Education Studies Department

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Exit Portfolio

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# PROFESSIONAL STATEMENT GUIDELINES

Develop a professional statement based on responses to the questions below:

1. What content and/or pedagogical knowledge do teachers need in order to support student learning?
2. How might a teacher effectively partner with and serve students, their families, and the school community?
3. What is the role of the teacher as an advocate for students?
4. What are the attributes of a professional in the field of teaching?
5. What are the essential elements of an environment that supports learning for ***every*** student and how is such a culture established?

For each question above, consider the following:

* Identify the main idea and explain why it is salient.
* Consider how this part of a philosophy affects student achievement, especially achievement gaps and best practices considered most important.
* Discuss literature from coursework and/or other relevant sources that have shaped the ideas presented (document using APA).

# PROFESSIONAL GROWTH PLAN GUIDELINES

### Section 1: Self-Assessment of Strengths and Areas for Growth

Using the table below, identify **three** strengths and **three** areas for growth. What literature sources are helpful in considering your strengths and areas of growth? Connect your strengths and areas for growth to at least **two** domains from the Charlotte Danielson *Framework for Teaching.*

|  |  |
| --- | --- |
| Section1. Self-Assessment | |
| Strengths | **CD Framework Domain** |
|  |  |
|  |  |
|  |  |
| Areas for Growth | **CD Framework Domain** |
|  |  |
|  |  |
|  |  |

### Section 2: New PGP Goals

Define a set of professional goals based on the **areas for growth** addressed in Section 2.Identify the strategies and resources that you will utilize to support each goal. What literature sources are helpful in addressing your goals and strategies for implementation? Refer to the SMART framework for addressing your goals, and connect those goals at least **two** domains of the Charlotte Danielson *Framework for Teaching.* Use the table provided below.

* NOTE 1: A strategy differs from a goal. The goal is what one hopes to achieve whereas the strategy provides a structure for achieving the goal.
* NOTE 2: Are your goals specific, measurable, attainable, realistic, and timely (SMART)? (<https://www.mindtools.com/pages/article/smart-goals.htm>)

|  |  |  |
| --- | --- | --- |
| Section 2. Professional Growth Goals and Implementation | | |
| Professional Goals | **Strategies for Implementation** | **CD Framework Domain** |
| 1. | **1.** | **1.** |
| 2. | **2.** | **2.** |
| 3. | **3.** | **3.** |

# PROFESSIONAL RESUME GUIDELINES

The student's resume is evaluated based on the presence of the following.

Contact

* Contact information includes full name, permanent and/or local address, professional email and cell number.

Education

* Degree (e.g., B.A., Bachelor of Arts)
* Major(s) and minor(s)
* Institution and its location
* Anticipated date of graduation
* GPA in major and overall GPA (if over 3.0)

Experience: Employment and Field Experiences

* List experiences in reverse chronological order.
* Provide information on job title, organization, location, and date of employment/placement.
* Use action verbs (in the correct tense) to describe experiences that feature transferrable skills.

Extra-Curricular Activities

* Select activities that highlight sustained involvement with leadership, community service, and extra-curricular activities on campus.
* Provide information on job title, organization, location, and date of involvement.
* Describe skills that enhance career goals.

# TEACHER WORK SAMPLE GUIDELINES

**Description:** The Teacher Work Sample (TWS) is a 10-day (minimum) instructional unit\* developed, implemented, and analyzed by the student teacher during the placement. The TWS can be taught at any point during the semester with the approval of the cooperating teacher. The student teacher and cooperating teacher member should be in agreement regarding the content, scope, and timing of instruction.

\**The structure of the TWS is at the discretion of the instructor. The TWS must represent at least 10 days of instruction. However, the instruction may represent more than one unit.*

**Purpose:** As a performance-based program assessment, the TWS provides an opportunity for student teachers to demonstrate competency in instructional planning that includes:

* + Designing appropriate instruction based on content standards that is aligned with measurable learning objectives;
  + Developing an assessment plan that includes pre-assessment, formative assessments, and summative assessments to measure learning;
  + Discussion of pre-assessment and post-assessment decisions for the purpose of explaining student learning expectations;
  + Analyzing pre-assessment and post-assessment data for the purposes of driving instructional choices;
  + Differentiating instruction according to student abilities, needs, and funds of knowledge;
  + Reflecting on the instructional process for the purpose of subsequent instruction and self-evaluation.

