Feinstein School of Education and Human Development

FSEHD General Guidance

2019 Teacher Candidate Work Sample

Expectations for Teacher Candidate Performance on the 2019 Teacher Candidate Work Sample (TCWS)
Punctuality. Submit completed sections on the schedule of y our instructor. Note that any work not submitted will be scored as a zero ("0") on the rubric. In addition, missing work may also impact your grade adversely.

RESUBMISSION
Any 2019 TCWS items assessed at the "Ineffective" level (score of 1) or "Developing" level (score of 2) must be resubmitted (maximum one resubmission per item).

2019 Teacher Candidate Work Sample: PASSING SCORE
Teacher candidates must demonstrate competence in most skills assessed on the 2019 TCWS at the "Effective" level. Only two items (of the 23 total items) can be scored at a minimum rating of "Developing (score of 2) to be considered passing.

If a 2019 TCWS is not at a passing score after resubmission, the teacher candidate will work with the evaluator of their TCWS (and the Director of Partnerships and placements if requested) to develop an action plan to address areas of difficult. This action plan should include a remediation and may include:

- Additional work to demonstrate effective level of understanding of TCWS items of difficulty
- An extension of the placement
- Repeating student teaching/graduate internship
- Removal from the program.

Guidelines for Written Communication in the 2019 TCWS

Use the template to complete the TCWS to ensure that sections should be formatted consistently – margins, pagination, and section titles.

PROFESSIONAL WRITING

- **Maintain confidentiality** of all districts, schools, teachers, student and family members. All student names should be referred to as initials or by first name only. States, school districts, school names and teachers' names should be referred to with pseudonyms. District related sources should be cited anonymously (e.g.," According to the school system website").
- **Use the full correct name for all acronyms,** assessment tools and programs followed by its acronym in parentheses in its first use. Subsequently, you may refer to them as the acronym (e.g. Individual Education Plan (IEP)).
- Vocabulary usage should conform to professional standards of writing for this level of presentation. Colloquial language should be eliminated (e.g., "Kids" for "students").
- Written material should be organized according to subject matter, clear, coherent, have proper sentence construction and appropriate syntax. Topic sentences should be utilized for the introduction to each new topic within a section.
- **All output should be proofread** for: typographical errors, spelling errors, grammatical errors, and language mechanics.
- **Remove "I", "you" and "my"** from all areas except the final reflection (e.g. "I planned a lesson that was culturally responsive by…" should be restated as: "The planned lesson was culturally responsive by…..)
- **Use person-first language.** (e.g., A student with a learning disability (person-first language) vs. a learning-disabled student).

TONE OF WRITING

- **Writing should be student centered** (e.g., The students completed… or the students were presented with…). The teacher candidate should refer to himself/herself in the third person (e.g., teacher candidate for "I") if necessary.
- Write using **nonjudgmental and culturally-responsive** terms to describe students' behaviors. All writing should be in a **strength-based** tone.

ADDITIONAL WRITING GUIDANCE

- All charts, tables and graphs should be professionally formatted, present information that is understandable to a wide audience.
- All charts should be labeled sequentially (e.g. Graph 1, Graph 2, etc.).

PART 1. CONTEXTUAL FACTORS

Teacher Candidate (TC) uses contextual factors to plan goals, assessment and instruction.

TASK

1. SCHOOL DEMOGRAPHICS AND CULTURE

Provide a concise description of critical aspects of the school population (i.e. school demographics, cultural and/or linguistic characteristics of learners, economic considerations, community factors). Critical aspects of the school population are those factors that should be considered to guide practice, policy and/or instruction. Describe why/how each critical aspect should be considered in guiding practice. Support your description with relevant data. Document your source of data. Present information that is relevant and avoid including information that is not critical to your unit.

2. DESCRIPTION OF LEARNERS (EQUITY/ASSESSMENT)

Describe learners you teach either individually (using non-identifiable names) or by student groups. If reporting by student group, provide a clear rationale for these groups. Identify critical learner factors that need to be considered in planning effective instruction. Critical learner factors can include (but not limited to) language difference, learning difference, documented accommodation needs, IEP supports. Critical learner factors guide the materials used, the evidence-based practices selected in instruction, modifications, accommodations, and other key decisions made during the unit. The information identified in this section should be reflected in the lessons planned, the unit schedule, and in the assessments identified. Be thoughtful in what you present as these factors will need to be considered in planning and implementing your unit.

Summarize students' prior learner knowledge to relevant current and/or historical assessment data.

Some aspects of the Description of Learners may be presented in part, in a table form.

3. POLICY ENVIRONMENT (PROFESSIONALISM/RI INITIATIVES (1.7)

Describe evidence-based policies, practices (i.e. federal, state, local or school) or supports that are used to help learners in this school/classroom. Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in Every Student Succeeds Act (2015) has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).

Tier 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Education Agencies (SEA), Local Education Agencies (LEA), or outside research organization to determine their effectiveness

Link policies or practices to either school population or learner needs. Describe how each practice/policy supports school practice or student learning.

