



**UNIVERSITY OF PUERTO RICO AT CAYEY**  
**DEPARTMENT OF PEDAGOGY**  
**TEACHER PREPARATION PROGRAM (EPP)**

## Teacher Work Sample



### **Clinical Experience**

Elementary and Secondary **Master Document** with the two levels rubric

*Originally Adapted from the Renaissance Partnership for Improving Teacher Quality 2002*

**Fall 2016 Adjusted Version**

## **Teacher Work Sample Clinical Experience**

### **What is the TWS?**

The TWS is a product that demonstrates your ability: to plan, teach, and evaluate the learning of a subject matter educational sequence; to document student performance; and reflect upon the effects of your teaching on student learning. It is a project that will support and evidence the desired profile of the EPP or teaching preparation program. This instrument is structured, with modifications, following the alignment established on the Teacher Work Sample (TWS) designed by "The Renaissance Partnership for Improving Teacher Quality" in 2002 (<http://uni.edu/itq>). The Renaissance Partnership for Improving Teacher Quality was a Title II federally funded project.

According to Darling-Hammond (2005) in Chesler (2007) it is a conceptual framework that supports the Teacher Candidate in organizing knowledge. Chesler (2007) states that it is designed for the teacher to reflect on learning results, activities and techniques to achieve results, resources and time, assessment techniques, ability to support students and the extent of success of the teacher interventions.

The TWS includes the seven processes of teaching identified by the literature as fundamental for improving the learning of the students. Each process is accompanied by one standard, indicators of performance, and the rubrics (4-Exceeds Expectations, 3 Meets Expectations, 2 Developing, and 1 Emergent to be used to evaluate the product. The seven processes are: Contextual Factors and Adaptations to the Learning Environment; Learning Objectives; Plan for the Assessment of the Learning; Design and Implementation of Teaching; Decision Making and the Process of Teaching; Analysis of the Results of Learning; and Reflection on Teaching and Learning.

The TWS includes a teaching unit that can span a period of one to three class weeks. Objectives and specific activities carried out during that period to aid student learning, as well as their impact on student learning is evidenced in it. The TWS is a tool to help you integrate in a coherent and significant manner, planning, teaching implementation, and learning assessment, in order to promote significant student learning. Furthermore, it is required of you to take into consideration the context in which the teaching/learning process takes place, so that you adapt teaching strategies and assessment methods to it.

The TWS is a work-sample, in which you include in an organized manner, the daily classroom activities you carry out as a student teacher, as well as their results. It is not an additional requisite you have to prepare for the clinical experience. Keep in mind that the work you produce is evidence of your ethic and professional competencies, of your disposition, and the knowledge you have constructed during your formation as Teacher Candidate. Content is selected from an interdisciplinary perspective which requires the integration of disciplines.

Each SPA will align its TWS according to the standards of the discipline using the elements required. In the elementary case, Supervisors will select the standard of the specific discipline according to each rubric section. The secondary programs might need addendums for specific content according to the particularities of the professional organization.

### **Purpose**

The purpose of the TWS is to document the effect the candidate has on student learning. It is the mechanism by which the candidate documents his/her capability and ability to integrate and reflect coherently and significantly on: the context of the school where s/he works and about the students, the curriculum, the instruction and the assessment through the planning and implementation of a unit for teaching.

### **How and when to produce your TWS**

You must begin to put together your TWS as soon as you begin your Clinical Experience so that before the end of your internship you are able to turn it in. To facilitate the completion of the instrument, candidates are introduced briefly to the TWS at their first orientation meeting the semester before the student teaching. During student teaching, they participate in: professional development activities to help them effectively complete each section and in individual orientations with professors.

It is recommended you follow carefully the instructions included in this document and your Supervisors guidelines in order to facilitate your task. Included are the following recommendations:

1. Discuss any doubts you have about any component with your cooperating teacher and supervisor during the first weeks of class.
2. Gather the information regarding the context of the teaching/learning process, and student characteristics, and identify the implications of these

- factors when establishing educational objectives, when implementing teaching and learning assessment.
3. Together with your cooperating teacher, select ahead of time the unit to be taught and construct a graphic organizer with the concepts and sub-concepts to be emphasized. This will give you a broader vision of what you will be teaching about so your classroom planning can be more efficient.
  4. Plan with your cooperating teacher a calendar for the development of the unit, including the administration dates for the pre- and post-test.
    - a) Discuss with your Cooperating Teacher and the supervisor the requirements of the task.
    - b) Fill and sign the consent form.
    - c) Complete the contextual factor section.
    - d) Decide the Unit.
    - e) Establish the standards of the discipline and the learning objectives.
    - f) Create the assessment plan in section 3
    - g) Make the Specification table and produce the pre-post test., tabulate the test and analyze.
    - h) Create a table for the Instructional design
    - i) Select two students work as sample.
    - j) Teach
    - k) Keep evidence of student's formative and summative assessments.
    - l) Take notes about decisions and changes. Complete section 4.
    - m) Complete the decision section (5).
    - n) Administer the post-test.
    - o) Analyze assessment results (section 6).
    - p) Write the reflection (section 7).
    - q) Prepare the reference list.
    - r) Organize attachments.
    - s) Hand in the Project.
    - t) Reflect and rethinking
  5. Keep a diary of class observations and daily experiences. This will help you get to know your students better and identify their strengths and weaknesses.

The candidate, along with the cooperating teacher and the supervisor, establishes a calendar of work in order to complete the instrument. Each supervisor is responsible for correcting the TWS of each student using the corresponding rubrics for each section and meeting with the clinical experience Committee to share findings and make decisions for the program.

## General instructions and format for the TWS

1. The document must include a cover page (according to the example included in the appendix), a content table with section page numbers, and a list of appendixes.
2. The document must be double spaced, font size 12, with 1 inch margins and numbered pages.
3. Student names will not be included in the document or in students' work samples. Pseudonyms or numbers can be used instead.
4. The TWS must be submitted in narrative form with the following section headings in **bold** letters:
  - i. Contextual Factors and Adaptations of Learning Environment
  - ii. Learning Goals and Learning Objectives
  - iii. Learning Evaluation Plan
  - iv. Teaching Design and Implementation
  - v. Decision Making in the Teaching Process
  - vi. Analysis of Learning Results
  - vii. Reflection
  - viii. References
  - ix. Appendixes
5. The original document will be handed to the professor in a CD, whom will keep it for evaluation, and as evidence. Remember to keep a copy for your professional files. The professor will select from the group of candidates samples for the exhibit room.
6. Tables, graphics, evaluation instruments, and documents that evidence student learning must be included as appendixes.

This table shows the relationship among different sections.