**Levels of Performance**: Four levels of performance are utilized for measuring the TWS: Insufficient Evidence, Passing, Target, and Exemplary. These levels are evident on the rubric for each component criterion. Holistically, the levels indicate the overall performance demonstrated.

* ***Insufficient Evidence:*** The student teacher has provided little or no evidence of meeting the component criterion.
* ***Passing:*** The student teacher has provided sufficient, albeit limited, evidence of meeting the component criterion. The student teacher has met the designated teacher standards according to InTASC standards.
* ***Target:*** The student teacher has met the Passing level and has consistently provided persuasive evidence of meeting the component criterion with clarity.
* ***Exemplary***: The student teacher has met the Target level with the initial submission of the TWS and exceeds the Target level by demonstrating originality, theoretical connections to instruction, as well as assessment and research applications.

## Teacher Work Sample Format

* **Cover Page:** The cover page includes the student teacher’s name, date, the grade, content area for which the instruction is designed, and the title of the unit. Berea College, the Education Studies Department, and the course number and title should also be included.
* **Table of Contents:** The sections of the TWS and any Appendices should be listed with associated page numbers.
* **Content:** The content includes the narrative for each component, the daily lesson plans, and a reference page/section for sources in APA format. The components should be presented in order. Narratives should be well-written with a logical and cohesive progression of ideas.
* **Tables, Graphs, and Related Attachments:** Assessment data should be presented in table or graph form to demonstrate student learning. Student work samples should also be included. Samples should reflect the stated TWS objectives and related content standards from low proficiency to high proficiency.
* **Appearance:** The TWS should look professional and contain headings and subheadings for components, individual lesson plans, and appendices. Pages should be numbered.

**TWS Components**

1. Big Ideas OR Essential Questions
2. Content Standards
3. TWS Learning Objectives
4. Instructional Context (school, classroom, student, and academic)
5. Funds of Knowledge and Accommodations
6. Instructional Design including individual lesson plans
7. Assessment Plan
8. Analysis of Student Learning
9. Reflection

**Descriptions of TWS Components and Task Instructions**

### Big Ideas OR Essential Questions

***Big Ideas*** are themes that link the lessons and present the objectives as a cohesive, unified concept. These ideas transcend disciplines and content areas.

**Tasks:**

* + State big ideas that represent the unit (about 1-2). Consider what students should engage and explore throughout the unit content.
  + Big ideas should be stated clearly and succinctly in a bulleted list.
  + Provide a brief explanation for each idea to fully communicate its purpose as needed.

***Essential Questions*** are broad and open-ended. They reflect what the students will explore in the unit and beyond (e.g., what kinds of connections might be made months after the unit is implemented). The essential questions organize ideas and connect skills and actions with facts.

**Tasks:**

* + Provide a bulleted list of essential questions for the unit (about 2-3).
  + Organize the questions in a logical order of succession for the unit content.

### Content Standards

***Unit Content Standards*** must be identified for instructional content and represent both the content area and appropriate literacy objectives. Unit Standards should provide an integrated structure (with the learning objectives) to support instructional design and strategies.

**Tasks:**

* + Identify the appropriate Content Standards for areas engaged within the unit.
  + Identify the appropriate Literacy and/or Practice Standards for areas engaged within the unit.
  + State the Standard reference, indicator, and provide the text for that standard.

### TWS Learning Objectives

All learning objectives must align with the unit standards and be assessed within the unit.

**Tasks:**

* + Provide a list of learning objectives for the unit. Objectives should appear in the sequence for the unit instruction.
  + Indicate which objectives are essential or prone to misconception.
  + Restate learning objectives within individual lesson plans according to the content and context for each lesson (i.e., all unit objectives must be addressed within the unit lessons, but all objectives will not necessarily be addressed in every lesson).
  + No learning objectives should be stated in a lesson plan that are not presented with the TWS Plan Learning Objectives.
  + Remember that learning objectives differ from learning goals. Since learning objectives are performance-based, they should be stated according to how students will demonstrate learning and how learning will be measured (SWBAT).

