

Mini TPA

Part 1: Contextual Factors

FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY AND ANALYZE/DISCUSS RELEVANT FACTORS FOR YOUR CHOSEN CLASS AND HOW EACH IMPACTS TEACHING AND LEARNING:

1. Community, School, and Family Factors – Identify factors such as geographic location, community and school population, socio-economic profile, unique characteristics of the population such as high school graduation rates, college degrees, annual income, racial/ethnic/cultural composition, etc. School factors to consider are school's mission and strategic plan, the number of students enrolled, number of students on free or reduced lunch, school-wide support systems, parental involvement, political climate, community and family support for education, and other unique school characteristics.
2. Classroom Factors – Identify classroom factors such as physical features, teacher-student ratio, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, and classroom arrangement.
3. Content Specific Factors – Identify factors unique to your specific content area that are available including materials, classroom (e.g., math manipulatives), community (e.g., guest speakers), and technology (e.g., graphing calculators) resources that you may or may not use.
4. Student Factors – Identify student characteristics (cognitive, social, emotional) you must consider as you design instruction and assess learning including age, grade level, gender, race/ethnicity, culture, students' interests, developmental levels, learning styles and students with special needs, English language learners, and/or at-risk

Address the following areas based on your current placement.

Community Factors

1. Population
2. Poverty data
3. Median Household income for town and state
4. Racial Demographics

Classroom Factors

1. Number of students in the classroom
2. List the available technologies
3. List examples of parental involvement
4. Classroom routine

Student Factors

1. Student Characteristics (cognitive, social, emotional)
2. Age and Gender, Race/Ethnicity Cultural impact
3. Learning Styles
4. Special Needs Students

Part 2: Standards and Goals

Begin with a big idea which will be the broad concept or central theme of your unit. Then list the state standard/standards that accompanies your unit. Include three learning goals that are measurable, rigorous and developmentally appropriate. After each learning goal, provide a rationale for selecting the goal and list the level/levels of Bloom's taxonomy the goal will address. Focus on goals that will promote higher order thinking skills that will result in a deeper understanding of the content. These goals should be measurable skills from the unit that move the student toward achieving the big idea.

Next, identify the challenges that students may encounter with the content. Explain how the challenges will be addressed with the whole group and with individual students. Include a short narrative on two students and explain the various needs and challenges that need to be addressed in the lessons. One student selected must have an IEP plan.

Part 3: Assessment Plan

Assessment Plan—Create a developmentally appropriate assessment plan congruent with the cognitive level of each learning goal. Include clearly written directions and use multiple modes of assessment such as constructed response, selected response, essay, performance assessment, or personal communications.

Part 4: Design for Instruction

Although the unit would typically require at least 3-5 lesson plans to full cover the topic, the mini TPA requires only ONE lesson plan example. Create one lesson plan that addresses a learning goal for the unit. The lesson should integrate a variety of instructional resources and materials, including technology that are appropriate for the whole class and differentiated for the individual learners.

Following the lesson plan include a short narrative that addresses the rationale for the lesson. Include information such as how did your prior knowledge of individual students, various learning styles, and other factors influence your decisions when designing the lesson. The narrative should also include evidence based reasoning on why you selected specific strategies. Sources for this evidence are not needed at this time. Focus on strategies you have been taught in your teacher education courses.

Identify two focus students with diverse learning needs for your study. Provide a rationale on why each of these students was selected. One of the students must have an IEP. Describe how you plan to differentiate the instruction for each focus student.

Part 5: Implementation and Reflection

Provide a video clip totaling at least 5 minutes of instruction. The video clip should cover at least two of the following areas: classroom organization, effective content delivery, student engagement, effective questioning techniques, classroom management or flexibility. In addition to the video clip, a narrative should be included that provides a description of what the reviewer is watching and how the video provides evidence of the two selected focus areas from above.

Part 6: Impact on Student Learning

The ultimate success of instruction is determined by whether or not instruction led to student learning. For this section, you are trying to formulate an opinion on the students understanding of the learning goals. This opinion will be based upon the assessments that were used throughout the unit.

First, graph and analyze performance for each student and the whole class on the pre and post assessments for each learning goal. Then analyze the performance of the two focus students selected. In your analysis, use a bar graph to create a visual representation of individual student performance on the pre and posttest and whole class performance on the assessments.

Lastly, provide a narrative analyzing the student performance. Describe the circumstances that you could control, that contributed to the successful or unsuccessful achievement of the whole class. Discuss the next steps that will provide targeted support to individuals and groups of learners that did not meet mastery. Describe differentiation specific to each focus student

Part 7: Self-Evaluation

In a narrative format, identify and analyze the most and least successful experiences while teaching this unit. Reflect on the collaboration that occurred in the while teaching the unit. Identify the personal and professional knowledge, skills and dispositions that you believe are critical for effective teaching.

The WVTPA rubric will be used for assessing this assignment. Please note that not all factors are required or expected at this level in your coursework and an unsatisfactory or emerging indicators does not mean you have failed. These act as a guide in allowing you to develop an understanding of the requirements in the student teaching semester.

EDUC 416 – Assessment and the Data Informed Teacher Mini TPA Assignment

The Mini TPA includes the seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. The teacher candidate enrolled in EDUC 416 will meet the following requirements.

