

**MASTER OF ARTS IN EDUCATION
TEACHER EDUCATION**



Student Teaching Handbook

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OVERVIEW

UNIVERSITY OF PHOENIX MISSION

The mission of University of Phoenix is to educate working adults to develop the knowledge and skills that will enable them to achieve their professional goals, improve the productivity of their organizations, and provide leadership and service to their communities.

UNIVERSITY OF PHOENIX PURPOSE

- To facilitate cognitive and affective student learning—knowledge, skills, and values—and to promote use of that knowledge in the student’s work place.
- To develop competence in communication, critical thinking, collaboration, and information utilization, together with a commitment to lifelong learning for enhancement of students’ opportunities for career success.
- To assess student learning and use assessment data to improve the teaching/learning system, curriculum, instruction, learning resources, counseling and student services.
- To provide instruction that bridges the gap between theory and practice through faculty members who bring to their classrooms not only advanced academic preparation, but also the skills that come from the current practice of their professions.
- To use technology to create effective modes and means of instruction that expand access to learning resources and that enhance collaboration and communication for improved student learning.
- To be organized as a for-profit institution in order to foster a spirit of innovation that focuses on providing academic quality, service excellence, and convenience to the working adult.
- To generate the financial resources necessary to support the University's mission.

The University’s Mission and Purposes clearly state its role and place as an institution of higher education designed exclusively to meet the needs of working adult students. Correspondence of Mission and Purposes with practice is evidenced through quality programming, a clearly articulated teaching/learning model built upon accepted adult learning theory, distance education technologies, and recruitment, assessment, and development practices designed to support a practitioner faculty base.

COLLEGE OF EDUCATION MISSION AND PURPOSE

The College of Education at the University of Phoenix is guided by its own mission and purpose that directs our work with teacher candidates and professional educators. Our programs encompass the initial preparation of professional educators, graduate level degrees, and professional development courses and programs. The College of Education constantly works towards our vision. The College of Education is a leader in innovative educational solutions for developing educators, impacting P-12 students, and meeting school needs by:

- Offering a comprehensive set of programs that recognize and address the developmental process of teaching and learning in a diverse society.
- Employing a practitioner faculty who are recognized as experts in the educational community.
- Using integrated technologies to impact learning.
- Emphasizing assessment and self-assessment of teaching and learning on a continuing basis.
- Sharing our model and best practices with our colleagues.

The Board of Directors, President, and other executive administrators of the University of Phoenix support in full the vision and mission of the College of Education.

STUDENT TEACHING

OVERVIEW

Student teaching is an integral component of the Teacher Education Program. It provides candidates with a field-based experience at the appropriate grade and content level. Student Teachers work with a Cooperating Teacher from a school site and with a Site Supervisor. Candidates experience a clinical supervision model during the instructional phase of the course that utilizes observation, analysis, reflection, and conferencing components. Additionally, student teachers will be responsible for completing topical assignments designed to demonstrate practical application of skills and knowledge gleaned from program curriculum. The completion of each assignment is scheduled to coincide with Site Supervisor visitations and/or student teaching seminars; the content of these assignments will form the basis for discussion at the meetings. The student teaching experience is designed to emphasize the achievement of state specific standards leading to certification and to present individuals with growth opportunities that best prepare them to assume the duties of a certified classroom teacher.

Student Teaching Policies

1. MAT/516 (elementary) and MAT/518(secondary) are pre-requisite courses to student teaching. Candidates must successfully pass this first student teaching seminar prior to beginning their student teaching experience.

Rationale: Candidates complete their final progression requirements in MAT/516, and MAT 518, including formal interview. They must establish competency prior to beginning student teaching.

2. Candidates must earn a “B” or better in MAT/516, and MAT/518 (Student Teaching Seminar I). If a candidate receives less than a “B” (B- or lower, Incomplete grades are not accepted), they must repeat the course.
3. Candidates who do not successfully complete the student teaching experience cannot receive a passing grade in the final Student Teaching Seminar (MAT/593, MAT/594). If a candidate receives less than a “B” in the final Student Teaching Seminar (MAT/593, MAT/ 594), they must repeat the final student teaching seminar course for their version:

MAED/TED-E v.003 – MAT/593

MAED/TED-S v.003 – MAT/594

Rationale: These are benchmark courses that require a candidate to demonstrate program competency. Student Teaching Seminar I contains the final progression requirements prior to beginning the formal student teaching experience. The last Student Teaching Seminar (593, MAT/594) is the culminating experience for the student teaching experience. Candidates will have their final observations and must show competence on the program rubric in order to be successful.

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4. Candidates who do not receive a “B” or better grade in the final Student Teaching Seminar (MAT/593, MAT/594), will not be granted an institutional recommendation by the university until they have successfully completed the second student teaching experience.

Rationale: The University will only recommend those candidates who have successfully met all program requirements.

5. Candidates must take Student Teaching Seminars 2 and 3 concurrently with the student teaching experience. If a candidate chooses to postpone student teaching to the end of their program, they must postpone their enrollment in Student Teaching Seminars 2 and 3.

Rationale: These courses are designed to compliment the student teaching experience and candidates will be required to provide evidence they have met program standards through the work done during student teaching.

6. Student teaching can only be repeated one time.

Rationale: Candidates will not be given multiple attempts at student teaching. Candidates must demonstrate proficiency in order to receive an institutional recommendation for teacher certification.