### Instructional Context (school, classroom, student, and academic)

Unlike when writing individual lesson plans, a Teacher Work Sample presents all instructional context information once at the beginning. Once the instructional contexts have been established, it is only necessary to add context to individual lesson plans when a specific need arises. Do not copy and paste instructional contexts into individual lesson plans.

**Tasks:**

* + School Context – Describe the school’s geographic location, demographics, including socio-economic status (SES), percentages of students who qualify for free and/or reduced meal programs, athletic programs and extra-curricular opportunities, and any community resources available to the school. Discuss community partnerships, such as local businesses or other institutions, and how these resources may be utilized for the TWS.
  + Classroom Context – Provide information related to the physical space, such as how the room is arranged, what technological tools are available to the teacher and the students, family involvement in the classroom, other staff or educators who are regularly in the classroom, and procedures, rules, and routines that are relevant for the TWS.
  + Student Contexts – Provide details about the students for whom the instructional unit is designed. Demographic information should be provided (i.e., gender, gender identity, ethnicity, free or reduced lunch recipients) for all students. Describe ability levels (including IEPs and what those include), the language proficiency levels for English language learners, and physical challenges. Also include other factors that may affect how students engage with the content and instructional accommodations that may be needed for students whose pre-assessment scores exceed or fall below the target levels. Omit personal information that could identify individual students.
  + Academic Context – Speak to how the TWS is situated within the curriculum. The academic context includes what has been taught previously and how the unit prepares students for subsequent content.

### Funds of Knowledge and Accommodations

Examine the available resources and needs within the class population, providing specific information for the unit as a whole. Once the Funds of Knowledge and Accommodations have been described, refer to Funds of Knowledge and Accommodations in individual lesson plans when they are pertinent.

* + Funds of Knowledge acknowledge the contributions students make to the learning environment. Think creatively about how to connect students’ and families’ strengths, experiences, and ways of knowing within the TWS content.
  + Accommodations consider students’ needs, abilities, and strengths when determining the support and resources needed for learning during the unit, particularly students who have 504 plans, IEPs, ILPs, and GT.

**Tasks:**

* + Describe how Funds of Knowledge will be incorporated into the unit. This can be anything from utilizing students’ strong relational skills (as part of their family culture) to inviting parents to participate as class ‘experts’ for a lesson. Provide a bulleted list that summarizes the class’ Funds of Knowledge.
  + Describe how Accommodations will be incorporated for all sub-groups.

### Assessment Plan

A strong assessment plan includes several types of assessments and provides students opportunities to demonstrate learning in multiple ways. The unit should include pre- and post-assessments to measure overall learning. Additionally, multiple formative assessments or charted observations should provide data/information for every student.

**Tasks:**

* + Formulate a plan to formatively assess students’ mastery of the learning objectives during the unit. Include samples of all assessment instruments, rubrics, and charts or tables used to track data.
  + The pre-assessment should address important prior understandings and skills.
  + The summative assessment should address all unit learning objectives.
  + Develop an Assessment Progression Table to map all activities and formative assessments onto the learning objectives.
  + Explicitly identify scores that constitute mastery and remediation.
  + Identify ‘gap’ groups who exceed mastery or may benefit from special instruction.
  + Develop and complete a Performance Tracking Table that will be utilized to record individual students’ outcomes for each learning objective and assessment.

### Instructional Design (Individual Lesson Plans)

This section includes an entire arc of instruction from pre-assessment through summative assessment (typically 10 days of instruction) using Berea College Education Studies’ ***Lesson Plan Format***.

* + Present lessons plans in the order of instruction and describe the flow of instruction during the unit.
  + Additionally, the post-instruction phase of the Instructional Design should explain how assessment data were analyzed and how data provided guidance.

**Tasks:**

* + Provide a cover page to delineate this section from the TWS introduction (Parts 1-6 of the TWS).
  + Align instruction with standards, learning objectives, and assessments. Remember to include vocabulary.

### Analysis of Student Learning

The Analysis of Student Learning demonstrates your skills in measuring student learning by reporting and examining all assessment data. Analyze assessment data to identify the overall success of the unit, including which students are ready to proceed, which require support and/or re-teaching, and what instructional and/or assessment strategies were effective.