POTENTIAL PRACTICES/POLICIES TO CONSIDER

The following may be practices or policies that are relevant. Teacher candidates may identify a practice/policy that is not on this list:

- Lateness and/or truancy policies
- Orientation for new students arriving after the first day of school – who is responsible for what?
- Policies on level of contact between teachers and parents, including meetings and reports
- Requesting interpreters and/or translation of documents for families
- Policies on level and types of contacts between administrators and parents
- Safety policies (e.g.,. after-school activities, bus safety)
- Anti-bullying policies and procedures (e.g. in person/face-to-face (physical, psychological, emotional)
- Cyberbullying, Sexual harassment or assault
- Substance abuse / dependence policies/ Possession/ sale of substances
- Policies related to weaponry on school property
- Locker search policies and procedures
- Suspected shooter policies (e.g., lockdown? Live shooter drills?)
- Disciplinary policies and procedures (in addition to those noted elsewhere)
- Study hall policies
- Detention policies
- Free/reduced cost lunch policies, including financial and staff behavior towards students
- Are students allowed to leave campus during lunch period?
- In-class food policies other than allergies (e.g., are cupcakes allowed for celebrations, are “bake sales” allowed)
- Policies about holidays and birthdays (e.g., “you have to invite everyone” or “bring a card for everyone”)
- Health-related absence policy
- Are there any “opt-out” policies for specific topics (e.g., sexual health)?
- Policies and procedures relevant to teacher and staff professional development
- Teacher and staff “sick leave” policies

- Disability Accommodations
    - Testing referrals
    - Policies related to classroom aides
    - Policies related to testing accommodations
    - Policies related to assignment accommodations
    - Procedure for requesting alternate formats (e.g., Braille/software)
    - Waiver or substitution policies (e.g., for language-learning difficulties resulting from dyslexia)
    - Allergy policies (including classroom foods)
    - Field trip policies
    - Any other policies related to fragile health

- Technology-related policies (e.g., can students "check out" a laptop from a library? How much use of technology is required in order to meet or exceed RIDE requirements?)
- Limits/expectations on teacher provision of classroom supplies (including specialized needs such as art supplies)
- Textbook purchase policies
- Policies regarding parent volunteers
- Any school-specific policies for annual "special events" (e.g., related to yearbook, newsletter/newspaper/magazine production, prom/dances, graduation)?
- Any policies related to continued participation in extracurricular sports and clubs?
- Policies and procedures relevant to research (e.g., Who should be contacted first? How much information will parents be given before being expected to decide whether to allow participation?)

Policies and procedures relevant to use of school facilities **PART 1: CONTEXTUAL FACTORS**				
	1 Ineffective	**2 Developing**	**3 Effective**	**4 Highly Effective**
1. School Demographics and Culture RIPTS 1	Incomplete.	Description of demographics and culture outlines some aspects of school population in a focused area only. Description minimally references data to support understanding.	Description of demographics and culture presents several aspects of school population (e.g. school demographics, cultural characteristics of learners, economic considerations). Description includes relevant data that are documented completely.	Description of demographics and culture clearly presents several critical aspects of school population (e.g. school demographics, cultural and/or linguistic characteristics of learners, economic considerations, community factors). Description is concise and includes relevant data from multiple sources that are documented completely.
2. Description of Learner RIPTS 1,4	Incomplete.	Description presents minimal, stereotypical, or irrelevant knowledge of student differences and/or instructional implications.	Description of learners identifies learner factors (e.g. language difference, learning difference, documented accommodation needs, IEP supports). Prior learner knowledge is summarized and linked to assessment data. Learner factors are linked to identified instructional implications. Instructional implications for groups of students provide a general understanding of learner needs.	Description of learners identifies critical learner factors (e.g. language difference, learning difference, documented accommodation needs, IEP supports). Prior learner knowledge is summarized and linked to relevant current and historical assessment data. If applicable, clear rationale for student groups are described Learner factors are linked to identified instructional implications. Instructional implications are presented with details to ensure clear understanding of learner needs.
3. Policy Environment RIPTS 6	Incomplete.	Minimal description of policies or practices presented. No link/irrelevant link to learning or instruction.	Implemented evidence-based policies or practices (e.g. federal, state, local or school) are identified. Description of the policy/practice documents the effect on learning and/or instruction.	Evidence-based policies or practices (e.g. federal, state, local or school) are identified that support instruction. A clear link to either school demographics, culture, community or learner needs fully justifies the effect of the policy on learning and/or instruction.

PART 2. STUDENT LEARNING OBJECTIVES

TCWS Part 2: Goals (STANDARDS-BASED INSTRUCTION; ASSESSMENT/EQUITY: Accommodating Student Needs (e.g. Special Education/English Learners if applicable)

4. UNIT-BASED STUDENT LEARNING OBJECTIVES

Provide information on Unit Based Student Learning Objectives (U-SLO) addressed in this unit. Unit-Based Student Learning Objectives (U-SLOs) represent the overall expectations of student learning for the unit. U-SLOs should reflect student learning supported by the unit's combined lessons. U-SLOs should be clear and appropriate - significant, rigorous, attainable, measurable and:

a. Is aligned with appropriate grade-appropriate standards.
b. Is aligned with school/district curriculum.
c. Reflects the most important content and skills to teach.
d. Is attainable within time interval for unit; not too broad, not too narrow.
e. Conveys general information on how U-SLOs will be measured.
f. Reflects the highest target attainable for the unit time frame

Some information on the unit's U-SLOs may be documented on the table below. Based on content and/or learners, U-SLO(s) should reflect program-provided guidance on the number of U-SLOs and/or the ways U-SLOs should reflect tiers to accommodate learner needs and student groups (if applicable).

Unit-Based Student Learning Objective (measurable, observable, clear, criterion)	**Standard(s) aligned**	**How Measured**	**Target Level(s) of performance**	**Timeline**
U-SLO				
U-SLO				
U-SLO				
U-SLO				

EXAMPLE

Table 1. U-SLO GOALS TABLE

Student Learning Objective	**Standard(s)**	**How Measured**	**Targets Level**	**Timeline**
EXAMPLE 1:				
EXAMPLE 2:				

UNIT-BASED STUDENT LEARNING OBJECTIVE RATIONALE EQUITY

Prepare a rationale that explains the value and purpose of this unit for the intended population. This rationale should clearly and thoughtfully explain the benefits students will experience as a result of participation in this unit.

