, analysis, or thinking.	Learning objectives support all of the following: inquiry, questioning, problem solving, analysis, and thinking.	
Knowledge of Standards <i>InTASC 4, 7</i>	No attempt was made to meet the indicator.	25% of the learning objectives align with standards.	50% of the learning objectives align with standards.	75% of the learning objectives align with standards.	100% of the learning objectives align with standards.	
Knowledge of Learning Progression <i>InTASC 4, 7</i>	No attempt was made to meet the indicator.	25% of the learning objectives show learning progression based on development, pre-requisite knowledge, and other student needs.	50% of the learning objectives show learning progression based on development, pre-requisite knowledge, and other student needs.	75% of the learning objectives show learning progression based on development, pre-requisite knowledge, and other student needs.	100% of the learning objectives show learning progression based on development, pre-requisite knowledge, and other student needs.	

Assessment Plan

The purpose of this component is to design an assessment plan to monitor student progress toward learning objectives. Multiple assessment modes and approaches that are aligned with learning objectives will be used to assess student learning before, during, and after instruction.

- A report will be completed for this assignment:
 1. **Assessment Overview Chart:** An overview chart of the assessment plan for each learning objective must include: assessments used to measure student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors.
 2. **Pre and Post Assessments:** Provide a description of the pre and post assessments and explain how they are aligned with the learning objectives and standards. Clearly explain how you will evaluate or score the assessments, including criteria used to determine if the students' performance meets the learning objectives. Include copies of assessments and criteria for measuring student performance (scoring rubrics, checklists, answer keys, etc.).
 3. **Formative Assessments:** Provide a description of your plan for formative assessments that will help determine student progress during the lesson or unit. Describe the assessments that you plan to use to check student progress and predict how you will use them (homework, quizzes, observations, etc.).

- Reports will be scored using the following:

Assessment Plan

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Assessment Plan Overview Chart <i>InTASC 6, 7</i>	No attempt was made to meet the indicator.	Assessment plan evaluates student performance for less than 50% of the learning objectives.	Assessment plan evaluates student performance for 50% of the learning objectives, and includes required elements (See 1).	Assessment plan evaluates student performance for 75% of the learning objectives, and includes required elements (See 1).	Assessment plan evaluates student performance for 100% of the learning objectives, and includes required elements (See 1).	
Pre and Post Assessments Description <i>InTASC 6, 7</i>	No attempt was made to meet the indicator.	Pre or post assessment clearly align with learning objectives or student performance criteria is stated clearly. Copies of assessments are not provided.	Pre or post assessment clearly align with learning objectives or student performance criteria is stated clearly. Copies of assessments are provided.	Pre and post assessment clearly align with learning objectives or student performance criteria is stated clearly. Copies of assessments are provided.	Pre and post assessment clearly align with learning objectives and student performance criteria is stated clearly. Copies of assessments are provided.	
Formative Assessments Description <i>InTASC 6, 7</i>	No attempt was made to meet the indicator.	Formative assessments are used to measure student progress.	Formative assessments are used daily to measure student progress.	A variety of formative assessments are used daily to measure student progress and plan for future instruction.	A variety of formative assessments are used before, during, and after lessons to measure student progress and plan for future instruction.	

Design for Instruction

The purpose of this component is to design instruction for specific learning objectives, student characteristics and needs, and learning contexts. It describes how the unit instruction relates to unit goals, students' characteristics and needs, and specific learning context.

- A report will be completed for this assignment and must include:
 1. **Results of Pre-assessment:** After administering the pre-assessment, analyze student performance relative to the learning objectives. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each objective. You may use a graphic representation. Describe the pattern you find that will guide your instruction or modification of the learning objectives.
 2. **Unit Overview Chart:** Include the following: one lesson per day of the unit. Display how each lesson aligns with the learning objective (coded from your learning objective section) and the assessment for the lesson. Also share if and how results from the pre-assessment or contextual factors influenced the lesson. List the resources/technology that will be needed for the lesson.
 3. **Lessons:** Describe at least 3 lessons, one of which integrates technology, that reflect a variety of instructional strategies/techniques and explain why you are planning those specific lessons. Include:
 - a. how the variety of instructional strategies/techniques support the presentation of accurate instructional content in relation to your instructional objective(s) and assessments.
 - b. how the variety of instructional strategies/techniques stems from your pre-assessment information and contextual factors.
 - c. how you plan to assess student learning during or following the lesson.