1. The teacher candidate will consult and collaborate with the mentor teacher to plan a unit that will include a minimum of three learning goals/outcomes based on WV Content Standards. The teacher candidate will follow the Backward Design Model for constructing the unit.
2. **For Task 1**, the teacher candidate will collect data regarding the contextual factors within the following categories: community, school, and family factors; classroom factors; and student factors. For each of the three categories, the teacher candidate will identify **three contextual factors** that the candidate feels are significant for consideration in the planning and presentation of the unit. In the narrative for Task 1, the candidate will analyze and discuss how the contextual factors identified impact the planning, delivery and assessment of the unit.
3. **For Task 2**, the teacher candidate will identify standards and learning goals following the directions and prompts for the WVTPA.
4. **For Task 3**, the teacher candidate will create the assessment plan for the unit which must include the pre-test, formative assessments, and the summative, post-test assessment. Contextual factors identified in Task 1 should be used in determining the assessments and the accommodations for the assessments.
5. **For Task 4**, Design for Instruction, the teacher candidate will create the lesson plans for the unit following the specified TPA lesson plan format. The candidate will follow the prompts for Task 4, with the exception of the number of focus students. For the mini-TPA, the candidate only identifies one focus student. Use of contextual factors and pre-assessment data should be evident in the instructional design.
6. **For Task 5**, the teacher candidate will be required to teach the lesson(s) planned for **one** of the student learning goals within the unit plan. The pre-test, formative assessments, and post-test for this learning goal will be used for the purposes of analysis of student learning for the mini-TPA. The teacher candidate will video the lesson(s) for the single learning goal and reflect upon the experience by responding to the prompts in Task 5 based on the video clip.
7. **For Task 6**, Impact on Student Learning, the teacher candidate will present the assessment data for the identified learning goal that was presented in the video. The teacher candidate will use the Excel graphs and charts to present the data. The teacher will follow the prompts in Task 6 to analyze student learning for the single learning goal for the whole class and the single focus student.
8. **For Task 7**, Reflection and Self-Evaluation, the teacher candidate will respond to the four prompts on insights on teaching and learning, collaborative practice, implications for future teaching, and professional growth.
9. The rubric for the WVTPA can be used as is for the Mini-TPA. It is expected that the teacher candidate will score “Emerging.” For the Mini-TPA, the candidate can have scores of “Unsatisfactory” but this score will affect the overall grade.

West Virginia Teacher Performance Assessment

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. You are required to plan a unit (consisting of a minimum of 3-5 lessons and at least three student learning goals/outcomes). From this unit plan, you will select a lesson or lessons dedicated to instruction on one of the student learning goals/outcome you have identified. This lesson(s) will become the focus of your TPA. Before you begin to teach the unit, you will identify and describe contextual factors, formulate learning goals based on state and national content standards and prior research based decisions on student performance, develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and design an instructional plan. During instruction, you will videotape and analyze a teaching episode. After teaching, you will analyze student learning, report on student progress toward the identified learning goal, and reflect upon and evaluate your teaching as related to student learning.

The TPA will be evaluated by the course instructor. The four-point rating scale on each rubric reflects the same descriptors you will see as a beginning teacher in West Virginia. The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia. Your performance on the TPA will be used to provide evidence for successful completion of the course.

You will include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lesson(s) that you taught. Each of these are a required part of the TPA. If one or more sections are omitted, you will be required to remediate, and possibly redo the TPA. Any references to another person's ideas or material in your narrative must include a citation for each source at the end of each task. You may use any standard form for references; however, the American Psychological Association (APA) style is recommended.

Please do not include any student names or means of identification for students participating in your lessons in any part of your TPA. While you should hide students' names on all examples of student work submitted as part of the TPA, you will need to make sure that you have a method such as numbering for each student's data/work.

The outline for your Teacher Performance Assessment is as follows:

TASK 1: Contextual Factors

TASK 2: Standards and Goals

TASK 3: Assessment Plan

TASK 4: Design for Instruction

TASK 5: Implementation and Reflection on Daily Instruction

TASK 6: Impact on Student Learning

TASK 7: Reflection and Self-Evaluation

TASK 1: CONTEXTUAL FACTORS

This task requires that you provide a clear description and analysis of factors that influence teaching and learning. The TPA should include a description of specific contextual factors that could impact your instructional decision making. In a narrative, you will discuss and analyze how each of these factors (the community, family, school, classroom and individual characteristics) will impact what you plan and teach during the unit. The Contextual Factors Template will be included in this section of your TPA and it should help you collect, describe and analyze information.

TASK 1	WHAT TO DO	REQUIRED ARTIFACTS
<p><u>FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY AND ANALYZE/DISCUSS RELEVANT FACTORS FOR YOUR CHOSEN CLASS AND HOW EACH IMPACTS TEACHING AND LEARNING:</u></p> <p>1. Community, School, and Family Factors – Identify a maximum of three factors such as geographic location, community and school population, socio-economic profile, unique characteristics of the population such as high school graduation rates, college degrees, annual income, racial/ethnic/cultural composition, etc. School factors to consider are school’s mission and strategic plan, the number of students enrolled, number of students on free or reduced lunch, school-wide support systems, parental involvement, political climate, community and family support for education, and other unique school characteristics.</p> <p>2. Classroom Factors – Identify a maximum of three classroom factors such as physical features, teacher-student ratio, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, and classroom arrangement.</p> <p>3. Student Factors – Identify student characteristics (cognitive, social, emotional) you must consider as you design instruction and assess learning including age, grade level, gender, race/ethnicity, culture, students’ interests, developmental levels, learning styles and students with special needs, English language learners, and/or at-risk.</p>	<p>1. In the Contextual Factors Template, list three factors from each category that you think significantly impact instructional decisions in your classroom.</p> <ul style="list-style-type: none"> a. community, school, and family factors, b. classroom factors, c. student factors for the whole class and for one individual student. <p>2. In the narrative, analyze and discuss how the contextual factors you identified impact the planning, delivery and assessment of your unit.</p>	<ul style="list-style-type: none"> · Contextual Factors Template · Contextual Factors Narrative · References (e.g., for the data points)

TASK 1: Contextual Factors Template

This template is designed to *help you organize and understand* the many factors that affect teaching and learning. The subcategories listed in each factor are just suggestions. Select subcategories (listed or not) that help you determine the instructional strategies and approaches that will support your students' learning. In this chart, **list** the distinctive factors as they relate to your teaching.