- How do the chosen U-SLOs relate to school/district/national curriculum?

- What data or other information informed the selection of the U-SLO and how does it connect to the identified U-SLO or U-SLO target? Why is the target considered rigorous for the intended students?

- Describe how the U-SLOs consider learner needs identified in your Contextual Factors section. If U-SLOs are tiered, describe why U-SLOs are modified for tiered groups or individual learning needs.

- Describe how the timeline was determined specific to factors important to your unit?

Note: As the plan is developed, consider the interventions, strategies, and/or modifications to be used. If a curriculum is highly structured or scripted in all areas, a teacher candidate can provide instruction as directed, but highlight these modifications made for individual student needs in the following ways:

ADDITIONAL CONSIDERATION IN CHOOSING A UNIT IN SCHOOLS WHERE CURRICULUM IS SCRIPTED

Some schools have mandated curriculum **(a POLICY CONSIDERATION)** which is highly-structured and includes required lessons, direct instruction, and/or the level of adaptation is restricted. Teacher candidates are visitors in a school, and must work within the school structure, yet meet the requirements of the TCWS. The following suggestions should be considered.

1. Discuss with the cooperating teacher the units of study that they have the authority to adapt, modify, and create a lesson plan. Some content areas are not available for modification (i.e. Reading) yet other content areas such as science, or writing may be differentiated more easily.

2. If a curriculum is highly structured in all areas, a teacher candidate can provide instruction as directed, but highlight the modifications made for individual student needs in the following ways:
   - Modification of prompts for specific students
   - Modification of expectations for students at different points of the unit
   - Modification of assessment to better capture student learning
   - Additions to the lesson in materials to convey the key content
   - Addition of organizational structure (i.e. graphic organizers) to support student learning
   - Adding assistive technology to assist student learning (i.e. use of computer, calculator, pencil grips, number lines)
   - Modification in amount of guided practice to support student learning
   - Incorporation of supports to positive student behavior and engagement
   - Modification of group size

PART 2: UNIT-BASED GOALS/SLOs				
	1 **Ineffective**	**2** **Developing**	**3** **Effective**	**4** **Highly Effective**
4. **Unit-Based Student Learning Objectives (U-SLOs)** RIPTS 6	U-SLOs reflect minimal support for how the unit supports broad learning or learner needs.	U-SLOs are provided. Some of the following components are missing or reflect incomplete or broad information: a. Aligned with grade-level standards that are off-grade, non-current standards, and/or do not match U-SLO focus. b. Reflects content and skills to teach without description of content value in overall learning. c. Time frame described may reflect too broad or too narrow to achieve student learning goals.	U-SLOs are clear and appropriate, significant, rigorous, attainable, measurable and: a. are aligned with appropriate grade-level student learning standards. b. reflect the most important content and skills to teach. c. are attainable within the unit's time interval; not too broad, not too narrow. d. convey general information on how assessment of U-SLO will occur.	U-SLOs are clear and appropriate, significant, rigorous, attainable, measurable and: a. are aligned with appropriate grade-level student learning standards. b. reflect the most important content and skills to teach. c. are attainable within time interval for unit; not too broad, not too narrow. d. convey general information on how assessment of U-SLO will occur. e. are clearly linked to learner needs. U-SLOs are based on current data and other contextual factors as relevant to the unit.
5. Target Criteria RIPTS 3,4,5	Incomplete.	Target criteria can be described as some of the following: a. Describes target level of performance in general terms. b. Reflects performance level for students at a much higher level or underestimates achievement of current students. c. This target is not achievable for the unit's time frame.	Target criteria are clear and appropriate - rigorous, attainable, and measurable. a. Describes target level of performance by end of unit. b. Rigorous by reflecting highest target attainable for the unit time frame*. c. This target is tiered (if appropriate). d. Provides reasons for modification of target criteria for tiered groups of students (if appropriate).	Target criteria are clear and appropriate - rigorous, attainable, and measurable. a. Describes target level of performance by end of unit. b. Target is tiered (if appropriate). c. Rigorous by reflecting highest target attainable for the unit time frame and based on baseline data and/or other information linked to learner needs. d. Provides detailed reasons for modification of target criteria for tiered groups of students (if appropriate) considering group and/or individual learning needs.

* Many U-SLOs will reflect higher order thinking, but this may not be appropriate for all grade levels and/or content areas.

PART 3. ASSESSMENT SYSTEM

Data-driven Instruction demonstrates the ability to collect, analyze, and use data from multiple sources - including research, student work and other school-based and classroom-based sources -to inform instructional and professional practice. Consistent with their unit, TCs choose assessments that reflect the core principles, concepts, and purposes intended to monitor student progress.

6. UNIT ASSESSMENT PLAN

As part of their unit, TC must plan formal and informal assessments aligned with U-SLOs that measure student growth before, during, and after instruction. Assessment plan is valid, purposeful, coordinated, and coherent. The rationale for the selected Assessment Plan is logical, sequential, and identifies assessment forms (e.g. informal and/or formal assessments) that clearly align to U-SLOs. The plan for assessments is efficient for the time allotted and will effectively capture data to guide data-driven instructional decisions for individuals and groups of students.

7. ASSESSMENT TOOL(S) SELECTED AND/OR DEVELOPED

TCs should choose assessment tool(s) that will effectively measure student growth for all students. Existing assessments may be chosen but may need further modification to address student need. New TC-developed assessments may be a better match for assessing U-SLOs. In either case, directions and expectations should be clear with a direct link to U-SLOs.

8. SCORING SYSTEM

Assessment tool(s) selected and/or developed will effectively measure student growth for all students. There is a clear plan for how data will be collected and presented to identify trends and/or make instructional decisions.