[illegible]

## Alignment with Intasc

| <b>Table i TWS Alignment with Intasc per section</b> |  |   |
|--|--|---|
| <b>Sections</b>                                      | <b>UPR Cayey proficiency</b>   | <b>INTASC Standards</b>   |
| <b>Rubric 1<br/>Contextual<br/>Factors</b>           | The candidate <u>knows, understands, respects and responds to diversity</u> and creates learning environments that promote active learning of the students, social interaction and self-motivation.  | <u>INTASC Standard #2: Learning Differences.</u> The teacher <u>uses understanding of individual differences and diverse cultures and communities</u> to ensure inclusive learning environments that enable each learner to meet high standards.<br><b>Standard 1 Learner Development</b><br>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences |
| <b>Rubric 2<br/>Learning<br/>Goals</b>               | 1) THE CANDIDATE DEMONSTRATES IN DEPTH KNOWLEDGE OF THE BASIC CONCEPTS, PROCESSES AND SKILLS OF THE SUBJECT AREA THAT S/HE ASPIRES TO TEACH CONTENT.   | INTASC STANDARD #4: THE TEACHER UNDERSTANDS THE CENTRAL CONCEPTS, TOOLS OF INQUIRY, AND STRUCTURES OF THE DISCIPLINE(S) HE OR SHE TEACHES AND CREATES LEARNING EXPERIENCES THAT MAKE THE DISCIPLINE ACCESSIBLE AND MEANINGFUL FOR LEARNERS TO ASSURE MASTERY OF THE CONTENT   |
| <b>Rubric 3<br/>Assessment<br/>Plan</b>              | 8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE.                                     | INTASC Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.  |
| <b>Rubric 4<br/>Instructional<br/>Design</b>         | (7) SKILLS: THE CANDIDATE KNOWS AND CHOOSES THE ESSENTIAL ELEMENTS OF THE INSTRUCTIONAL DESIGN AND IMPLEMENTS A VARIETY DE TEACHING STRATEGIES AND TECHNOLOGY THAT SATISFY THE NEEDS OF THE STUDENTS AND PROMOTE LEARNING AND UNDERSTANDING. | INTASC Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.<br><b>Standard INTASC #8: Instructional Strategies.</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.               |
| <b>Rubric 5</b>                                      | (10) DISPOSITIONS: THE CANDIDATE DEVELOPS <u>PRIDE IN HIS/HER</u>  | INTASC Standard #9: <u>Professional Learning and Ethical Practice.</u> The  |

|  |   |   |
|--|---|---|
| <b>Decision Making in the Teaching Process</b> | <b><u>PROFESION AND KEEPS UP-TO-DATE WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY</u></b>   | teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.  |
| <b>Rubric 6 Student Learning Analysis</b>      | <b>DISPOSITIONS: THE CANDIDATE DEVELOPS <u>PRIDE IN HIS/HER PROFESION AND KEEPS UP-TO-DATE WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY</u></b> | <b>Standard #9: Professional Learning and Ethical Practice.</b> The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner. <b>INTASC Standard #10: Leadership and Collaboration.</b> The teacher <u>seeks appropriate leadership roles</u> and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to <u>advance the profession.</u> |
| <b>Rubric 7 Reflection and Self-evaluation</b> | <b>DISPOSITIONS: THE CANDIDATE DEVELOPS <u>PRIDE IN HIS/HER PROFESION AND KEEPS UP-TO-DATE WITH THE CHANGES IN HIS/HER SUBJECT AREA AND IN PEDAGOGY</u></b> | <b>INTASC Standard #9: Professional Learning and Ethical Practice.</b> The teacher engages in <u>ongoing professional learning</u> and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.   |



**Section 1: Contextual factors and adaptations to the learning environment.** This section will contribute to your answers of the Diversity Tracking System at the end of the Clinical experience

**Standard:** The teacher uses teaching/learning context and individual difference information to establish learning objectives and assessment and classroom planning.

**Task:** Discusses relevant information regarding the context of the teaching/learning process, and how these factors can affect it.

**Include:**

1. Community, district and school characteristic - describe geographical location, socioeconomic profile, school needs and problems, culture, urban and rural components of the surrounding population and school community, as well as other factors that can affect the educational process. This reflection will support your answers for the Diversity Tracking System.
2. General group and classroom factors - describe grade and level, age of students, number of students, class program, resources, physical facilities, equipment, parent collaboration, classroom rules, routine, and grouping patterns. Research and include the results of the current Puerto Rican tests for students (META as of 2016).
3. Student characteristics - explain student characteristics that you should consider when designing and implementing classes, and when assessing learning. Include such factors as: age, gender, ethnicity, special needs, developmental level, culture, language, interests and learning styles.
4. Make sure you explain in your narrative how skills, student prior knowledge and learning styles have implications on the development of your teaching process, goals, and assessment.  
Other school environment characteristics, if any, that have required you to adapt your classes in any way to the diversity of your students.
5. Implications in the teaching process – Explain the implications of the contextual factors on classroom planning, teaching implementation and assessment. Include some specific implications or modifications that you will have to make for at least two student characteristics and two educational context factors.

## Section 2: Learning Standards and Objectives

**Standard:** The teacher establishes significant, challenging, varied, and appropriate learning objectives.

**Task:** Provide and justify the unit's learning standards and objectives.

**Include:**

1. List of objectives that will guide classroom planning, teaching implementation and assessment of your unit - the objectives should be significant, challenging, varied, and appropriately written.
2. Enumerate each standard and objective so that you can make reference to them in the document.
3. Evidence how learning goals and objectives are aligned with subject matter and grade level standards.
4. Indicate the types and levels of your objectives.
5. Justify why the objectives are relevant in terms of development level, prior knowledge, skills, individual needs of students and the context.

The following table is an example

| Grade Expectations | Objectives | Types and level of objective | Justification |
|--------------------|------------|------------------------------|---------------|
| 1.                 |            |                              |               |
| 2.                 |            |                              |               |
| 3.                 |            |                              |               |

### Section 3: Learning Assessment Plan

**Standard:** The teacher uses diverse learning-assessment approaches and methods, before, during, and after the teaching process, which are aligned with learning objectives and the teaching methodology.

**Task:** Designs an assessment plan to follow up student progress towards the achievement of learning objectives. Considers the use of diverse teaching and assessment methods and approaches that are aligned with the objectives in order to evaluate student learning before, during, and after the teaching process (diagnostic, formative and summative assessment).

**Include:**

1. A chart with the assessment plan indicating the method that you will use to gather information regarding student prior knowledge (pre-evaluation); the method that you will use to determine knowledge acquisition posterior to the teaching process (post-evaluation); and at least two formative assessment methods (formal or informal) with which you will follow up student learning during the development of the unit. These assessment methods should measure the progress of your students towards the achievement of learning objectives. Utilize the assessment plan model chart shown ahead (you can create your own chart in a horizontal way, enlarging the columns and adding lines if it is necessary).
2. A narrative description in which you explain why you selected the evaluation methods for each objective.
3. The minimum level of performance you expect your students to reach so you can formulate a judgment upon the achievement of the objectives

**Evaluation Plan Model Chart of the Unit**

| Learning Objectives<br>The ones you presented in the preceding chart | Type of Assessment   | Assessment Evaluation Method, approach or technique | Justification | Minimum level of Performance | Adaptations(differentiated learning included) |
|--|--|---|---------------|------------------------------|---|
| I. Pre-test evaluation (diagnostic assessment of the unit )          |  |   |               |                              |   |
|  | Formative assessments at the introduction, development, closing and reflection of the lessons. |   |               |                              |   |
|  | Formal or informal assessments   |   |               |                              |   |
| II. Post-test and any other (summative assessment of the unit )      |  |   |               |                              |   |

\*Provide as an appendix a copy of the assessment instruments and their rating criteria (example: key, rubrics, check lists, labs, research projects. etc.).