7. Candidates enrolled in the MAED/TED must student teach in either an elementary or secondary setting based on their program specialization. Candidates seeking special education certification must enroll in the MAED/SPE program or enroll in course work and special education student teaching through continuing education. Candidates in the MAED/TED may not student teach in special education.

Rationale: The MAED/TED programs are designed to meet the state requirements for elementary/secondary certification. Candidates wanting to be certified, as a special education teacher must take the course work and student teaching required specifically for special education. Candidates must have a transcribed course in special education student teaching that is not available through the MAED/TED program.

OUT OF STATE STUDENT TEACHING

Candidates who are unable to complete their student teaching experience at the on ground campus where they began the program may complete their student teaching through the University of Phoenix Online campus.

- Candidates must successfully pass Student Teaching Seminar 1 prior to enrolling in student teaching.
- Candidates must enroll in Student Teaching Seminars 2, 3 through the Online campus while completing their student teaching experience.

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- The University of Phoenix Online campus requires candidates to solicit their own placements.
- Candidates must student teach in an approved content area, at the appropriate grade level, and submit a letter verifying the placement to the Online campus. The candidate needs to work directly with the Online campus to complete the required forms for verification of placement.

Field Experience

Beginning with the first course, and throughout the program, candidates are required to complete a minimum of 100 hours of verified field experiences, covering a variety of developmental levels from ages birth through 18. The focus of each observation will relate to specific course content and will follow a structured format. Documentation will be maintained in the candidate’s professional portfolio. The completed field experience log must be submitted in the final Student Teaching Seminar course.

RESPONSIBILITIES OF THE STUDENT TEACHER

The Student teaching experience encompasses several areas: orientation, observation, planning, teaching, and evaluation. The initial orientation period will be followed by a time of observation and limited classroom participation. This important phase of the student teaching experience is designed for you to become acquainted with classroom procedures and materials. During the teaching phase you will be responsible for implementing a four-week unit as part of the requirements for the Teacher Work Sample. This unit is required to successfully fulfill student teaching and complete the Teacher Education Program.

To avoid any potentially serious problems, it is essential that you notify either the Site Supervisor or Cooperating Teacher as soon as any concern with your assignment(s) arises. During student teaching, you need to meet the same expectations placed upon other teachers in the school district. This includes following the school district’s calendar, attendance policy, call-in procedures, etc. If you are ill and must be absent, call the Site Supervisor and Cooperating Teacher as soon as possible. Be sure that you always have emergency lesson plans available for a substitute teacher. You may not be absent for job interviews. Contact the Field Placement Administrator immediately if you cannot complete your student teaching assignment for any reason.

In order to receive full credit for the student teaching experience, you are required to complete all assignments as noted by the Site Supervisor, Cooperating Teacher, and the curriculum module. These may include, but are not limited to, the following:

- **Daily Lesson Plans**

Written daily lesson plans are required of all Student Teachers. Your Cooperating Teacher should be considered a resource person in this effort. The plans should be submitted to the Cooperating Teacher at least 24 hours prior to teaching the lesson. Organize all your lesson plans in a notebook and make them available to the Site Supervisor when he/she visits.

- **Teacher Work Sample**

You are required to design and teach a four-week unit of instruction. The development of this unit should be carefully coordinated with the regular classroom program. Consult with the Cooperating Teacher and Site Supervisor for suggestions and assistance. **Submission of the Teacher Work Sample is required in the final seminar taken concurrently with Student Teaching.**

- **Professional Electronic Portfolio**

You are required to create a professional electronic portfolio documenting your progression through the Teacher Education Program. Sample assignments and artifacts are included in earlier sections of this handbook. Be sure to keep all assignments completed for all courses for possible inclusion in your portfolio.

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In addition, the Student Teacher is responsible for the following:

- Becoming familiar with the school’s programs, calendar, policies, community, client base, and services.
- Participating in an observation cycle of master teachers noting routines, student learning styles, teaching style, delivery of curricula, and classroom management.
- Developing lesson plans collaboratively with the Cooperating Teacher that satisfies state standards and local school district curricula.
- Collaborating with the Cooperating Teacher on designing and implementing the Teacher Work Sample during the student teaching experience.
- Maintaining informal anecdotal records (noting students’ learning styles, teaching strategies, what works with students, positive experiences, reactions, etc.).
- Studying the school district’s progress reporting system. The Cooperating Teacher will model collecting appropriate student class work, diagnosis, and writing/scoring the student progress report.
- Collecting artifacts and data for the Electronic Portfolio and maintaining back-up copies of portfolio artifacts.
- Participating in the professional activities of a classroom teacher.
- Conferring with and/or observing teaching staff involved with students instructed in special programs or services (speech, ESL, Honors (gifted) programs, special education, occupational therapy, physical therapy, etc.).
- **Contacting your Cooperating Teacher prior to your arrival at the school regarding the material you will be responsible for at the start of your student teaching. Prepare any materials, lessons, etc. needed to begin your student teaching.**
- Reviewing the school’s regulations. As a “co-teacher” in the system, you will enforce the student regulations and observe the teacher regulations as if you were a contracted teacher in the school.
- Carefully planning effective lesson plans. There is no adequate substitute for thorough planning.
- Utilizing a variety of teaching methods in the classroom.
- Providing an effective learning environment for all students.
- Maintaining effective classroom management procedures.
- Completing the required number of weeks in accordance with your State Department of Education regulations and District requirements.
- Notifying both the Cooperating Teacher and Site Supervisor if you must miss school due to illness.

