# West Virginia Teacher Performance Assessment Administrative Handbook
## (WVTPA)

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# WVTPA Introduction

The West Virginia Teacher Performance Assessment (WVTPA) is a collaboratively developed assessment that is completed by all candidates during the residency/student teaching experience (WVTPA 4.0 - Appendix A). The WVTPA requires that teacher candidates draw on pedagogical and content 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 on learning.

The WVTPA includes seven performance tasks that have been identified from research and best practice as fundamental to improving student learning:

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

Professional standards and rubrics define and frame performance on each teaching process. The EPP will provide candidates with direct instruction regarding the development, submission, and evaluation of the WVTPA prior to the residency/student teaching semester. During residency, candidates are required to plan and teach a unit consisting of a **minimum** of 3 lessons. (Additional requirements can be determined by the EPP...) Before candidates begin to teach the unit, they (a) identify and describe contextual factors, (b) formulate learning goals based on state and national content standards and prior research-based decisions on student performance, (c) develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and (d) design an instructional plan. During instruction, candidates will video record and analyze teaching episodes. After teaching the unit, candidates (a) analyze student learning, (b) report on student progress toward the learning goals, and (c) reflect upon and evaluate their teaching as related to P-12 student learning.

# Memorandum of Understanding (MOU)

In an effort to increase reliability of the WVTPA scores, detailed directions, a glossary and actionable rubrics are provided and institutions are required to sign a Memorandum of Understanding (MOU - Appendix B) that delineates standard administration and scoring. The MOU states when the assessment should be administered, the level of mastery that must be achieved on every indicator of the WVTPA, the requirement of no formative feedback and a limit on the number of resubmissions. This MOU will continue in effect until such time as the parties agree to review or revise. Annual completion of the MOU is not necessary.

# State-wide Reliability Training

The state-wide interrater reliability training is to ensure consistency among raters across the state. Institutions that sign the MOU and use the WVTPA must agree to send at least one representative to the interrater reliability (IRR) training conducted at the state level. The trained individual must use the same methodology as used in the state level training to train raters at their institution. The institution must agree to use the WVTPA in its entirety without altering the content and agree that each assessment will be scored in its entirety by a single university-based evaluator that has undergone the interrater reliability training.

State-wide reliability exercises will be conducted either virtually or face-to-face early in the fall semester. A WVTPA, selected randomly by the WVTPA Consortium, will be sent to each EPP representative, along with instructions for scoring individually prior to the date of the state training. It is imperative that each EPP representative complete the scoring **prior** to the training, which includes viewing and scoring the submitted video evidence. Time will not be given to review and evaluate the WVTPA individually during the state-wide training. This training is meant to discuss the scores received from each EPP representative to increase the consistency among raters across the state.

Facilitators of the state-wide reliability training will review each indicator of the assessment with participants one by one and collect ratings. Scores might be submitted using a system such as Plickers, Poll Everywhere, or Zoom Polling. Indicators that do not show 80% agreement will be further discussed and rescored in an effort to achieve 80% agreement. During the discussion participants will be asked to justify their scores with other raters and explain their rationale of scores. It is imperative that indicator scores without 80% are rescored until there is 80% agreement or until the spread of scores shows no more than two rating levels.

Following the training, each EPP designee will submit the final evaluation scores. This will enable data to be analyzed (if necessary) and kept for accreditation documentation.

# EPP Reliability Training

EPPs that sign the WVTPA MOU consent to conducting interrater reliability exercises paralleling the exercise that is conducted at the state level. Participants that attended the state-wide training will replicate the exercise annually (as outlined in the State-wide Reliability Training section above) with EPP faculty that will be scoring WVTPAs. EPPs with only one rater for all WVTPAs, do not need to conduct this training but they are required to participate in the state training to ensure interrater reliability with evaluators from other EPPs. EPPs with more than one rater can include percent of agreement data in the accreditation self-study reports.

EPPs agree that each trained rater will double score one random WVTPA submission to their institution as an interrater reliability check during operational scoring each semester. EPPs that only have one WVTPA scorer should reach out to another IHE with trained scorers to randomly score one of the WVTPAs from each institution following the same IRR training procedures outlined above. Any discrepancies should be discussed until agreement can be reached. New EPP faculty should not participate in the evaluation process until they have been trained. In the event the EPP only has one faculty member and that individual has not been trained, the EPP should reach out to the WVTPA Consortium.