## Section 4: Design and teaching implementation

**Standard:** The teacher designs instruction for specific learning objectives, student needs and characteristics in the educational context.

**Task:** Describe how you will design the teaching of the unit according to each instructional objective, student characteristics, individual student needs, and the contextual factors of the learning environment.

**Include:**

1. An analysis of the findings of student prior knowledge (pre-evaluation) in relation to the unit at an individual and group level. Explain how these findings influence the design of your class activities.
2. A graphic organizer in which the unit's general vision is illustrated (themes, concepts, sub-concepts). This will help you visualize the unit in an organized way and serve you as a classroom planning guide.
3. Integration of other disciplines including the arts and movement as agreed in the Program's conceptual framework and health in elementary.
4. A day distribution chart for each topic of the unit, objectives and the most significant activities for each topic, and the assessment method that you will use. Utilize the following chart model (in a horizontal or vertical way), and add more space if necessary.

**Instructional Design Chart Model**

| Time  | Learning Objectives | Activities<br>Include a variety<br>of teaching<br>strategies/techniques | Assessment | Technology | Adaptations |
|-------|---------------------|---|------------|------------|-------------|
| Day 1 |                     |   |            |            |             |
| Day 2 |                     |   |            |            |             |
| Day 3 |                     |   |            |            |             |
| Etc.  |                     |   |            |            |             |

5. Discuss in one or two paragraphs how are you going to use technology in the instructional design

6. Select the three activities of your design that you consider most significant and explain:
  - a. How these are related to the objectives and why you selected them.
  - b. How they are related to the evaluation results of student prior knowledge.
  - c. How you will evaluate student learning during and after the activity.
  - d. What materials, technology and resources you will need to develop the activity.

## **Section 5: Decision Making in the Teaching Process**

**Standard:** The teacher continually analyzes student learning to make decisions regarding teaching.

**Task:** Provide two examples of decisions made regarding the teaching process based on student learning results.

**Include a narrative:**

1. Examples of moments or situations in the teaching/ learning process when you had to make some modification(s) to your original design as a result of student learning. Explain why you had to make the changes and how these helped to better achieve the learning objectives. Provide specific examples. Reflect about this aspect and their implications on your practices and into your initial professional life.

## Section 6: Student Learning Analysis

**Standard:** The teacher uses data and evaluation results to develop student learning profiles, and to communicate progress and objective-achievement information.

**Task:** Analyze all student-learning assessment results obtained in order to determine their progress toward the achievement of the learning objectives established. Use charts, diagrams, graphics, or other visual representations to convey group and individual student performance. Include the conclusions of the analysis of your results in Section 7: Reflection upon the teaching/learning process.

**Include:**

1. The Learning Gain percentage (LG%) for each student using the following formula:

|   |  |
|---|--|
| <b>Analysis of Student Learning Gain<br/>through Pre and Post tests</b> |  |
| <b>LG =</b>   | $\frac{\text{Post-test Percent} - \text{Pre-test Percent}}{100\% - \text{Pre-test Percent}}$ |
|   | $\text{Gain average} = \frac{\Sigma GA}{N \text{ (N= total students)}}$                      |

2. A data chart of each student's gain and learning.

Example:

| Student               | % Pre-test | % Post-test | Learning Gain % (LG)        |
|-----------------------|------------|-------------|-----------------------------|
| XXXX                  | 63         | 75          | 75-63/100-63=<br>12/37= 32% |
| Group Average<br>LG % |            |             | ΣLG/N                       |

3. Analysis of the impact of your teaching on student learning based on the results. Use the following chart model to record student learning results.

**Learning Achievement Chart**

| Objectives     | Percentage of students who achieved mastery |
|----------------|---|
| Objective 1    |   |
| Objective 2... |   |

4. Analysis of results of student-learning obtained by means of **other assessment methods** used.
5. Conclusions about the achievement of learning objectives  
(Which objectives were more and less achieved?)
6. A data chart of the two students as a case study each student's gain and learning and examples of their work in the appendixes.

Example:

| Case study | % Pre-test | % Post-test | Learning Gain % (LG)             |
|------------|------------|-------------|----------------------------------|
| Student 1  | 63         | 75          | $75-63/100-63=$<br>$12/37= 32\%$ |
| Student 2  |            |             |                                  |

## Section 7: Reflection upon the teaching/learning process

**Standard:** The teacher reflects upon his teaching and student learning in order to improve his/her educational practice.

**Task:** Reflect upon the impact of your teaching on student learning. Evaluate your development as a teacher and identify what you can do to improve your educational practices and to broaden your professional development.

**Include:**

1. The learning objective your students were most successful at.
  - a. Provide two or more possible reasons for this success.
2. The learning objective your students were less successful at.
  - a. Provide two or more possible reasons for this lack of success.
3. Discuss what you would make better or modify in the future in order to improve student performance.
4. Describe at least 2 areas in which you can improve as a teacher based on the experience of completing your STSP, and identify 2 specific actions you would take in order to improve your professional performance in the areas identified.

Use the following chart as a model for developing a possible Professional Development Plan.

Professional Development Plan

| <i>Professional Objective</i> | <i>Action</i> | <i>Date</i> |
|-------------------------------|---------------|-------------|
|                               |               |             |
|                               |               |             |



## ***COVER PAGE MODEL***

**UNIVERSITY OF PUERTO RICO IN Cayey**

### **TEACHER WORK SAMPLE**

**STUDENT-TEACHER NAME** \_\_\_\_\_

**STUDENT ID NUMBER** \_\_\_\_\_

**ACADEMIC YEAR** \_\_\_\_\_

**SEMESTER** \_\_\_\_\_

**CLINICAL EXPERIENCE CENTER**

\_\_\_\_\_

**GRADE** \_\_\_\_\_

**SUBJECT MATTER** \_\_\_\_\_

**SUPERVISOR** \_\_\_\_\_

**COOPERATING TEACHER** \_\_\_\_\_

**STUDENT TEACHER'S SIGNATURE** \_\_\_\_\_

**COOPERATING TEACHER'S SIGNATURE** \_\_\_\_\_

**SUPERVISOR'S SIGNATURE-** \_\_\_\_\_

**Elementary 1. Contextual Factors Rubric TWS** Standard: The teacher uses information about the learning /teaching context and student individual differences to set learning goals, plan instruction and assess learning.