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- Submitting complete lesson plans to the Cooperating Teacher if you must be absent due to illness.
- Fulfilling your commitment to student teaching and the school. Do not request time off to attend other functions such as weddings, job fairs, travel, etc. If you are absent due to illness for more than five days during the semester, you must make up those days before completing student teaching.
- Completing an end-of-course survey and submitting it to Academic Affairs.

RESPONSIBILITIES OF THE SITE SUPERVISOR

The Site Supervisor assigned to supervise individual Student Teachers through their field experiences and to work collaboratively with the Cooperating Teacher is an important ingredient in student teaching success. The supervisor serves as an ongoing resource for the Cooperating Teacher in the school, and monitors and evaluates the Student Teacher’s progress. This supervisor must have a Master or Doctoral degree, a current teaching and/or Administrative certificate, and must have at least one year of experience in supervision. Site Supervisors use evaluation instruments, standard observation, feedback, and coaching strategies to assist Student Teachers in developing their instructional and management skills during their time in the classroom.

The Site Supervisor is responsible for observing and evaluating candidates during student teaching. This is accomplished through scheduled observation and feedback sessions with candidates using the forms provided. It is up to the Site Supervisor to determine each candidate’s supervision schedule in consultation with the candidate’s Cooperating Teacher to create an individualized plan that best suits the needs of the candidate. The candidate may also indicate a need for more intensive supervision for a period of time or based on problems with a particular skill. It is the university’s intent that all student teaching experiences are individualized based upon a candidate’s performance and progress in the classroom.

The responsibilities of the Site Supervisor are to:

- Make initial contact with the Cooperating Teacher.
- Describe expectations for the Student Teacher and the role of the designated Cooperating Teacher.
- Conduct site visits to each assigned Student Teacher for the purposes of:
 - a) Monitoring Student Teacher progress in an accurate and timely fashion.
 - b) Verifying attendance.
 - c) Troubleshooting problem areas.
- Meet periodically with the Cooperating Teacher to discuss the Student Teacher’s performance and to answer any questions.
- Require Student Teacher to notify Site Supervisor immediately of any emergencies or illness that will result in an absence.
- Inform Student Teacher that missed days must be made up (absence from teaching experience of more than 5 days will result in withholding of passing grade in the student teaching field experience until missed days are made up).

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- Immediately notify the University of any concerns related to the Student Teacher’s performance, the Cooperating Teacher’s performance, or any other issues that warrant University administrative attention.
- Communicate clearly and directly with the Student Teacher at all times. It is imperative that graduates from the program are skillful, knowledgeable, and well prepared. If the Site Supervisor has concerns about the content knowledge or performance of the Student Teacher at any point in the experience, he/she should immediately report these concerns to the Field Placement Administrator..
- Ensure that the Cooperating Teacher assists the Student Teacher in developing and implementing the Teacher Work Sample.
- Perform formal evaluations of the Student Teacher and submit these evaluations to the Field Placement Administrator at the appropriate time. This includes a mid-term and final evaluation. The mid-term and final evaluations are submitted to the campus **no later than one week after** the end of the student teaching experience along with the Student Teaching Final Grade Form.

RESPONSIBILITIES OF THE DISTRICT COOPERATING TEACHER

The Cooperating Teacher is an integral part of the student teaching experience. The experience and theoretical knowledge the Cooperating Teacher shares with the Student Teacher is one of many keys to the success of the experience. The working relationship between the Cooperating Teacher and the Student Teacher will also have a great impact on the success of the new educator. The Cooperating Teacher is a designated mentor available to monitor, evaluate, and provide feedback to the Student Teacher on a daily basis. Considering this responsibility, the Cooperating Teacher should have at least two years of teaching experience, a valid teaching certificate, and will ideally have earned a Master’s degree. Cooperating Teachers should be considered master teachers in their schools/districts. The Cooperating Teacher should be comfortable with using evaluation instruments, standard observation, feedback, and coaching strategies to assist Student Teachers in the development of the management and instructional skills necessary to develop the Student Teacher into an effective and competent educator. The University provides a stipend for professional services to the Cooperating Teacher.

Cooperating Teachers are an integral part of the student teaching experience. The responsibilities include, but are not limited to:

- Meeting with the Student Teacher prior to the start of the Student Teaching experience. At this time, expectations, policies, material, and curriculum requirements for the first days/weeks of the experience should be communicated.
- Assist in orienting the Student Teacher to the school, classroom, and the students; along with school district policies, rules, and regulations.
- Work with the Student Teacher to develop a schedule of responsibilities.
- Set and communicate the standards for the daily lesson plans the student is expected to develop.
- Supervise the Student Teacher on a daily basis.
- Review the Student Teacher’s lesson plans to allow for constructive feedback and revisions where necessary.
- Phase the Student Teacher into the observation/teaching cycle. The Student Teacher should begin the experience acting as observer and should progressively be given more responsibility in the classroom.
- Assist with the development of the Teacher Work Sample.
- Allow time for the four-week unit of the Teacher Work Sample to be implemented in the classroom.
- Establish a time to talk with the Student Teacher about his/her activities, impressions, reflections, suggestions for goals, and areas of improvement.
- Communicate the Student Teacher’s progress to the Site Supervisor via face-to-face discussion or telephone contact.