Types of Factors	Contextual Factors
<p>Community <i>(e.g., urban, suburban, or rural; census data for the community, race/ethnicity, family structure; socio-economic information; community's school support)</i></p> <p>School <i>(e.g., enrollment; percent of students receiving free or reduced lunch; AYP data; ethnicities; percent of students with IEPs; percent of ELL students; teacher-student ratio; schedule)</i></p> <p>Family <i>(e.g., percent of families with college degrees, annual income; parental involvement in classroom; support for education; family configuration; socio-economic profile)</i></p>	
<p>Classroom Factors <i>(e.g., classroom arrangement; classroom rules and routines; extent of parental involvement; scheduling; availability of technology; content specific materials)</i></p>	
<p>Student Factors (In terms of the whole class and individual students) <i>(e.g., identify the cognitive, social, emotional characteristics such as grade level, age, gender; language needs; special needs; race/ethnicity; achievement/developmental levels; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest; learning styles; students' skill levels)</i></p>	

TASK 1 RUBRIC: Contextual Factors

	Distinguished (4 points)	Accomplished (3 Points)	Emerging (2 Points)	Unsatisfactory (1 point)
Implications of Community, School, & Family Factors WVPTS 2A, InTASC 2, CAEP 1.1	The candidate <ul style="list-style-type: none"> demonstrates an understanding of the community, school, and family factors and their potential impact on teaching and learning for the whole class and individual students. considers these factors <u>combined with other contextual factors</u> to create a classroom where all learners' <u>differences are respected and valued.</u> 	The candidate <ul style="list-style-type: none"> identifies community, school, and family factors that influence teaching and learning and their potential impact on teaching and learning for the <u>whole class</u> and <u>individual students.</u> 	The candidate <ul style="list-style-type: none"> identifies community, school, and family factors and their potential impact on <u>student learning.</u> 	The candidate <ul style="list-style-type: none"> identifies community, school, and family factors that may impact teaching and learning, but is unable to use contextual information in meaningful ways to create a classroom environment where all students can learn.
Implications of the Classroom Factors WVPTS 2F, InTASC 3, CAEP 1.1	The candidate <ul style="list-style-type: none"> demonstrates an understanding of the classroom factors and their potential impact on teaching and learning for the whole class and individual students. considers these factors <u>combined with other contextual factors</u> to create a classroom where all learners' <u>differences are respected and valued.</u> 	The candidate <ul style="list-style-type: none"> identifies the classroom factors and their potential impact on teaching and learning for the <u>whole class</u> and <u>individual students.</u> 	The candidate <ul style="list-style-type: none"> identifies the classroom factors and their potential impact on <u>student learning</u> 	The candidate <ul style="list-style-type: none"> identifies classroom factors that may impact teaching and learning, but is unable to use contextual information in meaningful ways to create a classroom environment where all students can learn.
Implications of Individual Student Factors WVPTS 2A, InTASC 1, CAEP 1.1	The candidate <ul style="list-style-type: none"> demonstrates an understanding of the individual student factors and their potential impact on teaching and learning for the whole class and individual students. considers these factors <u>combined with other contextual factors</u> to create a classroom where all learners' <u>differences are respected and valued.</u> 	The candidate <ul style="list-style-type: none"> identifies the individual student factors and their potential impact on teaching and learning for the <u>whole class</u> and <u>individual students.</u> 	The candidate <ul style="list-style-type: none"> identifies individual factors and their potential impact on <u>student learning</u> 	The candidate <ul style="list-style-type: none"> identifies individual factors that may impact teaching and learning, but is unable to use contextual information in meaningful ways to create a classroom environment where all students can learn.

TASK 2: STANDARDS AND GOALS

This task allows you to begin to structure a unit plan by identifying the big idea, standards, and learning goals. You will analyze measurable goals to ensure the inclusion of multiple domains and that higher order thinking skills are used appropriately. Use the Unit Framework Template to begin creating your unit and write a narrative using the prompts below.

TASK 2	WHAT TO DO	REQUIRED ARTIFACT
<p><u>You will complete the template to create a framework for your unit. You will provide and justify goals that are logically organized and that move students toward achieving the Big Idea. Use the following prompts to guide what the framework must include.</u></p> <ol style="list-style-type: none"> 1. Big Idea - Identify a broad concept or principle central to the unit. It anchors or connects all of the smaller ideas in a lesson. Big Ideas are transferrable to other contexts. 2. Standards – Cite the state and/or national standard(s)/objective(s) used as a basis for the unit goal with all reference numbers and complete wording. 3. Learning Goals (Measurable skills from the unit that move the student toward achieving the big idea.) <ol style="list-style-type: none"> a. Identify at least three goals that move students toward achieving the big idea. The goals should identify what students are expected to know and be able to do in order to demonstrate mastery. Number each goal so you can reference them later in the Assessment Plan and Unit Outline. b. Identify the level of higher order thinking skills for each goal (e.g., Bloom’s Taxonomy, Anderson, Marzano) 4. Anticipated Student Challenges – Analyze the misconceptions, lack of prior knowledge, skill sets, and differing abilities that might hinder achievement of each goal. 	<ol style="list-style-type: none"> 1. In the Unit Framework Template, <ol style="list-style-type: none"> a. identify the big idea. b. COPY and PASTE into the template, the complete state and/or national standard(s), including number and complete wording. Provide references for standards(e.g., NCTM, WV Content Standards). c. list and number the goals you have created that correspond to each of the standards. d. identify the appropriate level for each goal (e.g., Bloom’s – analysis). 2. In the narrative, <ol style="list-style-type: none"> a. explain how the goals you created for the lesson deepen student understanding. b. discuss and analyze in more detail anticipated student challenges related to the content of each goal. 	<ul style="list-style-type: none"> ● Unit Framework Template ● Narrative ● References

TASK 2: UNIT FRAMEWORK TEMPLATE (Expand table as necessary)

1. BIG IDEA:		
2. STANDARDS	3A. LEARNING GOALS	3B. LEVEL OF GOALS (e.g., Bloom's – analysis)
1.		
2.		

TASK 2 Rubric: Standards and Goals

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
Alignment of Standards and Learning Goals WVPTS 1C, InTASC 7, CAEP 1.1	The candidate writes appropriate learning goals based on state and <u>national standards</u> and the needs of <u>each</u> student.	The candidate writes learning goals based on state standards and the <u>needs of the students</u> .	The candidate <u>writes learning goals based on state standards</u> .	The candidate is unable to write learning goals based on state standards and the needs of the students
Learning Goals WVPTS 1C, InTASC 7, CAEP 1.1	The candidate writes learning goals that are measurable, <u>relevant</u> , rigorous*, and developmentally appropriate. <u>Goals promote higher order thinking skills that result in a deeper understanding of content and provides varied options to support individual learning goals</u> .	The candidate writes learning goals that are measurable, <u>rigorous*</u> , developmentally appropriate, and address higher and lower order thinking skills.	The candidate <u>writes learning goals that are measurable, developmentally appropriate and address, both, higher and lower order thinking skills</u> .	The candidate writes learning goals that may or may not be measurable and only address lower order thinking skills.
Anticipated Student Challenges WVPTS 2A, InTASC 1, CAEP 1.1	The candidate identifies student challenges that focus on aspects of content and skill needs, and articulates how those challenges will impact whole class learning, and addresses challenges of individual students and <u>articulates the types of support/accommodations needed for all students to achieve mastery</u> .	The candidate identifies student challenges that focus on aspects of content and skill needs, and articulates how those challenges will impact whole class learning, and <u>addresses challenges of individual students</u> .	The candidate identifies student challenges that <u>focus on aspects of content and skill needs</u> , and <u>articulates</u> how those challenges will impact whole class learning.	The candidate identifies student challenges but is unable to articulate how those challenges will impact student learning.