# EPP Data Security, Storage, Assurances

By signing the MOU the EPP guarantees that their data management system is unable to be accessed by unauthorized individuals. All submissions of WVTPA are completed on EPP determined secure data management systems. Only the authorized assessors and EPP administrators have access to the submissions by candidate. The EPP should store WVTPA data within their secure data management system for a minimum of seven years.

The EPP should instruct candidates on the importance of working ethically and responsibly with all WVTPA activities including data security for P-12 students. As a requirement of the WVTPA submission, the EPP will require each candidate to complete the WVTPA Assessment Declaration of Authentication and Acknowledgment form (Appendix C). Candidates acknowledge and sign the statement that:

- The candidate has completed and is submitting the WVTPA as their own work without assistance other than that which is documented and required by the WVTPA.

- The candidate agrees to follow EPP submission directions in order to ensure data privacy of the candidate and P-12 students.

- The candidate permits the EPP to submit their WVTPA or portions of the WVTPA for verification of authenticity to programs such as Turnitin and/or AI Writing Detection.

- The candidate understands that submitting the WVTPA under any false pretense will result in an unsatisfactory score WITHOUT the opportunity for resubmission and could be subject to college/university disciplinary action.

- The candidate understands that scores on their WVTPA will be submitted to the West Virginia Department of Education as partial fulfillment of teacher licensure requirements.

- The candidate ensures that all P-12 student data (names, scores, videos, photos) will be kept secure/confidential and deleted from all sources following receipt of the WVTPA score report.

# Preparing Candidates for Completing the WVTPA

Each EPP will formalize a plan to prepare candidates for completing the WVTPA. The EPP will designate a time in advance of Residency/Student Teaching to introduce the components of the WVTPA. The EPP may conduct an orientation symposium or provide direction and instruction in a designated program course regarding the purpose for and evaluation of the WVTPA. Additional focus on each task may also be planned at the discretion of the EPP prior to administration of the WVTPA. Further, to provide direction to meet the objectives of the WVTPA, the EPP may plan to provide WVTPA documentation and associated resources to the candidates. While the EPP is the primary resource for candidates in the instruction and scoring of the WVTPA, the EPP is prohibited from providing formative assistance throughout the development of the WVTPA during residency.

# Candidate Submission Requirements

EPPs should instruct candidates to do the following:

- Read thoroughly the prompts and rubrics provided in the WVTPA instrument.

- Complete the WVTPA referring to the prompts, templates and rubrics in the WVTPA instrument. (Provided Excel spreadsheets/Chart Maker should be used to complete charts and graphs in Task 6)

- Check the "Required Artifact" column for items that should be included.

- Provide citations and references when referring to another person's ideas or material in the narrative. (Each Task states whether references are required)

- Use any standard form for references as requested by the EPP; however, the American Psychological Association (APA) style is recommended.

- Provide a link or file to a short 15 minute video from WVTPA lessons taught (video directions provided by the EPP).

- Obtain consent and release permission for P-12 students to participate in the video portion of the WVTPA and their work to be included in the candidate's submission. (P-12 Student Information Consent and Release Agreement - Appendix D)

- Follow the directions of the EPP for submitting evidence of the consent and release permission documentation.

- Follow the EPP timeline for WVTPA implementation of activities and submission.

- Sign and submit the WVTPA Declaration of Authentication and Acknowledgment form.

# Technical Assistance

The WVTPA document is rich with directions and details for successful completion of the WVTPA. The EPP should instruct the candidates to thoroughly read the WVTPA documents and resources. The EPP is a primary source for candidate technical assistance; however, the EPP is prohibited from providing formative assistance throughout the development of the WVTPA. The EPP will provide the required WVTPA documents (i.e., template and Excel spreadsheet/Chart Maker). These documents are available to the EPP on the WVDE Canvas WVTPA Course shell.  The EPP will provide specific directions for WVTPA and video submission requirements.

For technical information regarding the development of the WVTPA and establishing reliability and validity, please utilize the WVTPA Technical Guide.

The EPP should advise candidates not to wait until the last minute in the event that assistance is needed. EPP personnel may not be reachable after hours. Candidates should be instructed to upload materials a few days or a week prior to the due date to see if there are any technical issues that need to be addressed. Depending on EPP

directions for video submission, candidates should be made aware of the process and time for uploading video content to various platforms.