**Tasks:**

* + Include the following information in your tables and graphs:
* A list of learning objectives should appear in the sequence of instruction. The list should align objectives with standards and activities and indicate which learning objectives are essential.
* A data/assessment graph that illustrates student learning:
  + - A chart displaying individual student performance on each objective. Use pseudonyms or a numbering/lettering system to protect students’ identities.
    - Aggregate performance on each learning objective from associated observations and formative assessments.
    - Performance on each learning objective disaggregated by standard sub-groups (e.g., race, sex, SES). Use additional symbols or color-coding for clarity.
  + Write a narrative evaluation of the instruction:
    - Summarize students’ learning for the unit.
    - Describe instructional strategies that supported learning.
    - Examine data that indicates which students did not master objective/s. Consider why mastery was not established, including contextual factors, as well as instructional and assessment strategies which may not have been the best choice for the objective.
    - Describe any re-teaching that might need to happen in response to the data, including what learning objectives need to be revisited and what alternative strategies might be employed.

### Reflection

Provide a comprehensive view of the Teacher Work Sample experience, considering what has been learned and how the TWS might inform future growth.

**Tasks:**

* + The narrative should include subheadings and information for the following:
* Teaching strengthsthat emerged during the unit.
* Areas for growth related to teaching.
* What you have learned in the process.

*The TWS guidelines and rubric are aligned with InTASC and the Framework for Teaching (2014) that was adapted from the Charlotte Danielson (2011) Framework for Teaching for the Kentucky Department of Education.*

# LESSON PLAN FORMAT

**Planning**

***Content Standard/s***

KY.K.MD.1 Describe measurable attributes (length, height, weight, width, depth) of an object or a set of objects using appropriate vocabulary.

***Language Standard/s***

KAS addressed in the lesson/unit. Include reference numbers as appropriate.

***Content Objective(s)***

What should students know and be able to demonstrate at the end of the lesson? (knowledge, skills)

***Language Objective(s)***

Make the connection to content area literacy using the four domains of language: reading, writing, speaking, listening, plus conventions.

***Academic Context***

Describe the learning that has occurred previously that impacts the current lesson, then describe the learning that your lesson/unit will prepare your students for. (previous and future units)

***Classroom Context***

Describe classroom characteristics, including the composition of the student body, classroom structures, and resources. Also, describe the cultural and linguistic backgrounds of your students and families. Include information about students with IEPs and ILPs including language levels.

***Materials***

List and describe resources you will use (include technology) for the lesson/unit.

* Consider the use of multicultural literature, artifacts from popular culture, pictures representing diversity, technological resources that will promote student engagement, etc.
* Consider the inclusion of materials that explore current issues or events that are important to the community or your students.

***Key Vocabulary***

List vocabulary words—consider academic context, high frequency words, or multiple meaning words that connect to the concepts and will support student learning.

**Implementation Phase**

***Instruction***

In this section, describe how you will implement the lesson from start to finish. Include activities and approximate times needed for each activity.

* Describe explicit teaching (explaining, modeling, thinking aloud, etc.). Script what you plan to say. Include closed- and open-ended questions you will ask.
* Describe student-grouping strategies.
* Describe active involvement participation by the students including student inquiry.
* Provide information about student choice (choice of problem, topic, reading selection etc.) as appropriate.

Be sure to address each of the considerations listed below:

***Cultural Considerations –***

* + Connect students’ funds of knowledge to the instruction and/or assessments.
  + Connect students’ cultural knowledge to the instruction and/or assessments.
  + Include accommodations made for students with IEPs or ILPs.
  + Show how your lesson presents various perspectives, differing points of view.
  + Show how your lesson deconstructs negative stereotypes; challenge the status quo.

***Discourse Considerations –***

How is student talk promoted?

* + Include discourse protocols used in the lesson (pair-share, discussion web, call and response, musical shares, and so on).
  + Consider how grouping strategies promote equitable discourse.
  + Will student collaborative talk be incorporated (students learning from one another)?