9. DIFFERENTIATION OF ASSESSMENTS

An **accommodation** allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the test or assignment measures. Examples of accommodations include a student who is blind taking a Braille version of a test or a student taking a test alone in a quiet room (Ideas That Work)

A **modification** is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. Examples of possible modifications include a student completing work on *part* of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment. (Ideas That Work)

Planning for accommodations and modifications before unit implementations is important to enable all students to demonstrate their learning in a manner consistent with their learner needs (identified in the contextual factors). Assessment accommodations and modifications should be identified and described in a rationale that supports the needs of all students who need accommodations and modifications.

TCs should use the Unit Assessment Plan table to provide a concise overview of their plans for assessment with further explanation provided in the guiding questions following the table.

Unit Assessment Plan: ASSESSMENT; DATA-DRIVEN INSTRUCTION; EQUITY			
Provide a concise description of your plan for assessment. Make sure that the plan clearly aligns with the U-SLOs identified.			
Type of Assessment	**U-SLO # Assessed**	**How Assessment Measures Student Growth**	**Accommodations and Modifications per Tiered Group(s)**

EQUITY

How does the tool(s) identified in your assessment plan and/or procedures support critical learner factors including students who need accommodations and/or modifications?

DATA DRIVEN INSTRUCTION/ASSESSMENT

- Describe how the tool(s) selected and/or developed will measure student growth of all students.
- How will the assessments be scored?
- How will the results of the assessment be presented?
- How will the results be used to determine trends in student learning and/or the need for instructional decisions?

PART 3: UNIT ASSESSMENT SYSTEM				
INDICATORS	**1 Ineffective**	**2 Developing**	**3 Effective**	**4 Highly Effective**
6. Unit Assessment Plan RIPTS 3,4, 9	Incomplete.	Assessment plan lacks validity, purpose, coordination, and coherence. Assessment plan has alignment to few SLOs or is so general that alignment is limited. Assessment plan does not appear to capture data that will be useful in guiding instruction.	Assessment plan is valid, purposeful, coordinated, and coherent. The rationale for the selected Assessment Plan is logical, sequential, and identifies assessment forms (e.g. informal and/or formal assessments) that generally align to U-SLOs. Assessment plan will capture data to guide data-driven instructional decisions for most students.	Assessment plan is valid, purposeful, coordinated, and coherent. The rationale for the selected Assessment Plan is logical, sequential, and identifies assessment forms (e.g. informal and/or formal assessments) that clearly align to U-SLOs. The plan for assessments is efficient for the time allotted and will effectively capture data to guide data-driven instructional decisions for individuals and groups of students.
7. Assessment Tool(s) Selected and/or Developed RIPTS 3,4, 9	Incomplete.	Assessment tool(s) are submitted. The directions/ expectations are not clear. The tool(s)' link to U-SLOs is not evident.	Assessment tool(s) selected and/or developed will measure student growth for most students. The directions/expectations are clear. The assessment tool(s)' content relates to U-SLOs.	Assessment tool(s) selected and/or developed will effectively measure student growth for all students. The directions and expectations are clear. The assessment tool(s)' content relates to U-SLOs.
8. Scoring System RIPTS 3,4, 9	Incomplete.	Scoring procedures and method of measuring student growth are confusing and unclear. The scoring system may not capture data on which to make instructional decisions	Scoring procedures and method of measuring student growth are clear.	Scoring procedures and method of measuring student growth are clear. There is a clear plan for how data will be collected and presented to identify trends and/or make instructional decisions.
9. Differentiation of Assessments RIPTS 3,4, 9	Incomplete.	Accommodations and modifications of the assessment tool(s) are described in a general way. The rationale is vague without clear alignment of how differentiation matches individual student needs.	Accommodations and modifications of the assessment tool(s) are identified. Rationale for differentiation supports the needs of some students who need accommodations and modifications.	Accommodations and modifications of the assessment tool(s) are detailed, clearly stated. Rationale support the needs of all students who need accommodations and modifications.

PART 4. DESIGN FOR INSTRUCTION – THE UNIT

10. UNIT CONTENT

Analyze pre-assessment data. DATA-DRIVEN INSTRUCTION

After administering the pre-assessment, analyze student performance relative to the lesson and unit objectives. Depict the results of the pre-assessment in a format that allows identification of patterns of student performance relative to unit objectives through use of a table/chart AND a graph. Include a narrative that explains the relationship between the results of the pre-assessment and the design for instruction.

Develop a Unit Plan table.

The Unit Plan table should demonstrate how knowledge learner needs is linked to plans for unit instruction. A link to relevant standards, other disciplines and 21st century skills are addressed. The broad categories of 21st Century Skills include: Critical thinking, Communication, Collaboration, Creative problem-solving. The number of lessons used within a unit is a minimum of three lessons, and some programs may require a greater number. A sequence of lessons should convey prerequisite relationships among topics throughout the series of lessons. Appropriate Student Learning Standards are connected to individual lessons. The issues identified in the contextual factors should be evident. The Unit Plan is a guide established before instruction occurs. This plan may change during unit implementation when data indicates a change is needed.

Lesson # and Topic	Key U-SLO	Standards 21st Century Skills Other Disciplines to be Addressed	Instructional Procedures or Key Activities	List Strategies for Differentiating Instruction *and* Evidence-Based practices incorporated within each Lesson
				Differentiation Strategies Evidence Based Practices
				Differentiation Strategies Evidence Based Practices
				Differentiation Strategies Evidence Based Practices

11. COHERENCE OF UNIT PLAN

Instructional Unit Plan utilizes an organized sequence of lessons, focused on student engagement through high-level cognitive activity and is fully aligned to the Unit-Based Student Learning Objectives (U-SLO). Provide a visual organizer such as a Calendar block table or calendar to convey the unit plan clearly. Include the topic or activity planned for each day/period. Also indicate the unit objectives addressed in each lesson/task. Make sure that every U-Based Student Learning Objective is addressed in at least one lesson/task and that every lesson/task relates to the unit objectives.