## EPP WVTPA Scoring

EPP raters will follow the scoring procedure according to the IRR Training and WVTPA Instructions. Adherence to the rubric is key to ensure reliability of scoring. Once the WVTPA has been scored, the candidate will receive feedback as designated by the EPP. "Teacher candidates graduating from West Virginia EPPs are required to achieve acceptable performance levels on a teacher performance assessment," (West Virginia Board of Education, 2022, p.6). Candidates who score at least emerging on each indicator of the WVTPA achieve the acceptable performance level. The completed WVTPA document could be used to showcase candidate qualifications as an applicant for a teaching position; however, WVTPA scores cannot be used for hiring practices or basis of pay.

In the event that an indicator(s), on the WVTPA, is/are scored at the "Unsatisfactory" level, those indicators will be scored by an additional trained rater. Trained raters need to be mindful that other WVTPA indicators may need to be reviewed in this process, but not rescored in its entirety. If the second rater scores the same indicator at the "Unsatisfactory" level, the candidate must revise that section and resubmit. If the second rater does not agree with the first rater, a discussion should take place to see if consensus can be reached. If not, another trained scorer will need to be consulted. EPPs that have only one trained rater should contact another peer institution with trained raters to obtain the double scores.  If the entire WVTPA is unsatisfactory, the candidate will be required to redo and resubmit all tasks of the WVTPA.

Final WVTPA scores will be shared with teacher candidates (WVTPA Score Report - Appendix E). Teacher candidates will have one opportunity to resubmit any failed section and/or redo the entire WVTPA as determined by the EPP. The EPPs Certification Officer will provide documentation of WVTPA passing scores into the WVDE Certification Office along with all other required documentation for certification.

## Candidate WVTPA Complaint(s)

### Complaint Procedures:

Should a candidate have a complaint regarding the EPP adhering to the WVTPA procedures as outlined within the candidate handbook, the candidate should follow their institution of higher education's established and published guidelines for filing complaints in accordance with the institution's academic catalog and policies. Each institution is required to have and make available to the public such procedures as part of their Higher Learning Commission accreditation (https://download.hlcommission.org/policy/HLCPolicyBook_POL.pdf - CRRT.B.10.020(A)(3) - pg.19). These complaints typically involve an administrator such as an academic department chair, dean, and/or provost. Concerns regarding WVTPA scores should be handled through the steps for an appeal and requesting an additional review. The appeal/additional review request process is in place to ensure score concerns are fairly addressed. Content considerations are addressed by trained WVTPA evaluators, and the evidentiary process is documented and communicated to all parties involved, including relevant university administrators.

**<u>Steps for Appeal:</u>**

WVTPAs are scored by trained evaluators serving as faculty in educator preparation programs within WV. Each indicator that receives an unsatisfactory score is scored by a second trained evaluator. Candidates are provided an opportunity to re-submit the WVTPA in its entirety or only the indicators receiving an unsatisfactory score. If a candidate believes a score was assigned in error on one or more of the indicators, the candidate may request an additional review. An additional review can only be requested following the receipt of score on a second attempt. To initiate the additional review process, a candidate would need to request the additional review in writing by submitting the Additional Review Request Form (Appendix F) to the EPP designated WVTPA contact person within FIVE business days following WVTPA score release to the candidate. The EPP will inform candidates in the residency/student teaching semester of whom the designated WVTPA contact individual is each semester during their overview of the WVTPA and directions for submitting the WVTPA.

Once an additional review request has been received by the EPP WVTPA contact person, the EPP designated WVTPA contact person will inform the evaluator/s of the request and provide the opportunity for the evaluator to provide additional information on the Additional Review Request Form. A review team will then be formed at the EPP. Each review team will consist of three WVTPA trained evaluators. The review team will select a chair for the team. The chair will be responsible for submitting the Additional Review Request Form back to the candidate and EPP WVTPA designee. Should an EPP not have three trained evaluators, the EPP will collaborate with a peer institution with WVTPA trained evaluators or the WVTPA Consortium.

The review team will review the information provided by the candidate and the evaluator/s. The review team can contact the evaluator/s and/or candidate for clarifying information during the review process if needed. The decision regarding the score/s by the review team will be provided to the candidate in writing via the Additional Review Request Form within TEN business days following the receipt of the candidate's additional review request by the EPP WVTPA contact person. Candidates and review teams should be mindful of academic calendars at the EPP so that the review request and review can occur prior to the end of the term. The review team decision results in the final score of record. Should a candidate still have concerns related to the WVTPA procedure and process, complaint procedures as described above can be initiated.

The review committee may decide if a change of score is warranted. This change could result in a higher score or a lower score. If a score(s) is changed by the review committee (either higher or lower), a new score report will be issued by the EPP. If there is no change in scores, the review team will document this via the Additional Review Request Form

# **<u>Data Submission to HEPC</u>**

EPPs that sign the WVTPA MOU agree to administer the most current version of the assessment and to submit data through a secure data exchange in the provided template to the HEPC. All names should be removed from the HEPC submission. All scores need to be submitted by the stated deadline.