***Vocabulary Considerations –***

How does the instruction support engagement with vocabulary? (Note: After explicitly teaching vocabulary, it is helpful to post all academic terms on a “word wall” or some other medium and refer to them often as you discuss new concepts.)

***Assessment Considerations –***

How are you monitoring learning during/after the lesson/unit?

Formative

* Describe student assessment throughout the lesson.
* Describe how you will allow students to demonstrate their learning/understanding in varied ways.
* Explain how formative assessment data will be recorded during the lesson (clipboard with a checklist, digital data from a SmartBoard activity, etc.).

Summative

* Describe how the content and language objectives are to be met.

Other (formative and/or summative)

* Describe how English language learners and/or students with IEPs will be assessed by using visual or other forms of representation.
* Describe any forms of self-assessment to be used.

**Post-Instruction and Planning Rationale**

If you do not have the opportunity to teach your lesson, use this space to reflect on your instructional choices. Why did you present your lesson the way you did? Why do you believe your choices will support student learning? Share any additional information here that will help your reader understand your thinking about student learning.

If you did teach your lesson, include this information:

* ***Results* –** How many students met the objectives of the lesson? How do you know? Include charts, graphs.
* ***Reflection* –** What did you learn? What will you change?
* In what ways did you communicate high expectations to students?
* Were your formative assessment procedures effective? How did they assist you in providing further explanation/scaffolding to assure that all students met the lesson objectives?
* Were you able to connect the lesson to students’ backgrounds?
* Were the students engaged? What promoted (or hindered) their engagement?
* Did students work together effectively? If not, what might you do to promote effective group collaboration?
* Did all students have a voice?

*This lesson plan format and planning guide corresponds with the Culturally Responsive Instruction Observation Protocol (CRIOP*).

# Professional Statement Rubric

| **Component** | **Exemplary** | **Target** | **Passing** | **Insufficient Evidence** |
| --- | --- | --- | --- | --- |
| What content and pedagogical knowledge do teachers need in order to support student learning? | The statement identifies diverse content and pedagogical concepts and skills aligned with the EDS conceptual framework.  The statement describes their importance and connection. | The statement identifies diverse content and pedagogical concepts and skills aligned with the EDS conceptual framework.  The statement describes their importance. | The statement identifies multiple content and pedagogical concepts and skills aligned with the EDS conceptual framework. | The statement either:   * Doesn’t identify multiple content or pedagogical knowledge or skills, or * The knowledge and skills are not aligned with the EDS conceptual framework. |
| How might a teacher effectively partner with and serve students, their families, and the school community? | The statement identifies multiple creative and effective methods in which a teacher might form partnerships to serve students, families, and the community.  The description portrays a vision of seamless connection between the various stakeholders. | The statement identifies multiple effective methods in which a teacher might form partnerships to serve students, families, and the community.  The statement portrays an understanding of the connection between the methods. | The statement identifies multiple methods in which a teacher might form partnerships to serve students, families, and the community. | The statement either:   * Doesn’t identify multiple partnership methods, or * Doesn’t identify methods to partner with one or more of the three stakeholder groups, or * The methods are not feasible. |
| What is the role of the teacher as an advocate for students? | The statement describes advocacy as central to the role of a teacher and describes practical ways to advocate.  The statement connects advocacy to the social and emotional development of students, and to act of teaching. | The statement describes advocacy as central to the role of a teacher and describes practical ways to advocate.  The statement connects advocacy to the social and emotional development of students. | The statement describes advocacy as central to the role of a teacher and describes practical ways to advocate. | The statement either:   * Doesn’t describe advocacy as central to the role of a teacher, or * Doesn’t describes methods of advocacy, or * The methods described are not feasible. |
| What are the attributes of a professional in the field of teaching? | The statement describes a professional educator as a complex suite of knowledge, skills, and dispositions.  Connections between the attributes are highlighted. | The statement describes a professional educator as a complex suite of knowledge, skills, and dispositions. | The statement lists multiple knowledge, skill, and disposition attributes of a professional educator. | The statement either:   * Doesn’t list multiple knowledge, skill, or dispositional attributes, or * The attributes are not aligned with the EDS conceptual framework. |
| What are the essential elements of an environment which supports learning for ***every*** student and how is such a culture established? | The statement describes a holistic learning environment in which all students feel belonging, and are nurtured to feel creative, curious, and be rigorous in their intellectual pursuits.  The statement describes practical methods to establish such a culture. | The statement describes a holistic learning environment in which all students feel belonging and are nurtured to feel creative and curious.  The statement describes practical methods to establish such a culture. | The statement describes a learning environment in which all students feel belonging.  The statement describes practical methods to establish such a culture. | The statement either:   * Doesn’t describe a nurturing learning environment, or * Doesn’t describe practical methods to establish one. |
| Relevant course readings and other literature support the statement. | Every section of the statement is supported by relevant literature.  Literature cited includes work other than course readings. | Every section of the statement is supported by relevant literature. | Although the statement is supported by relevant literature some sections are not supported. | The statement isn’t supported by relevant literature. |