***EXAMPLE of a Calendar Block* table.**

WEEK	MON	TUES	WED	THUR	FRI
Week of (Dates)					

12. UNIT INSTRUCTIONAL IMPLICATIONS

An effective unit of instruction considers school demographics/culture, critical learner factors and pre-assessment results to address specific individual learner needs within the instructional design. TCs supporting a student with an Individual Education Plan (IEP), Section 504 Plan or other intervention plan can convey this information by responding to the following questions:

- How are the unit's goals/objectives connected to the other skills identified in the student's Individual Education Plan (IEP)/ 504 Plan/Intervention plan?

- How does the unit connect to other functional areas of a student's IEP (social skills, communication skills, organizational skills, behavioral skills)? (if applicable)

13. UNIT EVIDENCE BASED PRACTICE AND/OR PEDAGOGY

An effective Instructional Unit Plan outlines a range of evidence-based practices or pedagogical approaches appropriate to the discipline and content. The plan should be designed to enhance instruction, student engagement, and support student learning. Evidence Based Practices should be chosen to enhance student learning. Two or three Evidence Based Practices should be identified, and the following information conveyed for each practice.

Evidence-based Practice 1: (name the practice)

- In what lesson(s) will this practice be implemented?

- How is this practice expected to enhance student learning within the lesson(s)?

PART 4: DESIGN FOR INSTRUCTION - UNIT PLAN				
INDICATORS	**1 Ineffective**	**2 Developing**	**3 Effective**	**4 Highly Effective**
10. Unit Content RIPTS 1,2	Description of unit content is vague without clear link to standards.	Instructional Unit Plan identifies the concepts in the discipline. Appropriate Student Learning Standards are not identified and/or are not connected to the correct grade level.	Instructional Unit Plan clearly identifies the concepts in the discipline to be addressed throughout the series of lessons including prerequisite relationships among the topics. Appropriate Student Learning Standards are connected to the content.	A detailed explanation of the concepts in the discipline is incorporated, link to other disciplines and 21st century skills addressed, including prerequisite relationships among topics throughout the series of lessons. Appropriate Student Learning Standards are connected to the content.
11. Coherence of Unit Plan RIPTS 1,2	Lesson plans are included as separate experiences.	Instructional Unit Plan utilizes a sequence of lessons with minimal description of how sequence builds student knowledge.	Instructional Unit Plan utilizes an organized sequence of lessons designed to develop the Unit-Based Student Learning Objectives (U-SLOs).	Instructional Unit Plan utilizes an organized sequence of lessons, focused on student engagement through high-level cognitive activity and is fully aligned to the Unit-Based Student Learning Objectives (U-SLO).
12. Unit Instructional Implications RIPTS 1,2,3,4,5	No information related to contextual factors are evident in Instructional Unit Plan.	Pre-assessment results primarily guide instructional plan. Consideration of School demographic/culture are not considered	Instructional Unit Plan conveys how school demographics/ culture or critical learner factors are addressed in the unit. Pre-assessment results are considered to address the general needs of student groups	Instructional Unit Plan conveys how school demographics/culture, critical learner factors and pre-assessment results are considered to address specific individual learner needs within the instructional design.
13. Unit Evidence Based Practice and/or Pedagogy RIPTS 1,2,3,4,5	Evidence based practices are not identified and/or are not appropriate for the learners or discipline.	Instructional Unit Plan outlines a narrow base of evidence-based practices or pedagogical approaches appropriate to the discipline and content; designed to enhance instruction, student engagement, and support student learning.	Instructional Unit Plan outlines a range of evidence-based practices or pedagogical approaches appropriate to the discipline and content; designed to enhance instruction, student engagement, and support student learning.	Instructional Unit Plan outlines a range of evidence-based practices or pedagogical approaches appropriate to the discipline and content; designed to enhance instruction, student engagement, and support student learning. A clear description of how each practice is expected to enhance student learning is conveyed.

PART 5: DESIGN FOR INSTRUCTION - LESSON PLANS

PREPARE LESSON PLANS for the unit.
Follow the lesson plan format and number of lessons defined by your program. However, make sure the basic components of a lesson plan are present: objectives, alignment with content standards (Common Core, state and/or SPA), a description of the set induction, lesson body, and closure, materials and resources you will need to implement all activities, modifications and accommodations for groups of students.

14. **Develop Lesson Lesson-Specific Student Learning Objectives(L-SLO)** [Aligns with RI-ICEE 1.2]
    - Lesson Specific Student Learning Objectives (L-SLOs) reflect the expectations for student learning upon completion of one lesson. The L-SLOs should relate to the U-SLOs and should build to ensure that the U-SLOs are achieved at the end of the unit.
    - Each lesson plan should identify appropriate lesson-specific Student Learning Objectives (L-SLOs) that are rigorous, build on prior lesson learning, and connect to Student Learning Standards. L-SLOs reflect different learning opportunities are differentiated for individual students (when appropriate) and connect to the overall Unit-Based Student Learning Objectives (U-SLOs).