# WVTPA Consortium

The WVTPA Consortium consists of those individuals, or their designee, who developed the original WVTPA.

The WVTPA Consortium agrees to:

- Facilitate state-wide WVTPA trainings

- Periodically revise the WVTPA based on feedback from the EPPs, data reviews, and within the confines of HEPC and WVDE policies

- Revise MOU when needs arise

# EPP WVTPA Timeline

1. Following official approval of the WVTPA by WVBOE, EPPs will sign and submit a current MOU to HEPC. The MOU will continue in effect until such time as the parties agree to review or revise.

2. EPPs will attend state-wide interrater reliability training early in the fall semester.

3. EPPs will conduct EPP interrater reliability training prior to evaluating the WVTPA.

4. EPPs will administer the WVTPA by the midpoint of the Residency 2/Student Teaching semester for each teacher candidate.

5. Candidates will submit the completed WVTPA.

6. EPPs will evaluate and assess the WVTPA submissions, including one double-scored submission per EPP evaluator.

7. EPPs will complete assessment of resubmissions/redos in a timely fashion.

8. Final scores will be released and provided on the WVTPA Score Report to the candidate and the EPP Certification Officer.

9. The EPP Certification Officer will release the final scores to the West Virginia Department of Education (WVDE) Certification Office as partial fulfillment of teacher certification requirements.

10. EPPs will send the completed data spreadsheet to the HEPC by the last working day of May of each year.

11. The WVTPA Consortium will meet annually to review the tasks, prompts, rubrics, data, and feedback from participating EPPs regarding the WVTPA.

12. EPPs will store WVTPA data within their secure data management system for a minimum of seven years.

# Appendix A: WVTPA 5.0

## 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. The candidate is required to plan and teach a unit (consisting of the number of lessons required by the EPP, a minimum of three lessons). Before the candidate begins to teach the unit, the candidate 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, the candidate will videotape and analyze teaching episodes. After teaching the unit, the candidate will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate teaching as related to student learning.

The TPA will be evaluated by university-based faculty. The four-point rating scale on each rubric reflects the same descriptors the candidate 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. The candidate must score "Emerging" or "2 points" on each descriptor in each rubric to satisfactorily complete the TPA. Candidates who score an "Unsatisfactory" or "1 point" on any item will be required to remediate and/or re-do the TPA. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. The performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase qualifications as an applicant for a teaching position.

The candidate will include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that were taught. Each of these are a required part of the TPA. If one or more sections are omitted, the candidate will be required to remediate and re-do the TPA. Any references to another person's ideas or material in the narrative must include a citation for each source at the end of each task. The candidate 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 the lessons in any part of the TPA. While the candidate should hide students' names on all examples of student work submitted as part of the TPA, the candidate will need to make sure to 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

The TPA is aligned with the Council on Accreditation for Educator Preparation (CAEP) Standard 1.1, the West Virginia Professional Teaching Standards (WVPTS), and the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Standards; and Association for Advancing Quality in Educator Preparation (AAQEP) Expectations Framework (Standards 1 and 2)

## TASK 1: CONTEXTUAL FACTORS

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

| TASK 1 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|---|---|
| **FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY AND ANALYZE/DISCUSS RELEVANT FACTORS FOR CHOSEN CLASS AND HOW EACH IMPACTS TEACHING AND LEARNING**<br><br>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.<br><br>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.<br><br>3. **Student Factors** – Identify student characteristics (cognitive, social, emotional) that one should considered when designing instruction and assessing learning which include 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. | 1. In the Contextual Factors Template, list factors from each category that you think are impacting instructional decisions in your classroom.<br>    a. community, school, and family factors,<br>    b. classroom factors,<br>    c. student factors.<br><br>2. In the narrative, analyze and discuss how each of the three areas of contextual factors chosen impact the planning, delivery and assessment of the unit | • Contextual Factors Template<br><br>• Contextual Factors Narrative<br><br>• References (e.g., for the data points) |

**TASK 1: Contextual Factors Template**

This template is designed to *help 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 determine the instructional strategies and approaches that will support students' learning. In this chart, list the distinctive factors as they relate to teaching.