# Professional Growth Plan Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Exemplary** | **Target** | **Passing** | **Insufficient Evidence** |
| Self-assessment | The self-assessment lists areas of strength as well as areas for growth.  The self-assessment connects to three domains of the CD Framework. | The self-assessment lists areas of strength as well as areas for growth.  The self-assessment connects to two domains of the CD Framework. | The self-assessment lists areas of strength as well as areas for growth.  The self-assessment connects to a single domain of the CD Framework. | The self-assessment either:   * Doesn’t list areas of strength or for growth, or * It doesn’t connect to any domain of the CD Framework. |
| New PGP goals | The new PGP includes SMART goals connected to two or three domains of the CD Framework.  The plan includes multiple strategies and resources to support every goal.  The plan includes multiple valid measures of goal attainment and a feasible timeline. | The new PGP includes SMART goals connected to two or three domains of the CD Framework.  The plan includes a single strategy and resource to support every goal.  The plan includes measures of goal attainment and a feasible timeline. | The new PGP includes goals connected to two or three domains of the CD Framework.  The plan includes a single strategy to support every goal.  The plan includes a description of how goal attainment will be seen and a timeline. | The PGP either:   * Doesn’t include goals connected to two domains of the CD Framework, or * Doesn’t include feasible strategies, resources, or a timeline, or * Doesn’t include description of how goal attainment will be observed. |
| Relevant literature | Relevant literature is cited supporting every element of the self-assessment and new PGP. | Relevant literature is cited supporting both the self-assessment and new PGP. | Relevant literature is cited supporting either the self-assessment or the new PGP. | The PGP is not supported by any literature. |