*Definition provided in the TPA Glossary

TASK 3: ASSESSMENT PLAN

Using the Assessment Plan Template, you must design an assessment plan aligned with multiple goals to evaluate student learning before, during and after instruction. Your design should include multiple assessment methods that may include constructed response, selected response (i.e., multiple-choice tests, true or false), essay, performance assessment (i.e., reading aloud, performance event, communicating conversationally in a second language, carrying out a specific motor activity in physical education), and personal communications (i.e., questions posed and answered during instruction). In addition, this task requires you to write a narrative that provides evidence of your overall assessment plan.

TASK 3	WHAT TO DO	REQUIRED ARTIFACTS
<p><u>YOU WILL DESIGN A DEVELOPMENTALLY APPROPRIATE ASSESSMENT PLAN TO MONITOR STUDENT PROGRESS BASED ON THE GOALS FROM TASK 2. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:</u></p> <ol style="list-style-type: none"> 1. Review Learning Goals – See Task 2. 2. Assessment Plan <ol style="list-style-type: none"> a. Alignment with Learning Goals – Identify the learning goal alignment to the pre-, formative, and summative assessments. b. Assessment Criteria – Identify the scoring procedures and the instructions for the student to complete the assignment. These criteria would include identification of a level of mastery (the level or score achieved by the student that indicates mastery of the goal for the pre-, formative, and post-assessments). c. Balance of Assessments - Your instructional sequence should include a variety of assessment methods and strategies (modes of assessment) suited for the interest/developmental level of the students and the learning goals. These assessments include: <ol style="list-style-type: none"> 1. Before Instruction (pre-assessments) 2. During Instruction (formative or interim assessment), 3. After Instruction (post or summative assessments). 3. Rationale – Justify your selection of your pre-, formative, and summative (post) assessments to show that the student has met the learning goal in the Assessment Plan Template. 	<p>You will fill in the Assessment Plan Template and write a narrative explaining your overall assessment plan.</p> <ol style="list-style-type: none"> 1. Copy and paste the learning goals from your <i>Task 2, 3A</i> into the Assessment Plan Template, column #1. 2. In the Assessment Plan Template use the correct labeled column to: <ol style="list-style-type: none"> a. indicate the assessments used to evaluate student performance relative to each learning goal. Include a variety of methods and strategies to ensure you have a balance of assessments. b. indicate the level of mastery for each learning goal on each assessment. 3. In the narrative, explain your overall assessment plan, including your rationale for choosing each assessment. Use the template to frame the narrative. 	<ul style="list-style-type: none"> · Assessment Plan Template · Narrative · Documents containing formative and summative assessment materials and/or descriptions of those materials (provide hard copies, if applicable) · Student and teacher directions for each assessment · Criteria for scoring student performance (i.e., scoring rubrics, observation checklists, rating scales, answer keys)

TASK 3: ASSESSMENT PLAN TEMPLATE (Expand template as needed)

LEARNING GOAL (from Task 2, 3A)	ASSESSMENTS (Methods matched to outcome types and content area. For each goal include one or more assessment where appropriate. The same assessment can provide evidence of learning for multiple goals, provided that the parts of the assessment are aligned with the appropriate goal.)		LEVEL OF MASTERY (e.g., 75%, 9 out of 10)
1.	Pre-Assessment		
	Formative		
	Post-Assessment		
2.	Pre-Assessment		
	Formative		
	Post-Assessment		
3.	Pre-Assessment		
	Formative		
	Post-Assessment		

TASK 3 RUBRIC: Assessment Plan

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
Alignment with Learning Goals WVPTS 1E, InTASC 6, CAEP 1.1	The candidate <ul style="list-style-type: none"> has an assessment plan that is developmentally appropriate, congruent with the cognitive level of learning goals, and contains pre-, formative and post- assessments and can articulate the reason for the selection of <u>each</u> assessment. 	The candidate <ul style="list-style-type: none"> has an assessment plan that is developmentally appropriate, <u>congruent</u> with the cognitive level of learning goals, and contains pre-, formative and post- assessments and <u>can holistically articulate the reason for the selection of the assessment(s).</u> 	The candidate <ul style="list-style-type: none"> <u>has an assessment plan that is developmentally appropriate, mostly congruent with the cognitive level of learning goals, and contains pre-, formative, and post- assessments</u> 	The candidate <ul style="list-style-type: none"> has an assessment plan that lacks congruence with learning goals
Assessment Criteria/ Technical Soundness WVPTS 1E, InTASC 6, CAEP 1.1	The candidate <ul style="list-style-type: none"> described all assessments and their scoring procedures are explained and accurate. has clearly written directions and assessment items for students to understand and the level of mastery is identified for each assessment. <u>justifies how their assessment accurately measures what it is supposed to measure (content validity).</u> 	The candidate <ul style="list-style-type: none"> described all assessments and their scoring procedures are explained and accurate. has clearly written directions and assessment items for students to understand and the level of mastery is identified for <u>each</u> assessment. 	The candidate <ul style="list-style-type: none"> described all assessments and their scoring procedures are explained and accurate. <u>has clearly written directions and assessment items for students to understand and the level of mastery is identified for all summative assessments.</u> 	The candidate <ul style="list-style-type: none"> described an assessment plan with an inaccurate explanation of directions, assessment items, or scoring.
Balance of Assessments WVPTS 3E, InTASC 6, CAEP 1.1	The candidate <ul style="list-style-type: none"> <u>designs</u> and plans multiple modes of assessment to assess and evaluate student learning for each learning goal. Uses assessments that enable the teacher, student, and other to identify patterns or gaps in each student's learning. 	The candidate <ul style="list-style-type: none"> plans multiple modes of assessment to assess and evaluate <u>student learning for each learning goal.</u> <u>Uses assessments that enable identification of patterns or gaps in each student's learning.</u> 	The candidate <ul style="list-style-type: none"> plans <u>multiple modes of assessment to assess and evaluate student learning.</u> 	The candidate <ul style="list-style-type: none"> plans for assessment but does not utilize multiple modes of assessment

TASK 4: DESIGN FOR INSTRUCTION

This task assesses your ability to use contextual and student information gathered in Task 1 to design high quality instruction and assessment that will meet the needs of the students in the target class. In addition, this task will require you to identify one focus student with diverse learning needs for whom you will design differentiated instruction. You will create a minimum of 3-5 daily lesson plans as part of your unit, fill out the Focus Students Template and write a narrative that provides evidence of your plan for instructional design.