| Rating Indicator  | 1<br>Indicator Not Met  | 2<br>Indicator Partially Met   | 3<br>Indicator Met   | Score |
|---|---|--|--|-------|
| Knowledge of Community, School and Classroom Factors<br>ACEI- 5.2.  | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.   | Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.   | Teacher displays in the written school's description a comprehensive understanding of the characteristics of the community, school, and classroom that will contribute in the development of positive collaborative relationships with families.   |       |
| Knowledge of Characteristics of Students<br>ACEI- 1                 | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interest, culture, abilities/disabilities) that shows minimal understanding of how elementary students differ in their development and approaches to learning.   | Teacher displays general knowledge of student differences (e.g., development, interest, culture, abilities/disabilities). that show a general understanding of how elementary students differ in their development and approaches to learning.                                   | Teacher displays in the written school's description general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that show an understanding of how elementary students differ in their development and approaches to learning.       |       |
| Knowledge of Students' Varied Approaches to Learning<br>ACEI-3.2    | Teacher displays in the written school's description a minimal stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities) that may affect planning and implementing adapted to diverse students.   | Teacher displays in the written school's description a general knowledge about the different ways students learn (e.g., learning styles, learning modalities) that may affect planning and implementing adapted to diverse students.   | Teacher displays in the written school's description a general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect planning and implementing adapted to diverse students.   |       |
| Knowledge of Students' Skills and Prior Learning<br>ACEI- 3.2       | Teacher displays in the written school's description a little or irrelevant knowledge of students' skills and prior learning that may affect planning and implementing adapted to diverse students.   | Teacher displays in the written school's description a general knowledge of students' skills and prior learning that may affect planning and implementing adapted to diverse students.   | Teacher displays in the written school's description general & specific understanding of students' skills and prior learning that may affect planning and implementing adapted to diverse students.  |       |
| Implications for Instructional Planning and Assessment<br>ACEI- , 4 | Teacher does not provide in the written school's description implications for instruction and assessment that could promote continuous intellectual, emotional and physical growth based on student individual differences and community, school, and classroom characteristics or provides inappropriate implications. | Teacher provides in the written school's description general implications for instruction and assessment that could promote continuous intellectual, emotional and physical growth based on student individual differences and community, school, and classroom characteristics. | Teacher provides in the written school's description specific implications for instruction and assessment that could promote continuous intellectual, emotional and physical growth of elementary students based on individual differences and community, school, and classroom characteristics. |       |

**Elementary 2. Learning Goals Rubric** TWS Standard: The teacher sets significant, challenging, varied and appropriate learning goals.

| Rating Indicator   | 1<br>Indicator Not Met   | 2<br>Indicator Partially Met  | 3<br>Indicator Met  | Score |
|--|--|---|---|-------|
| Significance, Challenge and Variety<br>ACEI 3.1,   | Goals reflect only one type or level of learning. And does not demonstrate that the candidate plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.   | Goals reflect several types or levels of learning but lack significance or challenge partially demonstrating that the candidate plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.  | Goals reflect several types or levels of learning and are significant and challenging demonstrating that the candidate plans and implements instruction based on knowledge of students, learning theory, subject matter, curricular goals, and community.   |       |
| Clarity<br>ACEI- 3.1   | Goals are not stated clearly and are activities rather than learning outcomes.   | Some of the goals are clearly stated as learning outcomes.  | Most of the goals are clearly stated as learning outcomes.  |       |
| Appropriateness for Students<br>ACEI 3.1   | Goals are not appropriate for the development and not in accordance with knowledge of students and community.  | Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs according to knowledge of students and community..  | Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs according to knowledge of students and community.   |       |
| Alignment with National, State or Local Standards according to the discipline. Underline one according to the discipline evaluated<br>ACEI- 2.1,2.2,2.3,2.4,<br><br><b>4a. Aligned with national, state, and local Spanish standards</b><br>(ACEI 2.1)<br><br><b>4b. Aligned with national, state, and local Science standards</b><br>(ACEI 2.2)<br><br><b>4c. Aligned with national, state, and local Mathematics standards</b><br>(ACEI 2.3)<br><br><b>4d. Aligned with national, state, and local English standards</b><br>(ACEI2.1)) | Goals are not aligned with national, state or local standards and the content of the area.<br><br>The objectives are not aligned with national, state, or local Spanish standards.<br><br>The objectives are not aligned with national, state, or local Science standards.<br><br>The objectives are not aligned with national, state, or local Mathematics standards.<br><br>The objectives are not aligned with national, state, or local English standards. | Some goals are aligned with national, state or local standards and the content of the area.<br><br>Some objectives are aligned with national, state, or local Spanish standards.<br><br>Some objectives are aligned with national, state, or local Science standards.<br><br>Some objectives are aligned with national, state, or local Mathematics standards.<br><br>Some objectives are aligned with national, state, or local English standards. | Most of the goals are explicitly aligned with national, state or local standards and the content of the area.<br><br>The majority of the objectives are aligned with national, state, or local Spanish standards.<br><br>The majority of the objectives are aligned with national, state, or local Science standards.<br><br>The majority of the objectives are aligned with national, state, or local Mathematics standards.<br><br>The majority of the objectives are aligned with national, state, or local English standards. |       |

**Elementary 3. Assessment Plan Rubric** TWS Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

| <b>Rating Indicator</b>   | <b>1<br/>Indicator Not Met</b>  | <b>2<br/>Indicator Partially Met</b>   | <b>3<br/>Indicator Met</b>   | <b>Score</b> |
|---|---|--|--|--------------|
| Alignment with Learning Goals and Instruction<br>ACEI- 4        | Content and methods of assessment lack congruence with learning goals or lack cognitive complexity and do not promote the development of each elementary student. | Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity that promotes the development of each elementary student.  | Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity that promotes the development of each elementary student.        |              |
| Clarity of Criteria and Standards for Performance<br>ACEI- 4    | The assessments contain no clear criteria for measuring student performance relative to the learning goals.   | Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.  | Assessment criteria are clear and are explicitly linked to the learning goals.   |              |
| Multiple Modes and Approaches<br>ACEI- 4                        | 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 project, etc) and assesses student performance throughout the instructional sequence.                     |              |
| Technical Soundness<br>ACEI- 4                                  | 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 some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.                                  | Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.  |              |
| Adaptations Based on the Individual Needs of Students<br>ACEI 4 | 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 student partially demonstrating how elementary students differ in their development and approaches to learning. | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students demonstrating understanding of how elementary students differ in their development and approaches to learning. |              |

**Elementary 4. Design for Instruction Rubric** TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

| <b>Rating Indicator</b>   | <b>1<br/>Indicator Not Met</b>  | <b>2<br/>Indicator Partially Met</b>  | <b>3<br/>Indicator Met</b>   | <b>Score</b> |
|---|---|---|--|--------------|
| Alignment with Learning Goals<br>ACEI- 3.1                                  | Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with curricular learning goals. Not all learning goals are covered in the design. | Most lessons are explicitly linked to learning goals. Most learning activities, assignments, and resources are aligned with curricular learning goals. Most learning goals are covered in the design. | <i>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with curricular learning goals. All learning goals are covered in the design.</i> |              |
| <b>2a. Accurate representation of the Spanish content</b><br>(ACEI 2.1)     | 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 mostly accurate. Shows some 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.  |              |
| <b>2a. Accurate representation of the English content</b><br>(ACEI 2.1)     | 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 mostly accurate. Shows some 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.  |              |
| <b>2b. Accurate representation of the Science content</b><br>(ACEI 2.2)     | 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 mostly accurate. Shows some 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.  |              |
| <b>2c. Accurate representation of the Mathematics content</b><br>(ACEI 2.3) | 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 mostly accurate. Shows some 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.  |              |