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- Complete a mid-term evaluation using the forms provided, review with the Student Teacher, and submit them to the Field Placement Administrator.
- Collaborate with the Site Supervisor to assist the Student Teacher in developing identified skill and knowledge deficiencies throughout the student teaching experience.
- Immediately inform the Site Supervisor and/or the Field Placement Administrator of any concerns regarding the Student Teacher.
- Work with the Site Supervisor to assist the Student Teacher in developing identified skill and knowledge deficiencies throughout the student teaching experience.
- Complete the Final Evaluation of the Student Teacher’s progress using the forms provided, review them with the Student Teacher, and submit them to the Site Supervisor.

STUDENT TEACHING FINAL GRADE

Student:

IRN:

Placement Site:

Student Teaching Dates:

Cooperating Teacher Name:

Site Supervisor Name:

Date of Grade Submission:

Grade:

Site Supervisor Signature:

Please ensure that all necessary final evaluation forms from Cooperating Teacher and Site Supervisor are attached.

Site Supervisor: Submit this form and evaluation forms to the Field Placement Administrator in supplied Self Addressed Stamped Envelopes within seven days of completed student teaching practicum. Also, please provide a copy to the Student Teacher for his/her records.

STUDENT TEACHING EVALUATION

Excellent: Teachers at this level are potentially master teachers and have the ability to make a contribution to the field, both in and outside their school. Their classrooms operate at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

Very Good: The Student Teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Satisfactory: The Student Teacher appears to understand the concepts underlying the component and attempts to implement its elements. However, implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the Student Teacher to become proficient in this area.

Needs Improvement: The Student Teacher does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the Student Teacher to grow and develop in this area.

Unsatisfactory: Any unsatisfactory remarks will be reviewed in the context of the student’s overall performance during the student teaching experience. The student may be required to repeat the student teaching experience.

Report of Supervisory Visit

Student Teacher: _____
Date of Visit: _____
School: _____
Cooperating Teacher: _____
Subjects/Grade Level: _____
Site Supervisor: _____

Areas of Strength:

Areas of Refinement:

Evaluation Completed by: _____ Date: _____
Evaluator Signature: _____
Student Teacher Signature: _____

Please attach the completed Doman 1-4 evaluation sheets and submit to the University of Phoenix Field Placement Administrator.

Student Teacher: Please copy and post this evaluation to the Assignments Write Only Newsgroup of your Final Seminar course.

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	5	4	3	2	1	0
DOMAIN ONE: PLANNING AND PREPARATION	Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	No Chance to Observe
Demonstrates solid knowledge of content and pedagogy						
Uses differing viewpoints, theories, and methods of inquiry						
Establishes high expectations for all students						
Plans instruction in order to meet the needs of diverse learners						
Prepares daily with written plans; plans at least a week in advance						
Develops instructional activities that are age-appropriate and tied to student outcomes						
Uses a variety of formal and informal strategies to assess instructional goals						
Other						

Narrative

Evaluation Completed by: _____ Date: _____

Evaluator Signature: _____

Student Teacher Signature: _____

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	5	4	3	2	1	0
DOMAIN TWO: LEARNING ENVIRONMENT	Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	No Chance to Observe
Establishes a learning community that is safe, warm, and caring						
Establishes and implements clear standards of conduct						
Maintains interactions that are polite and respectful						
Effectively monitors student behavior						
Starts promptly; effectively organizes and manages tasks for individuals and groups						
Establishes efficient systems for non-instructional duties and scheduling such as record keeping, attendance, and other duties						
Deals effectively with serious discipline problems						
Other						

Narrative

Evaluation Completed by: _____ Date: _____

Evaluator Signature: _____

Student Teacher Signature: _____

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	5	4	3	2	1	0
DOMAIN THREE: INSTRUCTION	Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	No Chance to Observe
Is skillful in lecturing, leading discussions, and giving directions						
Employs questioning strategies that are of high quality, allow time for student responses, and which generally engage all students						
Modifies lessons, assessments, and teaching style to accommodate the needs of students						
Communicates in ways that are appropriate for diverse student populations						
Uses effective resource materials, including technology, to engage students						
Uses appropriate assessments to monitor student learning						
Provides high-quality feedback in a timely manner						
Works effectively on an individual basis with students						
Models good verbal and written skills						
Other						

Narrative

Evaluation Completed by: _____ Date: _____

Evaluator Signature: _____

Student Teacher Signature: _____

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	5	4	3	2	1	0
DOMAIN FOUR: THE PROFESSIONAL EDUCATOR	Excellent	Very Good	Satisfactory	Needs Improvement	Unsatisfactory	No Chance to Observe
Serves as a positive role model and demonstrates a nurturing and caring attitude toward students						
Is open to constructive criticism and willing to implement specific suggestions						
Uses appropriate dress and grooming						
Is reliable and cooperative						
Works as a team player within the school community						
Understands social, ethical, legal, and human issues in education and applies those principles in practice						
Is committed to teaching and education						
Demonstrates confidence, poise, enthusiasm, and ability to motivate						
Other						

Narrative

Evaluation Completed by: _____ Date: _____

Evaluator Signature: _____

Student Teacher Signature: _____

SITE SUPERVISOR EVALUATION

Student Name: _____
Date: _____
School/District: _____
Site Supervisor: _____

This form is to be completed by the Student Teacher and returned to the University of Phoenix Academic Counselor, who will forward the form to the Program Chair.