TASK 4	WHAT TO DO	REQUIRED ARTIFACTS
<p><u>IN THIS TASK, YOU WILL DESIGN LESSON PLANS AFTER DETERMINING CURRENT LEVEL OF STUDENT PERFORMANCE (PRE- ASSESSMENT & OTHER FACTORS) RELATIVE TO THE LEARNING GOALS. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:</u></p> <ol style="list-style-type: none"> Factors in Planning -- Plan and include the lessons in your unit based on standards and goals, students' characteristics, interests, and learning context. Pre-assessment data must be used to guide the development of your unit. Consultation – Describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12- school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences). Instructional Strategies -- Plan for and design for a variety of instructional strategies to be used for student learning that are evidence based and developmentally appropriate. Instructional Strategy/Rationale – Identify and provide a rationale for instructional strategies chosen for each learning goal in unit. Learning Resources – Identify and provide a rationale for the selected learning resources in the unit. (Include technology where appropriate.) Differentiated Instruction - Choose and describe one Focus Student who reflects diverse learning needs and any other students for whom you will need to differentiate instruction including those with IEPs. 	<ol style="list-style-type: none"> Create a minimum of 3-5 daily lesson plans as part of your unit. (NOTE: Follow your institution's specific requirements regarding the unit plan and the number of daily lesson plans required). Use the Focus Student Template to identify a focus student and outline what you will do to differentiate instruction to meet the learning needs of the student that you identified. In the narrative: <ol style="list-style-type: none"> Describe how pre-assessment data influenced the design of your unit. Describe how the various factors that you identified in previous tasks guided your planning of the unit and daily lessons. Describe how you consulted/collaborated with your teacher and/or other school personnel to determine what to teach. Identify and describe at least one instructional strategy for each learning goal that you will use when delivering your unit. Provide a rationale for choosing the instructional strategies for impact on learning based on contextual factors and other evidence. Identify the learning resources, including technology, used in this unit and provide a rationale for choosing each. Describe how you will differentiate instruction to meet the learning needs of the focus student and other students who would benefit from differentiation. Pay attention to differentiation needs that might be indicated for specific goals. 	<ul style="list-style-type: none"> Focus Students Template Include daily lesson plans from the unit (include all examples of resources in this unit except the assessments detailed in Task 3.) Narrative References

TASK 4: Focus Students Template

<p>Identify the focus student with diverse learning needs. Provide your reasoning for choosing the student.</p>	<p>Rationale for Focus Student :</p>
<p>Describe what you will do to differentiate instruction the focus student.</p>	<p>Differentiation for Focus Student</p>

Task 4 RUBRIC: Design for Instruction

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
Factors in Planning WVPTS 1A, InTASC 4, CAEP 1.1	The candidate <ul style="list-style-type: none"> identifies contextual factors, uses pre-assessment data and <u>other student performance data</u> to plan lessons based on students' prior knowledge and <u>individual student needs, learning styles, and differences that maximize learning for each individual.</u> <u>provides evidence of integration of these factors in lesson plans throughout the unit.</u> 	The candidate <ul style="list-style-type: none"> identifies contextual factors and uses pre-assessment data to plan lessons based on students' prior knowledge and <u>individual differences.</u> <u>provides evidence of integration of these factors in lesson plans throughout the unit.</u> 	The candidate <ul style="list-style-type: none"> identifies contextual factors and <u>uses pre- assessment data to plan lessons based on students' prior knowledge.</u> 	The candidate <ul style="list-style-type: none"> identifies contextual factors and students' prior learning, but is unable to use this knowledge to design lessons that facilitate learning for each individual.
Consultation WVPTS 4B, InTASC 10, CAEP 1.1	The candidate <ul style="list-style-type: none"> documents consultation with multiple clinical educators for lesson planning and <u>describes the consultation /collaboration process.</u> 	The candidate <ul style="list-style-type: none"> documents consultation with <u>multiple clinical educators for lesson planning.</u> 	The candidate <ul style="list-style-type: none"> documents consultation with <u>one clinical educator for lesson planning.</u> 	The candidate <ul style="list-style-type: none"> does not document consultation with a clinical educator for planning.
Instructional Strategies WVPTS 1D, InTASC 5, CAEP 1.1	The candidate <ul style="list-style-type: none"> designs diverse, evidence- based instructional strategies for each learning goal that is student- centered and <u>progressively moves each student toward independent learning.</u> 	The candidates <ul style="list-style-type: none"> designs <u>diverse, evidence-based</u> instructional strategies for each learning goal that is <u>student-centered</u> and may result in student learning. 	The candidate <ul style="list-style-type: none"> <u>designs evidence- based instructional strategies for each learning goal that may result in student learning.</u> 	The candidate <ul style="list-style-type: none"> designs instructional strategies that do not scaffold learning or are not evidence-based.
Rationale for Instructional Strategies WVPTS 1C, InTASC 8, CAEP 1.1	The candidate <ul style="list-style-type: none"> provides a meaningful rationale for instructional strategies that facilitates learning for the whole class and <u>each individual</u> based on all contextual factors. 	The candidate <ul style="list-style-type: none"> provides a meaningful rationale for instructional strategies that facilitates learning for the <u>whole class</u> based on <u>all</u> contextual factors. 	The candidate <ul style="list-style-type: none"> <u>provides a meaningful rationale for instructional strategies that facilitates student learning based on some contextual factors.</u> 	The candidate <ul style="list-style-type: none"> provides a rationale that is not based on contextual factors.