## Student Teacher Work Sample

| <b>Rating Indicator</b>  | <b>1<br/>Indicator Not Met</b>  | <b>2<br/>Indicator Partially Met</b>   | <b>3<br/>Indicator Met</b>   | <b>Score</b> |
|--|---|--|--|--------------|
| Lessons and Unit Structure<br>ACEI- 3.1-   | The lessons within the unit are not logically organized organization. (e.g., sequenced)   | The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.  | All lessons within unit are logically organized and appear to be useful in moving students toward achieving the learning goals.  |              |
| Use of a Variety of Instruction, Activities, Assignments and Resources<br>ACEI- 3.1  | Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).   | Some variety in instruction, activities, assignments, or resources but with limited contribution to the development of critical thinking and problem solving.  | Significant variety across instruction, activities, multiple languages, assignments, and/or resources. This variety makes a clear contribution to the development of critical thinking and problem solving.  |              |
| Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources<br>ACEI- 3.4 | Instruction has not been designed with reference to contextual factors such as differences in development and approaches to learning and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student considering differences. | Some instruction has been designed with reference to contextual factors such as differences in development and approaches to learning and pre-assessment data. Some activities and assignments appear productive and appropriate for each student considering differences. | Most instruction has been designed with reference to contextual factors such as differences in development and approaches to learning and pre-assessment data. Most activities and assignments appear productive and appropriate for each student considering differences. |              |
| Use of Technology with understanding<br>ACEI- 3.5  | Technology is inappropriately used or teacher does not use technology as part of the teaching strategies, and no (or inappropriate) rationale is provided.  | Teacher uses technology as part of the teaching strategies but it does not make a significant contribution to the development of critical thinking and problem solving or teacher provides limited rationale for not using technology.                                     | Teacher integrates appropriate technology as part of the teaching strategies that makes a significant contribution to the development of critical thinking and problem solving or provides a strong rationale for not using technology.                                    |              |

**Elementary 5. Instructional Decision-Making Rubric** TWS Standard: The teacher uses on-going analysis of student learning to make instructional decisions.

| <b>Rating Indicator</b>  | <b>1<br/>Indicator Not Met</b>  | <b>2<br/>Indicator Partially Met</b>   | <b>3<br/>Indicator Met</b>  | <b>Score</b> |
|--|---|--|---|--------------|
| Sound Professional Practice<br>ACEI- 5.1                         | Many instructional decisions are inappropriate and not pedagogically sound not demonstrating reflections on the effects of decisions and actions on students. | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound partially demonstrating reflections on the effects of decisions and actions on students.  | Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning) demonstrating reflections on the effects of decisions and actions on students.   |              |
| Modifications Based on Analysis of Student Learning<br>ACEI- 5.1 | Teacher treats class as "one plan fits all" with no modifications.  | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. The explanations are not accurate. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Includes explanation of why the modifications would improve student intellectual, social, emotional and physical development. |              |
| Congruence Between Modifications and Learning Goals<br>ACEI- 5.1 | 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.   |              |

**Elementary 6. Analysis of Student Learning Rubric:** The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

| <b>Rating Indicator</b>   | <b>1<br/>Indicator Not Met</b>   | <b>2<br/>Indicator Partially Met</b>   | <b>3<br/>Indicator Met</b>  | <b>Score</b> |
|---|--|--|---|--------------|
| Clarity and Accuracy of Presentation<br>ACEI 5.1                                  | Presentation is not clear and accurate; it 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<br>ACEI- 5.1,                                       | Analysis of student learning is not aligned with learning goals. There is no evidence of knowing the students and goals of the curriculum and lacks the reflective dimension.  | Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals. It is partially an evidence of knowing the students, goals of the curriculum and of a limited reflection. | Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals. It is evidence of knowing the students, goals of the curriculum and of in depth reflection.         |              |
| Interpretation of Data<br>ACEI- 5.1   | Interpretation is inaccurate, and conclusions are missing or unsupported by data and are not a result of in depth reflections of practice misleading to accurate student's profiles.   | Interpretation is technically accurate, but conclusions are missing or not fully supported by data or by reflections of practice leading to accurate student's profiles.   | Interpretation is meaningful, and appropriate conclusions are drawn from the data as a result of in depth reflections of practice leading to accurate student's profiles.   |              |
| Evidence of Impact on Student Learning<br>ACEI- 5.1                               | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.   | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.  | Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.   |              |
| Candidate's collaboration with families to promote students' progress<br>ACEI 5.2 | Candidate does not communicate students progress to family members partially establishing and maintaining a positive collaborative relationship with families promoting the intellectual, social, emotional, physical growth and well-being of children. | Candidate sometimes communicates students progress to family members partially establishing and maintaining a positive collaborative relationship with families promoting the intellectual, social, emotional, physical growth and well-being of children.   | Candidate clearly and consistently communicates students progress to family members establishing and maintaining a positive collaborative relationship with families promoting the intellectual, social, emotional, physical growth and well-being of children. |              |



**Elementary 7. Reflection and Self-Evaluation Rubric** TWS Standard: The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

| <b>Rating Indicator</b>   | <b>1<br/>Indicator Not Met</b>  | <b>2<br/>Indicator Partially Met</b>  | <b>3<br/>Indicator Met</b>  | <b>Score</b> |
|---|---|---|---|--------------|
| Interpretation of Student Learning<br>ACEI- 5.1,                  | No evidence or reasons provided to support conclusions drawn in "Analysis of Student Learning" section. The candidate does not show reflection to strengthen practice.                    | Provides evidence but not (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in "Analysis of Student Learning" section. Explores some hypotheses for why some students did not meet learning goals.              | Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores multiple hypotheses for why some students did not meet learning goals in order to strengthen instruction.  |              |
| Insights on Effective Instruction and Assessment<br>ACEI- 4,      | 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, Instruction and Assessment<br>ACEI- 4      | Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.   | Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.   |              |
| Implications for Future Teaching<br>ACEI4                         | Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment  | Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.  | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning  |              |
| Implications for Professional Growth and Development<br>ACEI- 5.1 | Provides no professional learning goals or goals that are not related to the insights and experiences described in this section .   | Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals being partially aware of the elements of a teacher's practice | Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals being aware of the elements of a teacher's practice as a way to grow professionally. |              |

**8.Elementary References Rubric**

| Rating Indicator         | 1<br>Indicator Not Met   | 2<br>Indicator Partially Met   | 3<br>Indicator Met  | Score |
|--------------------------|--|--|---|-------|
| References used          | Use only 2 or fewer references in preparing the TWS.               | Use of 3 to 4 in the preparation reference TWS.                            | Uses 5 or more references in preparing the TWS.                         |       |
| Importance of references | References are not important for the effective preparation of TWS. | Some of the references are important for the effective preparation of TWS. | All references are very important for the effective preparation of TWS. |       |
| APA Format               | Failure to comply with the APA style.                              | Partial compliance with APA style.   | Complies perfectly with the APA style.                                  |       |