- Reports will be scored using the following:

Design for Instruction

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Pre-Assessment Analysis	No attempt was made to meet the indicator.	Candidate analyzes students' pre-assessment performance but does not relate outcomes to the learning objectives.	Candidate analyzes students' pre-assessment performance relative to the learning objectives but does not depict patterns of student performance relative to each.	Candidate analyzes students' pre-assessment performance relative to the learning objectives, and depict patterns of student performance relative to most objectives	Candidate analyzes students' pre-assessment performance relative to the learning objectives, and depict patterns of student performance relative to each objective	
Alignment w/Learning Objectives <i>InTASC 4, 7</i>	No attempt was made to meet the indicator.	Less than 50% of the lessons are aligned with learning objectives but not the assessments.	50% of the lessons are aligned with the learning objectives and the assessments.	75% of the lessons are aligned with the learning objectives and the assessments.	100% of the lessons are stated and explicitly aligned to learning objectives and the assessments.	

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Accurate Presentation of Instructional Content <i>InTASC 4, 7</i>	No attempt was made to meet the indicator.	Use of content is underdeveloped with little connection to the discipline.	Use of content appears adequate but does not present clear learning progressions that are congruent to the major concepts and or structures of the discipline.	Use of content appears accurate and presents some clear learning progressions that are congruent to the major concepts and or structures of the discipline.	Extensive use of accurate content that presents clear learning progressions that are congruent to the major concepts and or structures of the discipline.	
Lesson and Unit Structure <i>InTASC 7, 8</i>	No attempt was made to meet the indicator.	Less than 50% of lessons are sequentially organized and appropriately assessed.	50% of lessons are sequentially organized and appropriately assessed.	75% of lessons are sequentially organized and appropriately assessed.	100% of lessons are sequentially organized and appropriately assessed.	
Variety of Instruction, Lessons, Assessments & Resources <i>InTASC 7, 8</i>	No attempt was made to meet the indicator.	Instructional strategies, activities, and resources are irrelevant to the instructional objective(s) or assessments.	Instructional strategies, activities, and resources support presentation of content in relation to the instructional objective(s) or assessments.	Instructional strategies, activities, and resources support presentation of content in relation to the instructional objective(s) and assessments.	Varied instructional strategies, activities, and resources support presentation of content in relation to the instructional objective(s) and assessments.	
Use of Contextual Information <i>InTASC 6, 7</i>	No attempt was made to meet the indicator.	1 lesson is purposefully designed with reference to contextual factors and/or pre-assessment data.	2 lessons are purposefully designed with reference to contextual factors and/or pre-assessment data.	3 lessons are purposefully designed with references to contextual factors or pre-assessment data.	All lessons are purposefully designed with multiple references to contextual factors and pre-assessment data.	

Classroom Environment

The purpose of this component is to demonstrate an understanding of individual and group motivation as well as behavior to create a learning environment that encourages and supports student learning during the unit.

- A report will be completed for this assignment and must include:
 1. **Culture of Learning:** Describe how you create and maintain a positive and respectful culture where all students are engaged and empowered to learn during the unit (e.g., class norms, grouping, arrangement of space as applied to this unit).
 2. **Procedures:** Explain procedures implemented in each of the 3 lessons discussed in Design for Instruction that are necessary for the success of the instructional strategies (e.g., management of materials, technology, instructional steps, individual roles, progress monitoring, transitions).

- Reports will be scored using the following:

Classroom Environment

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Culture of Learning <i>InTASC 3</i>	No attempt was made to meet the indicator.	Candidate lists steps taken to create and maintain a positive and respectful culture.	Candidate describes at least 1 purposeful step taken to create and maintain a positive and respectful culture, paying attention to individual and/or collective needs.	Candidate describes 2 purposeful steps taken to create and maintain a positive and respectful culture, paying attention to individual and collective needs.	Candidate describes at least 3 purposeful steps taken to create and maintain a positive and respectful culture, paying attention to individual and collective needs.	
Procedures <i>InTASC 3</i>	No attempt was made to meet the indicator.	Candidate describes 1 purposeful procedure necessary for the success of instructional strategies.	Candidate describes 2 purposeful procedures necessary for the success of instructional strategies.	Candidate describes 3 purposeful procedures necessary for the success of instructional strategies.	Candidate describes at least 4 purposeful procedures necessary for the success of instructional strategies.	