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
Learning Resources (including technology) WVPTS 2D, InTASC 3, CAEP 1.1	The candidate <ul style="list-style-type: none"> integrates a variety of instructional resources and materials, including technology, into instruction <u>that are appropriate for the whole class and differentiated for individual learners.</u> uses technology to <u>enhance teacher/student learning</u> and to track/manage student performance data. 	The candidate <ul style="list-style-type: none"> <u>integrates a variety of instructional resources and materials, including technology, into instruction</u> to facilitate students' <u>and</u> teacher learning and manage/track student data. 	The candidate <ul style="list-style-type: none"> <u>uses resources and materials, including technology, to facilitate learning for self or students (not both), as well as to track and manage student data.</u> 	The candidate <ul style="list-style-type: none"> includes little integration of technology to expand learners' experiences or facilitate learning. does not use technology to track and/or manage student performance data.
Differentiated Instruction WVPTS 3F, InTASC 2, CAEP 1.1	The candidate <ul style="list-style-type: none"> considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of all students and plans strategies that are fair, flexible, challenging, and engage all students in meaningful learning. 	The candidate <ul style="list-style-type: none"> considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of <u>the two focus students, any student with an IEP, and other groups of learners.</u> plans strategies that differentiate learning for multiple groups of students. 	The candidate <ul style="list-style-type: none"> considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) <u>of the focus student and any student with an IEP.</u> plans strategies that differentiates for some but not all students. 	The candidate <ul style="list-style-type: none"> articulates the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of students, but is unable to use this knowledge to plan strategies that lead to individual learning.

TASK 5: IMPLEMENTATION AND REFLECTION ON DAILY INSTRUCTION

This task requires that candidates refer to previous tasks (2, 3, and 4), videotape lesson(s), and submit a narrative of the video. Implementation of lessons includes creating a positive learning environment that engages and motivates students. Exhibiting effective communication skills and modeling verbal and nonverbal behaviors are also an important part of delivering your unit. You will reflect on the lesson(s) after you teach. You will also include a narrative to accompany the video in this task that will provide an opportunity for you to review and analyze your teaching.

It is important that candidates obtain required permission for videotaping. Before recording make sure that you have the appropriate permissions from the parents/guardians of your students and from the adults who appear in the video. Adjust the camera angle to exclude students for whom you lack permission. Make sure the video(s) you submit includes all the required elements listed in the Task 5 “WHAT TO DO” column.

Provide at least one video clip of a lesson where you are teaching the selected student learning goal. The video clip should illustrate how you deliver content and actively engage students. Verify the video quality and video sound quality. If only a portion of the clip is inaudible you should provide a transcript with a timestamp or insert captions in the video. Use first names only for the individuals included in the clip. If you inadvertently captured images of individuals who have not provided permission for the taping, you may use software to blur the individual’s face. Other portions of the clip should remain undistorted.

TASK 5 RUBRIC - Implementation and Reflection on Daily Instruction

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
Classroom Set-up and Organization WVPTS 2B, InTASC 3, CAEP 1.1	In the video, the candidate <ul style="list-style-type: none"> has the classroom and materials prepared in advance of lesson execution. organizes the classroom to support lesson goals, instructional activities and the <u>needs of each student.</u> 	In the video, the candidate <ul style="list-style-type: none"> has the <u>classroom and materials prepared in advance of lesson execution.</u> <u>organizes the classroom to support lesson goals, instructional activities and the needs of the class in general.</u> 	In the video, the candidate <ul style="list-style-type: none"> has the classroom materials readily available. <u>may not efficiently</u> organize the classroom for optimal learning. 	In the video, the candidate <ul style="list-style-type: none"> does not have the classroom organized or materials readily available.
Classroom and Behavior Management WVPTS 2E, InTASC 3, CAEP 1.1	In the video and narrative, the candidate <ul style="list-style-type: none"> establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions, and <u>is proactive and anticipates potential behavior issues, preventing disruptions before they occur to maximize learning for all students.</u> 	In the video and narrative, the candidate <ul style="list-style-type: none"> establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions. utilizes behavior management strategies for problems and deals <u>with disruptions as they occur so that teaching and learning are not interrupted.</u> 	In the video and narrative, the candidate <ul style="list-style-type: none"> establishes rules, routines, proximity and transitions that <u>are used during instruction to minimize disruptions.</u> <u>utilizes behavior management strategies for problems after they occur.</u> 	In the video and narrative, the candidate <ul style="list-style-type: none"> establishes rules, routines, proximity and transitions but they are inconsistently applied and reinforced during instruction. often relies on punishment strategies that interfere with student learning.

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
Flexibility WVPTS 3F, InTASC 2, CAEP 1.1	In the video and narrative, the candidate <ul style="list-style-type: none"> adapts instruction, according to student responses and questions, <u>frequently</u> checks for understanding and <u>capitalizes on teachable moments throughout the lesson.</u> 	In the video and narrative, the candidate <ul style="list-style-type: none"> adapts instruction according to student responses and questions, checks for understanding and may utilize teachable moments. 	In the video and narrative, the candidate <ul style="list-style-type: none"> <u>adapts instruction according to student responses and questions, but may not attempt to check for understanding until the end of the lesson.</u> 	In the video and narrative, the candidate <ul style="list-style-type: none"> delivers instruction based on the lesson plan but there is no attempt to check for understanding regardless of students' responses.
Questioning Strategies WVPTS 3C, InTASC 5, CAEP 1.1	In the video, the candidate <ul style="list-style-type: none"> uses a combination of questioning strategies that <u>promote higher order thinking and challenge assumptions of real world problems.</u> 	In the video, the candidate <ul style="list-style-type: none"> uses a <u>combination</u> of questioning strategies that elicit lower-level and <u>higher-order responses.</u> 	In the video, the candidate <ul style="list-style-type: none"> <u>uses questioning strategies that are lower-level and may elicit narrow responses.</u> 	In the video, the candidate <ul style="list-style-type: none"> rarely uses questioning strategies during instruction.
Student Engagement WVPTS 2C, InTASC 5, CAEP 1.1	In the video and narrative, the candidate <ul style="list-style-type: none"> provides relevant and challenging activities and assignments that <u>encourage collaboration between all learners to understand, question, and analyze ideas in order to facilitate mastery of the content leading to independent learning.</u> 	In the video and narrative, the candidate <ul style="list-style-type: none"> provides relevant and <u>challenging</u> activities and assignments that <u>encourage engagement of all learners to link prior knowledge to new knowledge leading to mastery of the content.</u> 	In the video and narrative, the candidate <ul style="list-style-type: none"> provides <u>relevant</u> activities and assignments that are <u>developmentally appropriate and engage students towards mastery of the content.</u> 	In the video and narrative, the candidate <ul style="list-style-type: none"> provides activities and assignments but students are not intellectually engaged.