**9. Elementary Appendix Rubric**

| Rating Indicator     | 1<br>Indicator Not Met   | 2<br>Indicator Partially Met   | 3<br>Indicator Met  | Score |
|----------------------|--|--|---|-------|
| Samples required     | Failure to comply with the requested number of examples.       | Partially meets the requested number of examples.                    | Fully complies with the requested number of examples.       |       |
| Relevance of samples | Failure to include samples aligned to the learning objectives. | Some of the samples included are aligned to the learning objectives. | All samples are clearly aligned to the learning objectives. |       |

## SECONDARY

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

| Rating Indicator                                       | 1<br>Indicator Not Met  | 2<br>Indicator Partially Met   | 3<br>Indicator Met  | Score |
|--|---|--|---|-------|
| Knowledge of Community, School and Classroom Factors   | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.   | Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.   | Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.                             |       |
| Knowledge of Characteristics of Students               | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interest, culture, abilities/disabilities).  | Teacher displays general knowledge of student differences (e.g., development, interest, culture, abilities/disabilities) that may affect learning.                 | Teacher displays general & specific understanding of student difference (e.g., development, interests, culture, abilities/disabilities) that may affect learning.   |       |
| 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 general knowledge about the different ways students learn (e.g., learning styles, learning modalities).   | Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning.       |       |
| Knowledge of Students' Skills and Prior Learning       | Teacher displays little or irrelevant knowledge of students' skills and prior learning.   | Teacher displays general knowledge of students' skills and prior learning that may affect learning.  | Teacher displays general & specific understanding of students' skills and prior learning that may affect learning.  |       |
| 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 general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. | Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics. |       |
| Number of Pages  | Compose section four pages or more  | Compose section three pages.   | Compose section in two pages or less  |       |

## Learning Goals Rubric

TWS Standard: The teacher sets significant, challenging, varied and appropriate learning goals.

| Rating Indicator                                  | 1<br>Indicator Not Met   | 2<br>Indicator Partially Met   | 3<br>Indicator Met   | Score |
|---|--|--|--|-------|
| Alignment with National, State or Local Standards | Goals are not aligned with national, state or local standards.   | Some goals are aligned with national, state or local standards.  | Most of the goals are explicitly aligned with national, state or local standards.                                      |       |
| Alignment with expectations by grade              | Goals are not aligned with expectations by grade.  | Some goals are aligned with expectations by grade.   | Most of the goals are explicitly aligned expectations by grade.  |       |
| Significance, Challenge and Variety               | Goals reflect only one type or level of learning.  | Goals reflect several types or levels of learning but lack significance or challenge.                                  | Goals reflect several types or levels of learning and are significant and challenging.                                 |       |
| Clarity   | Goals are not stated clearly and are activities rather than learning outcomes.                                       | Some of the goals are clearly stated as learning outcomes.   | Most of the goals are clearly stated as learning outcomes.   |       |
| Appropriateness for Students                      | Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. | Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. |       |

## Assessment Plan Rubric

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

| Rating Indicator                                      | 1<br>Indicator Not Met  | 2<br>Indicator Partially Met  | 3<br>Indicator Met   | Score |
|---|---|---|--|-------|
| Alignment with Learning Goals and Instruction         | Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.   | Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.  | Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.   |       |
| Clarity of Criteria and Standards for Performance     | The assessments contain no clear criteria for measuring student performance relative to the learning goals.   | Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals.   | Assessment criteria are clear and are explicitly linked to the learning goals.   |       |
| 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 project, 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 some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.                                 | Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.  |       |
| 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.   |       |

## Design for Instruction Rubric

TWS Standard: The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

| Rating Indicator  | 1<br>Indicator Not Met   | 2<br>Indicator Partially Met   | 3<br>Indicator Met   | Score |
|---|--|--|--|-------|
| Alignment with Learning Goals   | Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. | Most lessons are explicitly linked to learning goals. Most learning activities, assignments, and resources are aligned with learning goals. Most learning goals are covered in the design. | All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals 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 mostly accurate. Shows some awareness of the big ideas or structure of the discipline. <i>Integration of disciplines is evident</i>                 | Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. <i>Integration of disciplines is evident.</i>    |       |
| Lessons and Unit Structure  | The lessons within the unit are not logically organized organization (e.g., sequenced).  | The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.  | All lessons within unit are logically organized and appear to be useful in moving students toward achieving the learning goals.  |       |
| Use of a Variety of Instruction, Activities, Assignments and Resources  | Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).  | Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.  | Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.  |       |
| Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources | 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.      | 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.       | 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.   |       |
| Use of Technology   | Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.  | Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.                           | Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.                      |       |

## Instructional Decision-Making Rubric

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

| Rating Indicator                                    | 1<br>Indicator Not Met  | 2<br>Indicator Partially Met  | 3<br>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).  |       |
| Modifications Based on Analysis of Student Learning | Teacher treats class as "one plan fits all" with no modifications.          | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress. |       |
| 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.  |       |

## Analysis of Student Learning Rubric

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

| Rating Indicator                       | 1<br>Indicator Not Met   | 2<br>Indicator Partially Met   | 3<br>Indicator Met  | Score |
|--|--|--|---|-------|
| Clarity and Accuracy of Presentation   | Presentation is not clear and accurate; it 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          | Analysis of student learning is not aligned with learning goals.   | Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals. | Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.               |       |
| Interpretation of Data                 | Interpretation is inaccurate, and conclusions are missing or unsupported by data.  | Interpretation is technically accurate, but conclusions are missing or not fully supported by data.  | Interpretation is meaningful, and appropriate conclusions are drawn from the data.  |       |
| Evidence of Impact on Student Learning | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.                                    | Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal. |       |



## Reflection and Self-Evaluation Rubric

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

| Rating Indicator                                  | 1<br>Indicator Not Met  | 2<br>Indicator Partially Met  | 3<br>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 not (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.                 |       |
| 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, Instruction and Assessment | Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present. | Logically connects learning goals, 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 learning goals, instruction, and assessment  | Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.                            | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.                                       |       |
| Implications for Professional Development         | Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.  | Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.    | Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals. |       |

## References Rubric

| Rating Indicator         | 1<br>Indicator Not Met   | 2<br>Indicator Partially Met   | 3<br>Indicator Met  | Score |
|--------------------------|--|--|---|-------|
| References used          | Use only 2 or fewer references in preparing the TWS.               | Use of 3 to 4 in the preparation reference TWS.                            | Uses 5 or more references in preparing the TWS.                         |       |
| Importance of references | References are not important for the effective preparation of TWS. | Some of the references are important for the effective preparation of TWS. | All references are very important for the effective preparation of TWS. |       |
| APA Format               | Failure to comply with the APA style.                              | Partial compliance with APA style.   | Complies perfectly with the APA style.                                  |       |

## Appendix Rubric

| Rating Indicator     | 1<br>Indicator Not Met   | 2<br>Indicator Partially Met   | 3<br>Indicator Met  | Score |
|----------------------|--|--|---|-------|
| Samples required     | Failure to comply with the requested number of examples.       | Partially meets the requested number of examples.                    | Fully complies with the requested number of examples.       |       |
| Relevance of samples | Failure to include samples aligned to the learning objectives. | Some of the samples included are aligned to the learning objectives. | All samples are clearly aligned to the learning objectives. |       |

## Plan's Rubric

PROGRAM 7) Skills: The candidate knows and chooses the essential elements of the instructional designs and implements a variety de teaching strategies and technology that satisfy the needs of the students and promote learning and understanding.