15. **Learning Activities, Lesson Structure & Content-Related Pedagogy** [Aligns with RI-ICEE 1.3a]
    Each lesson plan:
    - includes specific, targeted accommodations or modifications for tiered groups of students and/or individual students (if need is identified).
    - presents a logical sequence of teacher and student actions; time is planned well and allows for flexibility to engage students in cognitively challenging experiences.
    - utilizes a variety of engaging learning experiences and pedagogical approaches that are designed to support a high-level of cognitive challenge and support students in constructing knowledge and developing 21st Century Skills.

16. **Instructional Materials/Resources** [Aligns with RI-ICEE 1.3b]
    - Each lesson plan includes efficient and effective methods of assessment aligned to lesson-specific SLOs and have been adapted to meet group/individual learner needs (when appropriate); with clearly established criteria and expectations for student performance.

17. **Instructional Groups** [Aligns with RI-ICEE 1.3c]
    - outlines a well-defined plan for grouping to meet individual student and instructional outcome. Student groupings are linked to critical learner characteristics and/or instructional design.

18. **Designing Student Assessment** [Aligns with RI-ICEE 1.4]
    - Each lesson plan utilizes a variety of high-quality instructional materials including varied technology (when appropriate); designed to engage students throughout the lesson in meaningful learning. A clear description of how instructional resources are expected to enhance student learning/engagement is conveyed.

19. **Discussion Techniques** [Aligns with RI-ICEE 3.2c]
    - Each lesson plan utilizes strategies to fully engage students in discourse through teacher questioning and prompting that support a high-level of thinking by the students.

PART 5: DESIGN FOR INSTRUCTION - LESSON PLANS				
INDICATORS	**1 Ineffective**	**2 Developing**	**3 Effective**	**4 Highly Effective**
14. Lesson-Specific Student Learning Objectives (L-SLOs) **(Aligns with RI-ICEE 1.2)** RIPTS 1,2,3,4, 5	Outcomes do not reflect the appropriate standards, set low expectations for students, lack rigor, and/or only include one type of learning. Outcomes are stated as activities rather than as student learning.	Each lesson plan in the unit was developed with L-SLOs that reflect the appropriate standards. Expectations and rigor are inconsistent and are suitable for most of the students in the class. Outcomes are written as a combination of student learning and activities. Some SLOs connect to the overall Unit-Based Student Learning Objectives (U-SLOs)	Each lesson plan in the unit was developed with lesson-specific Student Learning Outcomes (L-SLOs) that reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of groups of students. All the instructional outcomes are clear, written in the form of student learning and connect to the overall Unit-Based Student Learning Objectives (U-SLOs)	Each lesson plan in the unit was developed with L-SLOs that reflect the appropriate standards, set rigorous expectations for students and include different types of learning according to varying needs of individual students. All the instructional outcomes are clear, written in the form of student learning, represent opportunities for both coordination and integration with other disciplines and connect to the overall Unit-Based Student Learning Objectives (U-SLOs).
15. **Learning Activities, Lesson Structure & Content-Related Pedagogy** **RIPTS 1, 2, 3, 4, 5,** **(Aligns with RI-ICEE 1.3a)**	Learning activities are not suitable to instructional outcomes, do not include a range of pedagogical approaches, and are not designed to engage students. The lesson has no clearly defined structure, and/or time allocations are unrealistic.	Each lesson plan in the unit was developed with learning activities that are inconsistent in their suitability to the instructional outcomes and represent little cognitive challenge. Learning activities include a limited range of effective pedagogical approaches and are not differentiated. The lesson has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with unreasonable time/allocations	Each lesson plan in the unit was developed with learning activities that are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for groups of students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations.	Each lesson plan in the unit was developed with learning activities that are suitable to the instructional outcomes, include a range of effective pedagogical approaches and cognitive challenge. Activities are differentiated for individual students, help students construct content knowledge and build 21st Century Skills. The lesson has a clearly defined structure with even progression of activities and reasonable time allocations, allowing for different pathways according to diverse student needs.
16. Instructional materials /Resources **RIPTS 1, 2, 3, 4, 5** **(Aligns with RI-ICEE 1.3b)**	Materials, technology, and resources being used do not support the instructional outcomes nor engage students in meaningful learning.	Lesson plans reflect some of the materials, technology, and resources being used support the instructional outcomes, and engage students in meaningful learning.	Each lesson plan in the unit was developed with materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning.	Each lesson plan in the unit was developed with materials, technology, and resources being used support the instructional outcomes, and are designed to engage students in meaningful learning, including student participation in selecting or adapting materials.

INDICATORS	1 Ineffective	2 Developing	3 Effective	4 Highly Effective
17. **Instructional Groups** **RIPTS 1, 2, 3, 4, 5, 9** **(Aligns with RI-ICEE 1.3c)**	Instructional Groups do not support the instructional outcomes.	Each lesson plan in the unit conveys instructional groups that support the instructional outcomes, with an effort at providing some variety as appropriate to the students and the different instructional outcomes.	Each lesson plan in the unit conveys instructional groups that are varied as appropriate to the students and the different instructional outcomes.	Each lesson plan in the unit conveys instructional groups that are varied as appropriate to the students and the different instructional outcomes. There is evidence of the use of data and/or student choice in selecting the different patterns of instructional groups. Student groupings are linked to critical learner characteristics and/or instructional design
18. **Designing Student Assessment** **RIPTS: 4, 5, 9** **(Aligns with RI-ICEE 1.4)**	Educator's plan for student assessment is not aligned with the instructional outcomes.	Educator's plan for student assessment is aligned with the instructional outcomes, but is limited to either formative or summative assessments, and/or lacks clear criteria and expectations. Educator identifies a plan to use assessment results to plan for future instruction for the class as a whole.	Each lesson plan in the unit conveys a plan for student assessment that is aligned with the instructional outcomes, has been adapted for groups of students, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan for future instruction for groups of students.	Each lesson plan in the unit conveys a plan for student assessment that is aligned with the instructional outcomes, has been adapted for individual students, as needed, and includes both formative and summative assessments with clear criteria and expectations. Educator identifies plan to use assessment results to plan future instruction for individual students.
19. **Discussion Techniques** **RIPTS 5,8** **(Aligns with RI-ICEE 3.2c)**	Lesson plan conveys limited plans to engage students in an authentic discussion	Lesson plans demonstrate some plans to engage students in an authentic discussion.	Each lesson plan in the unit creates intentional opportunities for authentic discussion among students, using instructional and questioning techniques to successfully engage students in the discussion	Each lesson plan in the unit creates intentional opportunities for authentic discussion among students, planning instructional and questioning techniques to successfully engage students in the discussion.