TASK 6: IMPACT ON STUDENT LEARNING

The ultimate success of instruction is determined by whether or not instruction led to student success in meeting the identified goals and the extent to which meeting these will prepare students to use their new learning in the future. In this task, you will graphically represent assessment data from your unit and analyze students' progress and achievement of the selected student learning goal. You will fill out the Impact on Student Learning Template and will use this template to guide your narrative describing your data analysis on impact to student learning.

TASK 6	WHAT TO DO	REQUIRED ARTIFACTS
<p><u>REPORT THE RESULTS OF YOUR PRE- AND POST- ASSESSMENTS USING GRAPHS AND A NARRATIVE TO IDENTIFY THE PERFORMANCE OF THE WHOLE CLASS AND FOCUS STUDENT.</u></p> <p>1. WHOLE CLASS – Graph and analyze performance for each student and whole class on pre- and post-assessments on the selected student learning goal. Use the Impact on Student Learning Template to show every student and his/her performance on pre- and post-assessments on the selected learning goal.</p> <p>2. FOCUS STUDENT – Analyze the performance of the student you selected in Task 4 (refer to the Impact on Student Learning Template). Analyze the degree of success or failure for the student.</p>	<p><u>WHOLE CLASS AND FOCUS STUDENT</u> <u>Rubric addresses whole class, individual, and focus student.</u></p> <ol style="list-style-type: none"> 1. Create a bar graph for the selected learning goal that shows: <ol style="list-style-type: none"> a. Individual student performance on pre- and post-assessments, and b. Whole class performance on pre- and post-assessments. 2. Complete the Impact on Student Learning Template. In the comments column, note any unusual circumstances that might have affected student performance (e.g., fire drill during post-assessment, death in family causing multiple absences, excessive absence due to an illness). Indicate which student is the focus student. 3. In the narrative: <ol style="list-style-type: none"> a. Analyze the performance of the whole class on the <i>pre</i>-assessment for the selected learning goal. b. Analyze the performance of the whole class on the <i>post</i>-assessment for the selected learning goal. c. Report how many students met or did not meet the learning goal and analyze the progress (changes in performance) of the whole class from the pre- assessment to the post-assessment? d. Describe and analyze the circumstances/conditions that you could control, that contributed to the successful or unsuccessful achievement of the whole class. e. Discuss the next steps that will provide targeted support to individuals and groups of learners who did not meet mastery. f. Describe differentiation specific to the focus student on the pre- and post- assessments. g. Analyze and reflect on the focus student's performance from pre- to post- assessment. h. Describe and analyze the circumstances/conditions that contributed to the successful or unsuccessful achievement of the focus student. 	<ul style="list-style-type: none"> ● Graphs for pre- and post-assessment (individual and whole class) ● Impact on Student Learning Template ● Narrative

TASK 6: Impact on Student Learning Template (example below)

Students	Pre-Assessment	Post-Assessment	Gain + or -	GOAL MET? (Selected Learning Goal from Task 2, 3A)		Comments (See #2)
				Learning Goal #1		
				X	N	
1. B1	1/5	4/5	+3	X		
2. G1	0/5	1/5	+1		X	Shows little effort
3. G2	0/5	5/5	+5	X		

TASK 6 RUBRIC: Impact on Student Learning

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
Clarity and Representation of Evidence WVPTS 1E, InTASC 6, CAEP 1.1	The candidate <ul style="list-style-type: none"> provides clear graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class. <u>provides complete data.</u> includes charts and graphs that are clear, concise, and presented in a way that does not interfere with the reader's ability to understand. 	The candidate <ul style="list-style-type: none"> provides <u>clear</u> graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class. <u>provides complete data or, if incomplete, addresses why it is incomplete.</u> includes charts and graphs that are <u>clear, concise, and presented in a way that does not interfere with the reader's ability to understand.</u> 	The candidate <ul style="list-style-type: none"> provides graphic representation of evidence <u>for each learning goal to determine the level of mastery of each student and the whole class.</u> <u>includes charts and graphs that are easily understood.</u> 	The candidate <ul style="list-style-type: none"> provides graphs that are not representative of the whole class and are not easily understood. provides incomplete data.
Interpretation of Data WVPTS 3E, InTASC 6, CAEP 1.1	The candidate <ul style="list-style-type: none"> analyzes formative and summative data to evaluate learning for <u>each student.</u> <u>Interprets and documents comprehensive next steps.</u> <u>Derives meaningful and appropriate conclusions regarding student gains from the data.</u> 	The candidate <ul style="list-style-type: none"> analyzes <u>formative and summative data</u> to evaluate learning <u>related to the whole class and/or groups of learners.</u> <u>Identifies next steps based on the data.</u> <u>Interprets meaningful and appropriate conclusions.</u> 	The candidate <ul style="list-style-type: none"> <u>analyzes evidence of student learning.</u> <u>provides technically accurate interpretations, but conclusions are missing or not fully supported by data.</u> 	The candidate <ul style="list-style-type: none"> analyzes evidence of student learning for students from whom data was collected. is unable to evaluate learning progress for all students or interpretation is inaccurate, and conclusions are missing.
Evidence of Impact WVPTS 3E, InTASC 6, CAEP 1.1	The candidate <ul style="list-style-type: none"> provides evidence, including data, of impact on <u>patterns of learning</u> for the whole class and each individual learner (including the focus student) <u>for the selected learning goal.</u> <u>factors contributing to these patterns are well- described and conclusions are supported with clear evidence.</u> 	The candidate <ul style="list-style-type: none"> provides evidence, <u>including data</u>, of impact on learning for the whole class and <u>each individual learner</u> (including the focus student). uses <u>appropriate examples</u> to highlight patterns of learning for the class as a whole relative to the selected learning goal. 	The candidate <ul style="list-style-type: none"> provides evidence of impact on learning for the <u>focus student and the whole class.</u> <u>highlights patterns of learning for the class as a whole relative to the selected learning goal.</u> 	The candidate <ul style="list-style-type: none"> attempts to provide evidence of impact on student learning, but does not provide appropriate evidence of student growth and learning.