**INTASC Standard #7:** Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard INTASC #8:** Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROGRAM (8) SKILLS: THE CANDIDATE UNDERSTANDS AND USES FORMAL AND INFORMAL ASSESSMENT STRATEGIES TO EVALUATE AND ENSURE THE INTEGRAL DEVELOPMENT OF THE STUDENT AND IS REFLECTED IN HIS/HER TEACHING PERFORMANCE.

**INTASC Standard #6:** Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

# Student Teacher Work Sample

| Indicator  | 3<br>Outstanding  | 2<br>Acceptable   | 1<br>In progress  | Score |
|--|---|---|---|-------|
| <b>Content and Standards Sections 7,7.1 8.and 9 of the plan</b>                                    | The instructional design consistently demonstrates coherence by aligning standards, general objectives and content.   | The instructional design sometimes demonstrates coherence since standards, general objectives and content alignment need to articulate more.  | The instructional design needs coherence.   |       |
| <b>The Plans are designed from an interdisciplinary perspective. Sections 9 and 10 of the plan</b> | The content consistently integrates elements from other disciplines stablishing appropriate and smooth connections.   | The content consistently integrates elements from other disciplines stablishing connections that are awkward in occasions.  | The content is inconsistent integration of content from other disciplines. It is inappropriate and forced showing that the candidate is only initiating this process. |       |
| <b>Writing of instructional objectives Section 11 of the plan</b>                                  | The plans are consistent in the agreed written format of the objectives, presenting instructional enabling objectives with their assessments in accordance with the selected taxonomies and the standards. This is aligned with the educational institution where the candidate is placed.  | The plans are consistent in the agreed written format of the objectives, sometimes presenting instructional enabling objectives with their assessments in accordance with the selected taxonomies and the standards.  | The plans are inconsistent in the agreed written format of the objectives.  |       |
| <b>Parts of the lesson Section 12 of the Plan</b>  | The plans are consistent in presenting clearly the three parts of the class; introduction, development and closing as agreed. Each one of the three parts presents the specific procedures and the activities to be carried out to attain the objectives established. The methods described for the implementation of assessment techniques and evaluation are precise, reflect high levels of thought, and are adequate for the topic and their findings will be useful in making decisions. | The plans are sometimes clear in the presentation of the three parts of the class; introduction, development and closing as agreed. Each one of the three parts presents the specific procedures and the activities to be carried out to attain the objectives established. The methods described for the implementation of assessment techniques and evaluation are precise, reflect high levels of thought, and are adequate for the topic and their findings will be useful in making decisions. | The plans need to adjust the three sections.  |       |
| <b>Special accomodations or differentiated learning Section 13 of</b>                              | Consistently demonstrates knowing, major concepts, principles, theories, and research related to  | Sometimes demonstrates knowing, major concepts, principles, theories, and research related to   | Inmaturely addresses differences in the design of learning activities.  |       |

## Student Teacher Work Sample

| Indicator  | 3<br>Outstanding  | 2<br>Acceptable  | 1<br>In progress  | Score |
|--|---|--|---|-------|
| <b>the Plan</b>  | development of children when addressing their differences in the design of learning activities.   | development of children when addressing their differences in the design of learning activities.  |   |       |
| <b>Materials and instructional resources<br/>Section 14 of the Plan</b>  | 19. The materials and resources including the technological are consistently diverse and support learning.  | Most of the time the materials and resources including the technological are diverse and support learning.   | Is inconsistent in designing with diverse materials and resources. Their support of learning could be questioned.   |       |
| <b>Homework<br/>Section 15 of the plan</b>                               | The plans consistently structure the assignments or learning tasks assigned to the student to reinforce and broaden the contents of the class.  | Most of the time the plans structure assignments or learning tasks assigned to the student to reinforce the contents of the class.   | The plans inconsistently structure assignments or learning tasks assigned to the student to reinforce the contents of the class.  |       |
| <b>References, Attachments and appendices<br/>Section 16 of the plan</b> | Consistently Includes the references used materials, instructions, diagrams, copies and other items produced or searched , related to the activities carried out as part of the planning that are always adequately aligned with the activities established in the plan.  | Most of the time Includes the references, materials, instructions, diagrams, copies and other items produced or searched, related to the activities carried out as part of the planning. They are partially aligned with the activities established in the plan.   | Inconsistently includes the references, materials, instructions, diagrams, copies and other items produced or searched. Related to the activities carried out as part of the planning.  |       |
| <b>Reflection<br/>Section 17 of the Plan</b>                             | Plans contain brief statements that draw an abstraction or meditation about class performance related to the activities, types of feedback, evaluation of the style, strategy and/or Teaching Model selected and a comparison between the plan developed and its operational implementation that evidence in depth reflections of his/her practices as a teacher. | Plans contain brief statements that draw an abstraction or meditation about class performance related to the activities, types of feedback, evaluation of the style, strategy and/or Teaching Model selected and a comparison between the plan developed and its operational implementation that evidence most of the time in depth reflections of his/her practices as a teacher. | Plans contain brief statements that draw an in process abstraction or meditation about class performance related to the activities, types of feedback, evaluation of the style, strategy and/or Teaching Model selected and a comparison between the plan developed and its operational implementation that evidence only a maturing process in reflecting about one's teaching practices |       |



**UNIVERSITY OF PUERTO RICO AT CAYEY**  
**DEPARTMENT OF PEDAGOGY**  
**TECHER PREPARATION PROGRAM**

**Daily Lesson Plan Template**

1. Heading: Date \_\_\_\_\_ Teacher Candidate \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Grade \_\_\_\_\_ Group \_\_\_\_\_

2. Unit (Curricular Map)

3. Theme

4. School Comprehensive plan according to the school (*if it applies*)

5. Phase (*if it applies*)

6. Methodologies to be used in class

7. Standards and expectations

| Standards | Expectations |
|-----------|--------------|
|           |              |
|           |              |

7.1 General Objectives or Terminal-of the Unit(*optional*) **The student:**

8. Content: concepts, skills. values and attitudes of the day

9. Theme integration with other disciplines (*In elementary, Art, Health and Physical Education*)

10. Transversal Themes: (*great ideas and concise concepts*)

11. Specific objectives or of the day (*enabling objectives*)  
*(Web's taxonomy is suggested but it does not exclude others)*

|                      |  |                   |
|----------------------|--|-------------------|
| <b>Cognitive</b>     |  | <b>Assessment</b> |
| <b>Level:</b>        |  |                   |
| <b>Taxonomy</b>      |  |                   |
| <b>Procedural or</b> |  |                   |

|   |  |  |
|---|--|--|
| <b>Psychomotor:</b><br><i>(psychomotor depends on the discipline or in the integration)</i><br><br><b>level:</b><br><br><b>Taxonomy if it is Psychomotor:</b> |  |  |
| <b>Affective or attitudinal level:</b><br><br><b>Taxonomy:</b>  |  |  |