# Teacher Work Sample Rubric

| **Component** | **Exemplary** | **Target** | **Passing** | **Insufficient Evidence** |
| --- | --- | --- | --- | --- |
| Big Ideas   \*\*either evaluate this indicator or Big Ideas | The big ideas run as a thread through all of the lessons in the unit, creating a cohesive theme.  The big ideas are drawn from current themes or controversies in the broader culture. | The big ideas are addressed in every lesson.  The big ideas are stated in a way that is meaningful and motivating for students. | Big ideas are addressed in most lessons.  The big ideas align with the unit learning objectives and are developmentally appropriate. | No big ideas are listed, or the ideas don’t organize the unit. |
| Essential Questions  \*\*either evaluate this indicator or Big Ideas | All aspects of the Target level are met.  The essential questions elegantly organize the progression of experiences in the unit. | All aspects of the Passing level are met.  The essential questions are reflected in all of the unit lessons and are developmentally appropriate. | The essential questions are identified and align with the big ideas of the unit.  The essential questions align with learning objectives and standards. | The essential questions either:   * Are not identified, or * Do not reflect the unit content, or * Do not align with the big ideas, standards, or learning objectives. |
| Content Standards | All aspects of the Target level are met, and:   * Practice standards are also cited. | All aspects of the Passing level are met, except:   * The standards align with all of the learning objectives, and * The standards are actively addressed by all lessons in the unit. | Standards are provided for both content and literacy.  The standards align marginally well with the stated learning objectives. | The standards either:   * Are not provided for both content and/or literacy, or * They are not developmentally appropriate, or * Do not align with the learning objectives. |
| Learning Objectives | All of the aspects of the Target level are met, and:   * Connections to students’ background knowledge and funds of knowledge are clear. | All aspects of the Passing level are met, except:   * Both content and language objectives are included. | All of the learning objectives are clearly stated and measurable.  The objectives align with the standards.  Language objectives are omitted. | The learning objectives either:   * Are omitted, or * Are not observable. |
| Instructional Context   * School * Classroom * Content * Student | All aspects of the Target level are met and:   * The narrative also describes the relationship between the school context and the design of the TWS instructional plan. | All aspects of the Passing level are met except:   * The narrative also describes the relationship between the classroom context and the design of the TWS instructional plan. | The description addresses all of the required contexts accurately and clearly.  The narrative describes the relationship between the content and student contexts and the design of the TWS instructional plan. | The information provided is either:   * Inaccurate or incomplete, or * The required factors are not all addressed. |
| Assessment Plan | All aspects of the Target level are met and:   * Al assessments are justified regarding content and student contexts, and * Methodologies have been adapted for individual students, as needed, and, * Students are engaged in both self- and peer-assessment. | All aspects of the Passing level are met except:   * The plan formatively assesses every day, and * A well-developed strategy for using and recording formative assessment is evident. * Additionally, all assessments are justified regarding content and student contexts. | The assessment plan:  Includes both formative and summative assessments with associated prompts and instruments but:   * The plan does not formatively assess every day, and * The plan does not include a culminating project or performance. | The assessment plan is either:   * Not present, or * Does not formatively assess, or * Does not include summative assessment, or * Does not include the prompts and instruments, or * Will not provide valid information about student accomplishment. |
| Instructional Design | All aspects of the Target level are met, and the narrative provides evidence that the author designed the unit as a holistic unit with clear flow and progression building understanding. | All aspects of the Passing level are met, and the narrative also includes clear descriptions about the following:   * Differentiated teaching strategies, * Differentiated assessments, and * Real world or personal connections. | The narrative includes clear descriptions related to all elements on the following list:   * Lesson topics, * Standards, * Learning objectives, * Vocabulary list, * Materials list, * At least one activity for each lesson, and * List of assessments. | The narrative includes limited or no descriptions related to the following elements:   * Lesson topics, * Standards, * Learning objectives, * Vocabulary list, * Materials list, * At least one activity for each lesson, and * List of assessments. |
| Analysis of Student Learning | All aspects of the Target level are met, and the narrative describes re-teaching strategies utilized to address unmet learning objectives;   * Description of adjustments needed for teaching the TWS unit in the future. | All aspects of the Passing level are met, and the analysis also included clear descriptions about the following:   * Discussion about possible reasons students failed to meet a learning objective, including factors related to student contexts and the instructional strategies employed. | The analysis contains all of the following:   * Anonymized student identities; * Tables reporting required aggregate achievement data; * Explanation of apparent learning, connecting assessment data to specific learning objectives and strategies employed; and * Discussion related to standard subgroups, noting apparent learning or failure to meet objectives and how strategies employed may have affected learning outcomes. | The analysis lacks any of the following:   * Anonymized student identities; * Tables reporting required aggregate achievement data; * Explanation of apparent learning, connecting assessment data to specific learning objectives and strategies employed; and * Discussion related to standard subgroups, noting apparent learning or failure to meet objectives and how strategies employed may have affected learning outcomes. |
| Reflection | All aspects of the Target level are met, and the reflection also addresses the following element:   * Analysis of the daily challenges of teaching and how those challenges were navigated during the TWS. | All aspects of the Passing level are met, and the reflection also addresses the following elements:   * At least two areas of growth and provides suggested strategies for supporting professional growth in those areas. | The reflection addresses all of the following elements:   * Positive and negative aspects of the TWS, such as what strategies were most effective, marginally effective, or ineffective; * Areas of the TWS that emerged as professional strengths; or * Areas of the TWS that emerged as professional areas for growth; and * A conclusion which provides a summary, including the student teacher’s own sense of professional learning during the TWS experience. | A reflection is omitted or doesn’t address any of the following elements:   * Positive and negative aspects of the TWS, such as what strategies were most effective, marginally effective, or ineffective; * Areas of the TWS that emerged as professional strengths; or * Areas of the TWS that emerged as professional areas for growth. |