Rate the following items on a scale of 1 (low; did not meet expectations) to 5 (high; exceeded expectations).

	1 (low)	2	3	4	5 (high)
Raised questions that encourage Student Teacher to explore alternatives in problem solving.					
Established good rapport with Student Teacher.					
Appropriately supported Student Teacher’s professional development.					
Gave appropriate feedback with suggestions to Student Teacher.					
Was available to consult with Student Teacher as needed.					
Identified and communicated Student Teacher’s strengths and weaknesses.					
Other					

I was observed, evaluated, and given feedback by my Site Supervisor at least two times (circle one). **Yes** **No**

Comments:

COOPERATING TEACHER EVALUATION

Student Name: _____

Date: _____

School/District: _____

Cooperating Teacher: _____

This form is to be completed by the Student Teacher and returned to the University of Phoenix Academic Counselor, who will forward the form to the Program Chair.

Rate the following items on a scale of 1 (low; did not meet expectations) to 5 (high; exceeded expectations).

	1 (low)	2	3	4	5 (high)
Raised questions that encourage Student Teacher to explore alternatives in problem solving.					
Established good rapport with Student Teacher.					
Appropriately challenged and supported Student Teacher’s professional development.					
Provided clear and useful suggestions.					
Gave appropriate feedback to Student Teacher.					
Assisted Student Teacher in planning effective goals and objectives.					
Demonstrated different teaching strategies.					
Consulted and collaborated with Student Teacher on a daily basis.					
Could identify Student Teacher’s professional and personal strengths and weaknesses.					
Other					

I was observed, evaluated, and given feedback by my Cooperating Teacher at least two times (circle one). **Yes** **No**

Comments:

TEACHER WORK SAMPLE

Performance Prompt
Teaching Processes
Standards and Indicators
Scoring Rubrics

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PROMPT FOR TEACHER WORK SAMPLE

The Vision

Successful teacher candidates support learning by designing a Teacher Work Sample that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following standards:

- The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.
- The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.
- The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.
- The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.
- The teacher uses on-going analysis of student learning to make instructional decisions.
- The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
- The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Your Assignment

You are required to teach a comprehensive unit. Your instructional goals and objectives should be based on your state or district content standards. You will also need to create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment), and after (post-assessment) your unit instruction. Finally, you need to analyze and reflect on your instructional design, educational context, and learning gains demonstrated by your students.

Standard 1: Contextual Factors

Standard:

The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.

Task:

Discuss relevant factors and how they may affect the teaching/learning process. Include any supports and challenges present that affect instruction and student learning.

Prompt:

In your discussion, include:

▪ **Community, District, and School Factors**

Address geographic location, community and school population, socio-economic profile, and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.

▪ **Classroom Factors**

Address physical features, availability of equipment and 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.

▪ **Student Characteristics**

Address age, gender, race/ethnicity, special needs, achievement/developmental levels, and students’ skills and prior knowledge relevant to your learning goals. You might also include relevant factors such as culture, language, interests, and learning styles/modalities.

Suggested Page Length: 1-2

Standard 2: Learning Goals and Objectives

Standard:

The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.

Task:

Provide and justify the learning goals and objectives for the unit.

Prompt:

List the learning goals and objectives (not the activities) that will guide the planning, delivery, and assessment of your unit. These goals and objectives should define what you expect students to know and be able to do at the end of the unit. Number or code each learning goal and objective so you can reference it later.

Provide justification for your choice of learning goals and objectives. Elements of your justification should include at least type and level of learning, appropriateness, and alignment with local, state, or national standards.

Suggested Page Length: 1-2

Standard 3: Assessment Plan

Standard:

The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.

Task:

Design an assessment plan to monitor student progress toward learning goal(s) and objective(s). Use multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt:

- Include a description of pre- and post-assessments that are aligned with your learning goals and objectives. Clearly explain how you will evaluate or score pre- and post-assessments. State what criteria you will use to determine if the students' performance meets the learning goals and objectives. Include evidence of pre- and post-assessments (copies of the assessments or prompts and student directions for the prompts) and criteria for judging student performance.
- Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the indicators you will use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessments may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students' progress toward learning goals and objectives.
- Construct a table that lists each learning goal and objective, assessments used to judge student performance relative to learning goals and objectives, and adaptations of the assessments for the individual needs of students. The primary purpose of this table is to depict the alignment between learning goals and objectives and assessments. The table also provides opportunities to show where adaptations are going to be implemented to meet the individual needs of students or contextual factors.

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LEARNING GOALS	LEARNING OBJECTIVES	ASSESSMENTS	FORMAT OF ASSESSMENT	ADAPTATIONS
Learning Goal 1	Learning Objective 1	Pre-Assessment Formative Assessment(s) Post-Assessment	Performance-based, paper-and-pencil, personal communication	How will you adapt each assessment for individual needs of students or contextual factors?
Learning Goal 2				
Learning Goal 3, etc.				

- After administering the pre-assessment, analyze student performance *relative to the learning goals and objectives*. Depict the results of the pre-assessment in a graph or chart, indicating students’ progress toward each learning goal and objective. Discuss how this analysis will guide your instruction or modification of the learning goals and objectives.