12. Parts of the lesson *(these three main sections are the overall suggested structure that each discipline will supply according to their particularities)*

12.1 Introduction

12.2 Development

12.3Closing

13.3.4 Pedagogical closing

13.4.1 Reflexive closing with the students

13. Special accommodations or differentiated learning

14. Materials: Resources including the technological

15. Homework (if it applies)

16. References. attachments and appendices

17. Teacher Candidate's Reflection

*This is the version after the January-May 2015 recommendations offered by the Teachers in the Cooperating Teachers' Course*

## Daily Lesson Plan Explained Template

1. Heading Date\_\_\_\_\_ Teacher Candidate\_\_\_\_\_

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

Grade \_\_\_\_\_ Group\_\_\_\_\_

### 2. Unit (Curricular Map)

*The curricular map is for the disciplines that use it. The Department of Education's Curricular Maps could be reorganized in smaller units. A subtitle might be needed but it is optional.*

### 3. Theme (This is the Unit's theme; the day's topic could be added)

4. School Comprehensive plan according to the school (if it applies- The comprehensive plan of the school needs to be requested from each school.)

5. Phase (if it applies- The phases are suggested by the DEPR according to the discipline.)

6. Methodologies to be used in class (This is a large umbrella for what some call strategies, techniques or methods)

### 7. Standards and expectations

*(The standards and expectations are of the unit and the underlined sections are of the day. There are particular options for this arrangement according to the Teacher Candidate and Supervisors as well as the discipline. Some supervisors use those of emphasis. It is expected from Teacher Candidates to be able to justify their selection orally, in the teacher work sample or in the unit.)*

| Standards | Expectations |
|-----------|--------------|
|           |              |
|           |              |

#### 7.1. General Objectives or Terminal-of the Unit(optional) **The student:**

*(This section is optional. The use of general objectives in a daily plan serves as reminders of the unit's goals. The tense of the verbs varies from district to district in Puerto Rico. In UPR: Cayey the tense is a decision between Candidates and Supervisors since each one has the theory supported rationale. It is not the TPP policy to justify selection using the terms correct or incorrect.)*

### 8. Content: concepts, skills. values and attitudes of the day

*(In the unit's format the first two columns of the Matrix are those of the content. Content has been defined as broad themes, smaller subtopics, general ideas, specific concepts, facts or data. Values and attitudes explicitly integrated are also considered as content. The second content column is that of skills. Skills are usually applications or processes of the discipline, for example in science the cells might be a topic but using the microscope a skill.)*

9. Theme integration with other disciplines *(In elementary, Art, Health and Physical Education are mandatory. Candidates should integrate times and topics of other disciplines, sometimes skills, in order to evidence the interdisciplinary of our framework and the way knowledge is managed in life; without strict boundary delimitations. It is not requested to include standards of other disciplines)*

10. Transversal Themes: *(Great ideas and concise concepts. The Interdisciplinary is emblematic of the UPR Cayey and the transversal themes are requested by the DEPR. These are themes or values developed in every discipline.)*

11. Specific objectives or of the day *(enabling objectives)*  
*(Web's taxonomy is suggested but it does not exclude others)*

|   |  |                   |
|---|--|-------------------|
| <b>Cognitive</b><br><br><b>Level:</b><br><br><b>Taxonomy</b>  |  | <b>Assessment</b> |
| <b>Procedural or Psychomotor:</b><br><i>(psychomotor depends on the discipline or in the integration)</i><br><br><b>level:</b><br><br><b>Taxonomy if it is Psychomotor:</b> |  |                   |
| <b>Affective or attitudinal level:</b><br><br><b>Taxonomy:</b>  |  |                   |

*(The verb tense is a decision of each Supervisor's Seminar. Procedural objectives reflect an action using knowledge, they refer to knowing how, while propositional refer to knowing what. Cognitive objectives could be procedural or propositional. Psychomotor objectives deal with physical actions. One of UPR Cayey Teacher Candidate's attributes is the integration of art and movement (Partnership with the arts). The procedural objective might be cognitive; like conjugate a verb, or psychomotor like representing knowledge nonverbally. There are psychomotor taxonomies that vary in complexity or specificity depending on how much movement or physical activity is the base of the discipline. Objectives have situation, observable behavior and criterion. Recently the criterion has been questioned. Some supervisors have a single situation for the three types of objectives, others use different situations but all the objectives relate in a lesson. The main formal assessment complies with the main intention of the lesson. A holistic view of the individual that learns implies that there is convergence of different learning domains (Bruner), iconic (visual), symbolic (language) or enactive (Movement) that taxonomies aid in classifying. The TPP advocates multiple intelligences that are expressed in different languages that are classified in different taxonomical areas.)*

12. Parts of the lesson *(these three main sections are the overall suggested structure that each discipline will supply according to their particularities)*



*Not all sections are intended for the same amount of time when implementing the plan. A sound design supports strong delivery. Time, timing and tempo are crucial when delivering a lesson; time refers to the class time span and to how much is dedicated to one event, timing refers to when to do things and tempo to the pace or rhythm. A class rich in resources and attractive activities should be effective. Some supervisors use for the **introduction**: a Routine that should be brief. It is usually used in elementary level. It serves as a foundation for children's structure development or as a way to stress skills. Others have in the introduction an induction. The common practices of teachers at the beginning of lessons are: set induction or an inductive process to infer the day's topic, attract attention by some unusual means, a process to activate prior knowledge, reviewing, stating the objectives or a combination of the all the latter.*

*Usually in the **development** comes; New material where new elements of the theme or skills are presented. Then in this section there is in some disciplines a Guided Practice; where the students are going to use the new material with the help of the teacher. A comprehension checkup is done before entering into any sort of application, but it could also be ongoing or throughout the class. The teacher checks if there was understanding before passing in to formal task. In the **closing** some consider the pedagogical closing as the assessment or the application.*

*The main objective or the highest one is assessed here. In differentiated instruction the lesson's task might vary according to intelligences, interests or levels but all aimed at the same topic or skill. There are cases where the closing is a summary of the main aspects of the lesson and the application is the last part of the development.*

12.1 Introduction

12.2 Development

12.3 Closing

12.3.4 Pedagogical closing

12.4.1 Reflexive closing with the students *(In this section the Candidate seeks the level of student's satisfaction.)*

13. Special accommodations or differentiated learning

14. Materials: Resources including the technological *(All the significant used ones.)*

15. Homework *(if it applies, it should be sensitive to the Context)*

16. References. attachments and appendices

17. Teacher Candidate's Reflection

*(This section works like a Teacher' research on his/her own practice. It is a brief exposition on how were the class processes or outcomes. This section could provide for an in action research of methodologies or Teacher's performance.*

***This is the version after the January-May 2015 recommendations offered by the Teachers in the Cooperating Teachers' Course***