Instructional Decision Making

The purpose of this component is to use on-going analysis of student learning to make instructional decisions and to provide two examples of instructional decision making based on student responses and unexpected circumstances.

- A report will be completed for this assignment and must include:
 - **Whole Class:** Discuss a time during your unit when you adjusted whole-class instruction based on the response to a formative assessment (formal or informal) or circumstance.
 - What assessment or circumstance caused you to adjust the lesson instruction/plan?
 - What changes did you make?
 - How did the changes keep the focus of the learning objectives?
 - Were the changes successful – how do you know?
 - **Small Group/Individual:** Discuss a time during your unit when you adjusted instruction for a small group or individual based on the response to a formative assessment (formal or informal) or circumstance.
 - What assessment or circumstance caused you to adjust the lesson instruction/plan?
 - What changes did you make?
 - How did the changes keep the focus of the learning objectives?
 - Were the changes successful – how do you know?
 - **Reflection:** What did you learn from these instructional decisions, and how will these decisions influence future teaching?

- Reports will be scored using the following:

Instructional Decision Making

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Whole-Class Decision Making <i>InTASC 7, 9</i>	No attempt was made to meet the indicator.	Candidate discusses 1 of the following: impetus for adjustment, changes made, rationale for changes made, and success of changes.	Candidate discusses 2 of the following: impetus for adjustment, changes made, rationale for changes made, and success of changes.	Candidate discusses 3 of the following: impetus for adjustment, changes made, rationale for changes made, and success of changes.	Candidate discusses all of the following: impetus for adjustment, changes made, rationale for changes made, and success of changes.	
Small-Group/Individual Decision Making <i>InTASC 7, 9</i>	No attempt was made to meet the indicator.	Candidate discusses 1 of the following: impetus for adjustment, changes made, rationale for changes made, and success of changes.	Candidate discusses 2 of the following: impetus for adjustment, changes made, rationale for changes made, and success of changes.	Candidate discusses 3 of the following: impetus for adjustment, changes made, rationale for changes made, and success of changes.	Candidate discusses all of the following: impetus for adjustment, changes made, rationale for changes made, and success of changes.	

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Modification Made to Further Student Learning <i>InTASC 7, 9</i>	No attempt was made to meet the indicator.	Candidate's instructional decisions were not pedagogically sound.	Candidate's instructional decisions were pedagogically sound but unnecessary or ineffective.	In one scenario, candidate's instructional decisions were pedagogically sound, necessary, and effective.	In both scenarios, candidate's instructional decisions were pedagogically sound, necessary, and effective.	
Implication for Future Teaching Reflection <i>InTASC 7, 9</i>	No attempt was made to meet the indicator.	Candidate describes 1 lesson learned from the instructional decisions made during this unit or 1 way that future teaching will be influenced.	Candidate describes 1 lesson learned from the instructional decisions made during this unit and 1 way that future teaching will be influenced.	Candidate describes 2 lessons learned from the instructional decisions made during this unit or 2 ways that future teaching will be influenced.	Candidate describes 2 lessons learned from the instructional decisions made during this unit and 2 ways that future teaching will be influenced.	

Analysis of Student Learning

The purpose of this component is for the candidate to use assessment data to communicate information about student progress and achievement. Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representation and narrative to communicate the performance of the whole class, subgroups, and two individual students.

- A report will be completed for this assignment and must include:
 1. **Whole class:** Create a table that shows pre and post assessment data on every student on every learning goal. Then, create a graphic summary that shows the extent to which your students made progress (from pre to post) toward the learning criterion that you identified for each learning goal. Interpret what the data suggests about your students' learning in this unit.
 2. **Subgroups:** Select a subgroup (e.g. performance level, socio-economic status, language proficiency, gender) to analyze in terms of one learning goal. Provide a rationale for your selection of this characteristic to form subgroups. Create a graphic representation that compares pre and post assessment results for the subgroups on this learning goal. Interpret what the data suggests about your students' learning in this unit using pre, formative, and post assessment data to support your conclusions.
 3. **Individuals:** Select two diverse learners that demonstrated different levels of performance. Provide a rationale for your selection of these learners. Use pre, formative, and post assessment data and examples of the students' work to draw conclusions about the extent to which these students attained the learning goal. Graphic representations are not necessary for this subsection; however, copies of the student work must be provided.