Suggested Page Length: 2-3 + pre- and post-assessment instruments.

Standard 4: Design for Instruction

Standard:

The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.

Task:

Describe how you will design your unit instruction related to unit goals and objectives, students’ characteristics and needs, and the specific learning context.

Prompt:

Use the block plan format below to provide an overview of your entire learning unit. Include the topic or activity you are planning for each day. Also indicate the goal(s) and objective(s) (coded from your Learning Goals and Learning Objectives sections) that you are addressing in each activity. Make sure that every goal and objective is addressed by at least one activity and that every activity relates to at least one goal and objective.

Monday	Tuesday	Wednesday	Thursday	Friday

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- Choose three or four unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include
 - a. how its content relates to your instructional goal(s) and objective(s),
 - b. how the activity stems from your pre-assessment information and instructional context,
 - c. what materials/technology you will need to implement the activity, and
 - d. how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

Suggested Page Length: 3 + block plan

Standard 5: Instructional Decision-making

Standard:

The teacher uses on-going analysis of student learning to make instructional decisions.

Task:

Provide two examples of instructional decision-making based on students’ learning or responses.

Prompt:

- Think of a time during your unit when a student’s learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - a. Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source.
 - b. How did your analysis and interpretation of this student’s learning or response inform your decision regarding what you did next? Describe what you did, and explain why you thought this would improve student progress toward the learning goal and objective. Discuss what happened and explain why.
- Now, think of one more time during your unit when another student’s learning or response caused you to modify a different portion of your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - a. Describe the student’s learning or response that caused you to rethink your plans. The student’s learning or response may come from a planned formative assessment or another source.
 - b. How did your analysis and interpretation of this student’s learning or response inform your decision regarding what you did next? Describe what you did, and explain why you thought this would improve student progress toward the learning goal and objective. Discuss what happened and explain why.

Suggested Page Length: 3-4

Standard 6: Analysis of Learning Results

Standard:

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

Task:

Analyze your data to report the performance of the whole class, subgroups, and two individual students. Use visual representations and narrative to profile student performance.

Prompt:

▪ **Whole class**

Use aggregated data to draw conclusions about the extent to which the whole class attained all learning goals and objectives. Provide a graphic representation to compare pre- and post-assessment results for each goal and objective. Explain what the graph illustrates and why you think students performed this way.

▪ **Subgroups**

Select a group characteristic to analyze (e.g., gender, performance level, socio-economic status, language proficiency, or other attributes of diversity). Form a subgroup based on that distinguishing characteristic (e.g., male, low performance, free or reduced lunch, ESL). Explain why it is important to understand the learning of this particular subgroup in relation to *two significant learning goals and objectives*, one of which must represent higher level thinking. Use disaggregated data to draw conclusions about the extent to which the subgroup attained the two learning goals and objectives. Provide a graphic representation to compare pre- and post-assessment results for the two goals and objectives. Explain what the graph illustrates and why you think students in the subgroup performed this way.

▪ **Individuals**

Select two students who represent different levels of performance. Explain why it is important to understand the learning of these particular students in relation to *two significant learning goals and objectives*, one of which must represent higher level learning. Draw conclusions about the extent to which these students attained the two learning goals and objectives and provide examples of student work to support your response.

Suggested Page Length: 4 + charts and student work

Standard 7: Reflection and Self-evaluation

Standard:

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

Task:

Reflect on your performance as a teacher in guiding the instructional process of this unit and link your performance to student learning results. Evaluate your performance relative to the seven standards of the work sample to identify future actions for improved practice and professional growth.

Prompt:

- Write a narrative reflecting on instruction and student learning in which you
 - a. describe the instructional strategies or activities that contributed most to student learning and which were most effective,
 - b. explain the greatest barriers to achieving learning results, specifically considering which of these were under your control as a teacher, and
 - c. discuss what you would do differently to improve student learning.
- Write a narrative evaluating your effectiveness as an instructor in which you:
 - a. assess the extent to which you met the work sample standards, focusing specifically on your key areas of strength and weakness. Analyze how your performance on these standards impacted the learning of your students.
 - b. reflect on your own abilities and identify what professional knowledge, skills, or dispositions (e.g., attitudes, values, and beliefs) would improve your performance in teaching this unit. Identify specific professional endeavors that would improve your performance.
 - c. select and discuss your most significant learning insight from teaching this unit.

Suggested Page Length: 2

The Format

Your Teacher Work Sample must include all of the elements listed above and must be word-processed and double-spaced in 12-point font. The sample should be approximately 20 pages of narrative not counting required charts, graphs, and attachments. Provide a Table of Contents that lists the sections of your paper and the page numbers and a Cover Page that includes (a) your name, (b) date submitted, (c) grade level and subject, and (d) your course number and title.

In order to ensure the anonymity of students in your class, do not include any student names or identification in any part of this performance assessment.

Your Teacher Work Sample will be evaluated using the attached scoring rubric.