TASK 7: REFLECTION AND SELF-EVALUATION

This task requires that you provide a clear description and analysis of your student teaching experience. Throughout the teaching experience, effective teachers analyze their teaching practices to improve future instruction. Effective teachers must demonstrate a deep understanding of content, effective methodologies, quality assessment strategies, critical thinking skills, and professional dispositions. Reflection and honest self-evaluation are critical for effective teachers. You will include a reflection narrative in this task.

TASK 7	WHAT TO DO	REQUIRED ARTIFACTS
<p>FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY, ANALYZE, AND REFLECT UPON YOUR TEACHING EXPERIENCE. USE THESE CATEGORIES TO ORGANIZE YOUR REFLECTIONS:</p> <ol style="list-style-type: none"> 1. Insights on Teaching and Learning--Identify and analyze the most and least successful experiences while teaching the selected learning goal. 2. Professional Collaborative Practice--Reflect on the collaboration that occurred during the planning and implementation of your unit/lesson. 3. Implications for Future Teaching-- Identify the personal and professional knowledge (what you know), skills (what you do), and dispositions (what you value and feel) that you believe are critical for effective teaching. 4. Professional Growth--Reflect on your performance and identify future professional goals that could improve your teaching and guide your professional growth during student teaching. 	<ol style="list-style-type: none"> 1. <i>Use the prompts to reflect on the implementation of your lesson.</i> <ol style="list-style-type: none"> a. Identify and explain the most successful part of your teaching of the selected learning goal. This should be an in depth reflection on specific experiences. Examples include successful experiences with planning, assessment, a teaching method, and/or engagement of students. b. Identify and explain the least successful part of teaching the selected learning goal. This should be an in depth reflection on a specific experience. Examples include unsuccessful experiences with engaging students, assessment, teaching, or classroom management. 2. <i>Using the prompts, reflect on the collaborative practice in which you engaged during the experience.</i> <ol style="list-style-type: none"> a. Personalize your reflection by describing the collaboration between you and other clinical educators that occurred during the planning and implementation of your unit/lesson. b. Explain how you used the ideas and feedback from others, and how others used your insights to improve teaching and learning. Give examples (e.g., collaborative sessions where discussion focused on feedback regarding planning, teaching, and/or assessment data). 3. <i>Using the prompts, write an in-depth reflection on your personal and professional knowledge, skills and dispositions as a beginning teacher.</i> <ol style="list-style-type: none"> a. Reflect on what this experience reveals with respect to your need to improve professional knowledge, skills and/or dispositions. Examples include consideration of the depth of your content .knowledge to effectively disseminate information to a diverse set of students, consideration of your skills to engage learners, management of classroom behaviors, and/or consideration of your dispositions that align or do not align to personal bias. 4. <i>Using the prompts, reflect on your professional growth.</i> <ol style="list-style-type: none"> a. Identify and justify the professional development goals that emerged from your insights on teaching and learning. This narrative may include the justification of the goals as needed to improve student achievement deficits or teacher deficits in knowledge, skills or dispositions identified in teaching the unit. b. Identify and describe professional development opportunities you may have had during this experience or potential opportunities that may improve teaching and learning or facilitate professional growth. 	<ul style="list-style-type: none"> ● Narrative

TASK 7 RUBRIC: Reflection and Self-Evaluation

	Distinguished (4 points)	Accomplished (3 points)	Emerging (2 points)	Unsatisfactory (1 point)
<p>Insights on Teaching and Learning</p> <p>WVPTS 4D, InTASC 10, CAEP 1.1</p>	<p>The candidate</p> <ul style="list-style-type: none"> · identifies strengths and weaknesses from his/her practice and reflects holistically on the entire experience. · makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified and · <u>directly relates these insights to the educational literature and opportunities for professional development.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · <u>identifies</u> strengths and weaknesses from his/her practice, and <u>reflects holistically on the entire experience.</u> · <u>makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · is <u>able</u> to identify strengths and weaknesses from his/her practice <u>while teaching.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · is unable to identify strengths and weaknesses from his/her practice.
<p>Professional Collaborative Practice</p> <p>WVPTS 4B, InTASC 10, CAEP 1.1</p>	<p>The candidate</p> <ul style="list-style-type: none"> · documents collaboration with multiple clinical educators on teaching and learning. · consistently contributes to group learning, utilizes the knowledge and skills gained and <u>provides evidence of other clinical educators implementing their suggestions or ideas.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · documents collaboration with <u>multiple</u> clinical educators on teaching and learning. · <u>consistently contributes to group learning, and utilizes the knowledge and skills gained.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · documents collaboration with <u>one</u> clinical educator on teaching and learning. 	<p>The candidate</p> <ul style="list-style-type: none"> · does not document collaboration with a clinical educator on teaching and learning.
<p>Implications for Future Teaching</p> <p>WVPTS 4C, InTASC 9, CAEP 1.1</p>	<p>The candidate</p> <ul style="list-style-type: none"> · analyzes feedback related to his/her professional knowledge, skills, and/or dispositions <u>to improve the practice of teaching for self and others.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · analyzes feedback related to his/her professional knowledge, skills, and/or dispositions to <u>implement specific changes to improve classroom practice.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · <u>analyzes</u> feedback related to his/her professional knowledge, skills, and/or dispositions to <u>indicate a general change and need for improvement of classroom practice</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · identifies feedback, but is unable to make connections with his/her knowledge, skills, and dispositions to improve classroom practice.
<p>Professional Growth</p> <p>WVPTS 4A, InTASC 9, CAEP 1.1</p>	<p>The candidate</p> <ul style="list-style-type: none"> · <u>engages in critical self- examination of professional practice to design and justify a multi- year, continuous professional growth plan.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · identifies and justifies <u>multiple</u> professional development goals based on lessons learned from this student teaching experience <u>that will improve teaching and learning.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · <u>identifies and justifies</u> a professional development <u>goal based on lessons learned from this student teaching experience.</u> 	<p>The candidate</p> <ul style="list-style-type: none"> · has generic professional development plans based on convenience and availability that may or may not impact professional growth.