- Reports will be scored using the following:

Analysis of Student Learning

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Clarity and Accuracy <i>InTASC 6</i>	No attempt was made to meet the indicator.	Candidate provides 1 piece of required documentation [whole class table, whole class graphic, subgroup graphic, student work] OR the representations inaccurately reflect the data.	Candidate provides 2 pieces of required documentation [whole class table, whole class graphic, subgroup graphic, student work] OR there are errors in the representations.	Candidate provides 3 pieces of required documentation [whole class table, whole class graphic, subgroup graphic, student work], each of which accurately presents required information.	Candidate provides all required documentation [whole class table, whole class graphic, subgroup graphic, student work], each of which accurately presents required information.	
Interpretation of Data <i>InTASC 6</i>	No attempt was made to meet the indicator.	Interpretations from 1 phase of analysis [whole-class, subgroup, individual 1, individual 2] are based on all data presented, and conclusions are fully supported by the data.	Interpretations from 2 phases of analysis [whole-class, subgroup, individual 1, individual 2] are based on all data presented, and conclusions are fully supported by the data.	Interpretations from 3 phases of analysis [whole-class, subgroup, individual 1, individual 2] are based on all data presented, and conclusions are fully supported by the data.	Interpretations from each phase of analysis [whole-class, subgroup, individual 1, individual 2] are based on all data presented, and conclusions are fully supported by the data.	

Self-Evaluation

The purpose of this component is to analyze the relationship between instruction and student learning in order to improve teaching practice. You will link your performance as a teacher to student learning results, evaluate your performance, and identify future actions for improved practice and professional growth.

- A report will be completed for this assignment and must include:
 1. **Effective Instruction:** Based on your Analysis of Student Learning, select the learning goal where your students were most successful. Discuss at least two indicators [instructional strategies, assessment, student characteristics and other contextual factors within your control] as reasons for that success and what changes you could make to continue to improve your students' performance.
 2. **Barriers to Effective Instruction:** Based on your Analysis of Student Learning, select the learning goal where your students were least successful. Discuss at least two indicators [instructional strategies, assessment, student characteristics and other contextual factors within your control] as reasons for that success and what changes you could make to continue to improve your students' performance.
 3. **Professional Learning:** Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

- Reports will be scored using the following:

Self-Evaluation

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Insights on Effective Instruction <i>InTASC 9</i>	No attempt was made to meet the indicator.	Candidate identifies strategies but does not provide reasons for the outcomes; strategies did not impact student learning and were not theoretically based.	Candidate identifies strategies and provides reasons for the outcomes, but those strategies did not impact student learning and were not theoretically based.	Candidate identifies effective strategies that impacted learning. Sound reasons for outcomes were provided, but were not theoretically based	Candidate identifies effective strategies that impacted learning. Sound reasons and theoretically based support for outcomes were provided.	
Insights on Barriers to Effective Instruction <i>InTASC 9</i>	No attempt was made to meet the indicator.	Candidate identifies barriers but does not provide reasons for the outcomes; strategies did not impact student learning and were not theoretically based.	Candidate identifies barriers and provides reasons for the outcomes, but those barriers did not impact student learning and were not theoretically based.	Candidate identifies barriers that impacted learning. Sound reasons for outcomes were provided, but were not theoretically based	Candidate identifies barriers that impacted learning. Sound reasons and theoretically based support for outcomes were provided.	

Rating Indicator	0 Not Addressed	1 Not Met	2 Partially Met	3 Met	4 Exemplary	Score
Implications for Professional Learning Goals <i>InTASC 9</i>	No attempt was made to meet the indicator.	Candidate presents professional learning goals that are not related to the insights & experiences described in this section.	Candidate presents 1 professional learning goal that clearly emerges from the insights and experiences described in this section. 1 specific step to meet these goals is described.	Candidate presents 2 professional learning goals that clearly emerge from the insights and experiences described in this section. 1 specific step to meet these goals is described.	Candidate presents 2 professional learning goals that clearly emerge from the insights and experiences described in this section. 2 specific steps to meet these goals are described.	