PART 6. ASSESSMENT RESULTS

In this section, you will be presenting the assessment results for your unit. Assessment results should include presentation of data (e.g., graphs, charts, figures tab les) and a narrative analysis of the results.

20. PRESENTATION OF DATA

Organize your assessment data (e.g., pre-assessment, post-assessment, summative) in tables and figures (e.g., graphs, charts). Present the data from comparison of your pre- and post-assessments. Enter the summaries as charts, graphs, or tables. The unit data should be presented over the course of the unit and compares groups of students, individual students, and/or tiered groups when appropriate.

Accuracy of data

Ensure that your presentation of data is accurate, well organized, and easy to understand.

- The link to the U-SLOs is clear and data is presented to easily determine if targets are met.
- Tables and/or figures are correctly formatted (e.g. using APA format), highly readable (e.g. clearly labeled and free professional jargon, undefined acronyms and clutter. Tables and/or figures should directly relate to key findings.
- Data should link to the U-SLOs selected and should be formatted in a way that is highly readable to multiple audiences (i.e. professionals, family members/guardians, and students (as appropriate)). Be sure to use descriptive titles for all graphs and tables.

21. ANALYSIS OF RESULTS

TCs must analyze their data to determine key findings in narrative format. When presenting key finding, the narrative must be supported by the data (tables and/or figures [graphs]). Findings should identify student success, student difficulty and/or inconsistent data. The description of findings should be logically ordered and presented. All key terms must be defined, and headings are used as appropriate. Key findings address critical issues linked to instruction or other contextual factors.

Analysis can be achieved by responding to the following questions:

- Did your students/student groups reach their target? Why or why not?
- What does the data indicate in terms of **student success** related to achievement of L-SLOs and/or U-SLOs? **Use specific data** to support your description.
- What does the data indicate in terms of student challenge related to achievement of L-SLOs and/or U-SLOs? **Use specific data** to support your description.
- Are any data inconsistencies in the data (i.e. missing data, student data entering after pre-test)?
- How do key findings link to instruction or other contextual factors?

PART 6: ASSESSMENT RESULTS				
INDICATORS	**1 Ineffective**	**2 Developing**	**3 Effective**	**4 Highly Effective**
20. Presentation of Data RIPTS 7,8,9	Incomplete.	Presentation is inaccurate and/or confusing.	Presentation of data is well organized, and easy to understand. The link to the U-SLOs is clear and data is presented to determine if U-SLO targets are achieved. Tables and/or figures are correctly formatted, readable and concise.	Presentation is accurate, well organized, and easy to understand. The link to the U-SLOs is clear and data is presented to easily determine if targets are met. Tables and/or figures are correctly formatted (e.g. using APA format), highly readable (e.g. clearly labeled and free of extraneous information ["clutter"]), readable to multiple audiences (e.g. professionals, parents, students (when appropriate)), and directly related to key findings. Unit data is presented over the course of the unit and compares groups of students, individual students, and/or tiered groups when appropriate.
21. Analysis of Results RIPTS 7,8,9	Incomplete.	Key findings are missing or not clearly supported by data.	Key findings are mostly or fully supported by the data (tables and/or figures [graphs]). Findings identify student success, student difficulty, and inconsistent data. The description of findings is logically ordered and presented. Most or all key terms are defined.	Key findings are supported by the data (tables and/or figures [graphs]). Findings identify student success, student difficulty, and inconsistent data. The description of findings is logically ordered and presented. All key terms are defined, and headings are used as appropriate. Key findings address critical issues linked to instruction or other contextual factors.

TCWS Part 7: Learning from Practice- THE REFLECTION

22. INSTRUCTIONAL DECISIONS DATA-BASED DECISION MAKING

Instructional decisions are made while implementing an instructional unit. The TC must explain their instructional decisions clearly and relate these decisions to U-SLOs, professional standards and/or research -based practices.

TC should provide an analysis of the unit's evidence-based instructional practices as effective, less-effective, or ineffective. This analysis should guide a description of specific practices that would be addressed differently in the future. Analysis considers probable success of different courses of action to improve student learning and/or instruction.

Candidates should present this information by responding to the following questions:

- What conclusions can be made from the data captured in this unit?
- What instructional practices used in the unit **were found to be supportive to student learning**? How did you determine this? Specific examples should be used in your description.
- What instructional practices **were found to be less effective or ineffective**? How did you determine this? Specific examples should be used in your description.
- What changes were made during your unit? What formative assessment of other information supported these changes? Specific examples should be used in your description.
- What specific instructional practices would be addressed differently in future instruction?
- How has technology supported student learning (if applicable)? **TECHNOLOGY**

23. SELF-ASSESSMENT: PROFESSIONALISM

Professional educators consistently evaluate their strengths and areas where growth can benefit their teaching and the learning of their students. In the Self-Assessment, TCs should clearly explain their strengths and areas for growth and should establish a clear goal for improving teaching practice. The Self-Assessment should be related to a situation(s) and an identified Personal Growth Goal.