TEACHING PROCESSES ASSESSED BY THE RENAISSANCE TEACHER WORK SAMPLE

Teaching Processes, Standards, and Indicators
<p>Contextual Factors</p> <p><i>The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.</i></p> <ul style="list-style-type: none">▪ Knowledge of community, district, school, and classroom factors▪ Knowledge of characteristics of students▪ Knowledge of students’ varied approaches to learning▪ Knowledge of students’ skills and prior learning▪ Implications for instructional planning and assessment
<p>Learning Goals and Objectives</p> <p><i>The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.</i></p> <ul style="list-style-type: none">▪ Significance, challenge, and variety▪ Clarity▪ Appropriateness for students▪ Alignment with national, state, or local standards
<p>Assessment Plan</p> <p><i>The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.</i></p> <ul style="list-style-type: none">▪ Alignment with learning goals and objectives and instruction▪ Clarity of criteria and standards for performance▪ Multiple modes and approaches▪ Technical soundness▪ Adaptations based on the individual needs of students
<p>Design for Instruction</p> <p><i>The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.</i></p> <ul style="list-style-type: none">▪ Alignment with learning goals and objectives▪ Accurate representation of content▪ Lesson and unit structure▪ Use of a variety of instruction, activities, assignments, and resources

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- Use of contextual information and data to select appropriate and relevant activities, assignments, and resources
- Use of technology

Instructional Decision-Making

The teacher uses on-going analysis of student learning to make instructional decisions.

- Sound professional practice
- Adjustments based on analysis of student learning
- Congruence between modifications and learning goals and objectives

Analysis of Student Learning

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

- Clarity and accuracy of presentation
- Alignment with learning goals and objectives
- Presentation of aggregated and disaggregated data
- Accuracy of analysis of data
- Evidence of impact on student learning

Reflection and Self-Evaluation

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

- Interpretation of student learning
- Insights on effective instruction and assessment
- Alignment among goals and objectives, instruction, and assessment
- Implications for future teaching
- Implications for professional development

TEACHING PROCESS: CONTEXTUAL FACTORS

The teacher uses information about the learning/teaching context and student individual differences to set learning goals and objectives, plan instruction, and assess learning.

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Knowledge of Community, School, and Classroom Factors	Teacher displays minimal or irrelevant knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that are relevant to the learning goals and objectives.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that are relevant to the learning goals and objectives.	
Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities)	Teacher displays some knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that are relevant to the learning goals and objectives.	Teacher displays a comprehensive knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that are relevant to the learning goals and objectives.	
Knowledge of Students’ Varied Approaches to Learning	Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities)	Teacher displays a general knowledge about the different ways students learn (e.g., learning styles, learning modalities) that are relevant to the learning goals and objectives.	Teacher displays comprehensive knowledge of the different ways students learn (e.g., learning styles, learning modalities) that are relevant to the learning goals and objectives.	
Knowledge of Students’ Skills and Prior Learning	Teacher displays little or irrelevant knowledge of students’ skills and prior knowledge.	Teacher displays some knowledge of students’ skills and prior learning that are relevant to the learning goals and objectives.	Teacher displays comprehensive knowledge of students’ skills and prior learning that are relevant to the learning goals and objectives.	
Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides some implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides appropriate implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

COMMENTS:

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TEACHING PROCESS: LEARNING GOALS AND OBJECTIVES

The teacher sets significant, challenging, varied, and appropriate learning goals and objectives.

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Significance, Challenge, and Variety	Goals and objectives reflect only one type or level of learning.	Goals and objectives reflect several types or levels of learning.	Goals and objectives reflect several types or levels of learning and reflect high expectations for student understanding and application of knowledge.	
Clarity	Goals and objectives are not stated clearly and are activities rather than learning outcomes.	Some of the goals and objectives are clearly stated as learning outcomes.	Most of the goals and objectives are clearly stated as learning outcomes.	
Appropriateness for Students	Goals and objectives are not developmentally appropriate and do not reflect the needs of students.	Some goals and objectives are developmentally appropriate; many goals and objectives do not meet the needs of students.	Goals and objectives are developmentally appropriate and meet the needs of most students.	
Alignment with National, State, or Local Standards	Goals and objectives are not aligned with national, state, or local standards.	Some goals and objectives are aligned with national, state, or local standards.	Most of the goals and objectives are explicitly aligned with national, state, or local standards.	
COMMENTS:				

TEACHING PROCESS: ASSESSMENT PLAN

The teacher uses multiple assessment modes and approaches aligned with learning goals and objectives to assess student learning before, during, and after instruction.

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals and Objectives and Instruction	Content and methods of assessment lack congruence with learning goals and objectives or lack cognitive complexity.	Some of the learning goals and objectives are assessed through the assessment plan, but many are not congruent with learning goals and objectives in content and cognitive complexity.	Most of the learning goals and objectives are assessed through the assessment plan; assessments are congruent with the learning goals and objectives in content and cognitive complexity.	
Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria or standards for measuring student performance relative to the learning goals and objectives.	Assessment criteria and standards have been developed, but they are not clear or are not explicitly linked to the learning goals and objectives.	Assessment criteria and standards are clear and are explicitly linked to the learning goals and objectives.	
Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills, and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	
Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have “face validity” for measuring the learning goals and objectives; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	Information regarding the validity of the assessments for measuring the learning goals and objectives is provided; scoring procedures are clearly explained and reliable; items and prompts are clearly written; directions and procedures are clear to students.	

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Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	
COMMENTS:				

TEACHING PROCESS: DESIGN FOR INSTRUCTION

The teacher designs instruction for specific learning goals and objectives, student characteristics and needs, and learning contexts.