Candidates should present this information by responding to the following questions and prompts:

- How has the achievement of your Personal Growth Goal influenced either your learning or the learning of your students? (RI-ICEE section 4.4B and 4.4C)
- Explain <u>two</u> personal strengths as a result of your student teaching/graduate internship experience. Provide specific examples to support your response.
- Explain <u>two</u> areas you would like to further your professional learning/skill development. Relate your areas to a situation during your student teaching/graduate internship that led you to identifying each area.
- Identify actions that will help you further your learning. What obstacles might make taking the actions difficult?

PART 7: LEARNING FROM PRACTICE – THE REFLECTION				
INDICATORS	**1 Ineffective**	**2 Developing**	**3 Effective**	**4 Highly Effective**
22. Instructional Decisions RIPTS 10	Instructional decisions are unrelated to assessment results and U-SLOs.	Instructional decisions are confusing or generally relate to assessment results and U-SLOs.	Instructional decisions made during the unit are described and **relate** to assessment results and U-SLOs. Analysis of the unit's instructional practices as effective, less-effective, or ineffective guides description of specific practices that would be addressed differently in the future.	Instructional decisions made during the unit are explained clearly and relate to assessment results and U-SLOs. These are related to professional standards or research - based practices. Analysis of the unit's instructional practices as effective, less-effective, or ineffective guides description of specific practices that would be addressed differently in the future. Analysis considers probable success of different courses of action to improve student learning and/or instruction.
23. Self-Assessment RIPTS 10	Assessment of strengths and areas for growth not submitted or any sections are incomplete.	Explains **either** strength and area for growth **or** sets a goal for improving teaching practice Submission is vague with few links to experiences during student teaching.	Explains strength and area for growth linked to student teaching experiences. Link to Personal Growth Goal is evident A general goal for improving teaching practice is provided. Possible actions are provided, linked to identified area for growth.	Clearly explains strength and area for growth and sets a clear goal for improving teaching practice; Description of personal growth as teacher (strength and an area for growth) is related to a particular situation(s) and identified Personal Growth Goal. Goal for improving learning as a teacher presents possible actions; anticipates opportunities and obstacles in achieving actions.

Terms Used in the TCWS	Definition
Unit-Based Student Learning Objectives (U-SLO)	Unit-Based Student Learning Objectives (U-SLOs) represent the overall expectations of student learning for the unit. U-SLOs should reflect student learning supported by the unit's combined lessons.
Lesson-Specific Student Learning Objectives (L-SLO)	Lesson Specific Student Learning Objectives (L-SLOs) reflect the expectations for student learning upon completion of one lesson.
Critical Aspects of School Population	Critical aspects of school population are not *all* the aspects of a school population. Critical aspects are those factors that have the greatest impact on the learning of students. Critical aspects noted in the Contextual Factors section should be addressed *in some way* throughout the unit. Critical aspects may include school demographics, cultural and/or linguistic characteristics of learners, economic considerations, community factors in addition to other factors that may be program-specific.
Critical Learner Factors	Critical learner factors can include (but not limited to) language difference, learning difference, documented accommodation needs, IEP supports. Critical learner factors guide the materials used, the evidence-based practices selected in instruction, modifications, accommodations, and other key decisions made during the unit.
Student Learning Standards	Standards at the school level that frame the expectations for student achievement. Examples include the Common Core, Next Generation Science Standards, etc. These standards frame standards driven instruction for our completer. These are also known as *practice standards*.
Evidence-Based Practices	Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in Every Student Succeeds Act (2015) has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence: **Tier 1** – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies. **Tier 2** – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies. **Tier 3** – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias). **Tier 4** – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Education Agencies (SEA), Local Education Agencies (LEA), or outside research organization to determine their effectiveness
Data-driven Instruction	Data-driven Instruction demonstrates the ability to collect, analyze, and use data from multiple sources - including research, student work and other school-based and classroom-based sources -to inform instructional and professional practice. Assessment choice to collect data reflect the core principles, concepts, and purposes intended to monitor student progress. Proficiency in using assessment data to evaluate and modify instructional practice is evident.

Terms Used in the TCWS	Definition
21st Century Skills	The broad categories of 21st Century Skills include: ● Critical thinking ● Communication ● Collaboration ● Creative problem-solving
Cognitively Challenging Experiences	Cognitively challenging experiences are lessons that take students from their current skill level and create opportunities to make substantial growth on that skill. Substantial growth is not necessarily a percentage, but is based on the teacher candidate's knowledge of students and their pace of learning demonstrated.
Instructional materials	Instructional materials are the content or information conveyed within a course. These include the lectures, readings, textbooks, multimedia/technology components, and other resources in a course.
Technology	Defined in its simplest form, technology is all the ways that we change the world to meet people's needs and desires. Technology can assist teachers http://www.iste.org/standards/for-educators and students http://www.iste.org/standards/for-students
Accommodations	An *accommodation* allows a student to complete the same assignment or test as other students, but with a change in the timing, formatting, setting, scheduling, response and/or presentation. This accommodation does not alter in any significant way what the test or assignment measures. Examples of accommodations include a student who is blind taking a Braille version of a test or a student taking a test alone in a quiet room (Ideas That Work)
Modifications	A *modification* is an adjustment to an assignment or a test that changes the standard or what the test or assignment is supposed to measure. Examples of possible modifications include a student completing work on *part* of a standard or a student completing an alternate assignment that is more easily achievable than the standard assignment. (Ideas That Work)
Series of Lessons	The number of lessons used within a unit is a minimum of three lessons, and some programs may require a greater number. Contact your program for further guidance on the number of lessons required for a specific program.