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Alignment with Learning Goals and Objectives	Few lessons are explicitly linked to learning goals and objectives. Few learning activities, assignments, and resources are aligned with learning goals and objectives. Not all learning goals and objectives are covered in the design.	Most lessons are explicitly linked to learning goals and objectives. Most learning activities, assignments, and resources are aligned with learning goals and objectives. Most learning goals and objectives are covered in the design.	All lessons are explicitly linked to learning goals and objectives. All learning activities, assignments, and resources are aligned with learning goals and objectives. All learning goals and objectives are covered in the design.	
Accurate Representation of Content	Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher’s use of content appears to be mainly accurate. Shows awareness of the big ideas or structure of the discipline.	Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. Where appropriate, teacher makes connections from the content to other parts of the content or to other content areas.	
Lesson and Unit Structure	The unit and lesson have little recognizable structure.	The unit and lesson have structure. Most lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving the student towards achieving the learning goals and objectives.	The unit and lesson have a clearly defined structure. All lessons, activities, and assignments are coherent parts of this structure and appear to be useful in moving the student towards achieving the learning goals and objectives.	
Use of a Variety of Instruction, Activities, Assignments, and Resources	There is little focus on variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource.	Some variety in instruction, activities, assignments, or resources.	Design includes variety across instruction, activities, assignments, and resources used.	

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<p>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments, and Resources</p>	<p>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</p>	<p>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</p>	<p>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.</p>	
<p>Use of Technology</p>	<p>Teacher does not use technology in instructional delivery and does not provide opportunities for students to use technology OR technology is inappropriately used.</p>	<p>Teacher uses technology appropriately in instructional delivery but does not integrate technology into student learning activities. Technology does not make a significant contribution to teaching and learning.</p>	<p>Teacher integrates appropriate technology for teaching and learning.</p>	
<p>COMMENTS:</p>				

TEACHING PROCESS: INSTRUCTIONAL DECISION-MAKING

The teacher uses on-going analysis of student learning to make instructional decisions.

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e. they are likely to lead to student learning).	
Adjustments Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no adjustments.	Some adjustments of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, and obvious opportunities are missed.	Appropriate adjustments of the instructional plan are made to address individual student needs. These adjustments are informed by the analysis of student learning/performance.	
Congruence Between Modifications and Learning Goals	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	
COMMENTS:				

TEACHING PROCESS: ANALYSIS OF LEARNING RESULTS

The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Clarity and Accuracy of Presentation	Presentation is not clear and accurate (does not accurately reflect the data).	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
Alignment with Learning Goals and Objectives	Analysis of student learning lacks congruence with learning goals and objectives.	Analysis of student learning is partially aligned with learning goals and objectives and fails to provide a comprehensive profile of student learning relative to the goals and objectives.	Analysis is aligned with learning goals and objectives and provides a comprehensive profile of student learning relative to the goals and objectives.	
Presentation of Aggregated and Disaggregated Data	Presentation fails to include aggregated (whole group) and disaggregated (subgroup and individual student) data.	Presentation includes either aggregated (whole group) or disaggregated (subgroup and individual student) data.	Presentation includes both aggregated (whole group) and disaggregated (subgroup and individual student) data.	
Accuracy of Analysis of Data	Analysis is technically inaccurate and conclusions are missing or unsupported by data.	Analysis is technically accurate but conclusions are missing or not fully supported by data.	Analysis is technically accurate and conclusions are appropriate for the data.	
Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning.	Analysis of student learning includes evidence of the impact on student learning for the entire class but fails to include subgroup and individual student learning.	Analysis of student learning includes evidence of the impact on student learning for the entire class, subgroups, and at least two individual students.	
COMMENTS:				

TEACHING PROCESS: REFLECTION AND SELF-EVALUATION

The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

	1 Indicator Not Met	2 Indicator Partially Met	3 Indicator Met	Score
Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals and objectives.	
Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
Alignment Among Goals and Objectives, Instruction, and Assessment	Discussion shows no alignment among goals and objectives, instruction, and assessment results.	Discussion displays some sense of alignment, but misunderstandings or conceptual gaps are present.	Logically connects learning goals and objectives, instruction, and assessment results in the discussion of student learning and effective instruction.	
Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning instruction.	Provides ideas for redesigning instruction but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning instruction and explains why these modifications would improve student learning.	
Implications for Professional Development	Provides no professional learning goals or inappropriate learning goals.	Presents professional learning goals which are either vague or not strongly related to the insights and experiences described in this section.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes plans for meeting these goals.	

University of Phoenix Material

Timeline for Teacher Work Sample (Version 3)

Seminar I: The Professional Educator (MAT 516/518)	Introduction of Teacher Work Sample
Seminar II (MAT 591/592)	Complete during Seminar II: Contextual Factors (Standard 1) Learning Goals and Objectives (Standard 2) Assessment Plan (Standard 3) Design for Instruction (Standard 4) Instructional Decision-Making (Standard 5)
Seminar III (MAT 593/594)	Complete during Seminar III: Analysis of Learning Results (Standard 6) Reflection and Self-Evaluation (Standard 7) The final Teacher Work Sample is due in Seminar III. This includes posting the Teacher Work Sample to your electronic portfolio.

Note: If you have already completed student teaching, you may have already completed the Teacher Work Sample. If so, submit the completed components of the Teacher Work Sample in the appropriate seminars.