| Types of Factors | Contextual Factors |
|---|---|
| **Community**<br>*(e.g., urban, suburban, or rural; census data for the community, race/ethnicity, family structure; socio-economic information; community's school support)*<br><br>**School**<br>*(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)*<br><br>**Family**<br>*(e.g., percent of families with college degrees, annual income; parental involvement in classroom; support for education; family configuration; socio-economic profile)* | |
| **Classroom Factors**<br>*(e.g., classroom arrangement; classroom rules and routines; extent of parental involvement; scheduling; availability of technology; content specific materials)* | |
| **Student Factors (In terms of the whole class and individual students)**<br><br>*(e.g., identify the cognitive, social, emotional characteristics such as grade level, age, gender; language needs; special needs race/ethnicity; achievement/developmental levels; approaches t learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest; learning styles; students' skill levels)* | |

**TASK 1 RUBRIC: Contextual Factors**

| | Distinguished (4 points) | Accomplished (3 Points) | Emerging (2 Points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **1A Implications of Community, School, & Family Factors**<br><br>WVPTS 2A, InTASC 2, CAEP R1.1, AAQEP 2a | The candidate<br>• demonstrates an understanding of the community, school, and family factors, and<br>• describes their potential impact on teaching and learning for the whole class and individual students, and<br>• considers these factors **combined with other contextual factors** to create a classroom where **all learners' differences are respected.** | The candidate<br>• identifies community, school, and family factors that influence teaching and learning, and<br>• describes their potential impact on teaching and learning for the whole class and **individual students.** | The candidate<br>• identifies community, school, and family factors, and<br>• describes their potential impact on **whole class learning.** | The candidate<br>• fails to identify community, school, and family factors and/or is unable to identify their potential impact on learning. |
| **1B Implications of the Classroom Factors**<br><br>WVPTS 2F, InTASC 3, CAEP R1.1, AAQEP 2c | The candidate<br>• demonstrates an understanding of the classroom factors, and<br>• describes their potential impact on teaching and learning for the whole class and individual students, and<br>• considers these factors **combined with other contextual factors** to create a classroom where **all learners' differences are respected.** | The candidate<br>• identifies the classroom factors, and<br>• describes their potential impact on teaching and learning for the whole class and **individual students.** | The candidate<br>• identifies the classroom factors, and<br>• describes their potential impact on **whole class learning.** | The candidate<br>• fails to identify classroom factors that and/or is unable to identify their potential impact on learning.<br>• |
| **1C Implications of Individual Student Factors**<br><br>WVPTS 2A, InTASC 1, CAEP R1.1, AAQEP 1f, 2b | The candidate<br>• demonstrates an understanding of the individual student factors, and<br>• describes their potential impact on teaching and learning for the whole class and individual students, and<br>• considers these factors **combined with other contextual factors** to create a classroom where all learners' **differences are respected.** | The candidate<br>• identifies the individual student factors, and<br>• describes their potential impact on teaching and learning for the whole class and **individual students.** | The candidate<br>• identifies individual factors, and<br>• describes their potential impact on **whole class learning.** | The candidate<br>• fails to identify individual student factors and/or is unable to identify their potential impact on learning. |

## TASK 2: STANDARDS AND GOALS

This task allows the candidate to begin to structure a unit plan by identifying the big idea, standards, and learning goals. The candidate 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 the unit and write a narrative using the prompts below.

| TASK 2 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|---|---|
| **COMPLETE THE TEMPLATE TO CREATE A FRAMEWORK FOR THE UNIT.  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:**<br><br>1. **Big Idea -** Identify a broad concept or principle central to the unit. It anchors or connects all the smaller ideas in a lesson. Big Ideas are transferable to other contexts.<br><br>2. **Standards** – Cite the state standard(s)used as a basis for the unit goal with all reference numbers and complete wording.<br><br>3. **Learning Goals (Measurable skills from the unit that move the student toward achieving the big idea.)**<br><br>   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 to demonstrate mastery. Number each goal to reference them later in the Assessment Plan and Unit Outline.<br><br>   B. Identify the level of higher order thinking skills for each goal (e.g., Bloom's Taxonomy, Anderson, Marzano)<br><br> 4. **Anticipated Student Challenges** – Analyze the misconceptions, lack of prior knowledge, skill sets, and differing abilities that might hinder achievement of each goal. | 1. In the Unit Framework Template,<br>  a. identify the big idea.<br>  b. COPY and PASTE into the template, the complete state standard(s), including number and complete wording. Provide references for standards (e.g., NCTM, WV Content Standards).<br>  c. list and number the goals created that correspond to each of the standards.<br>  d. identify the appropriate level for each goal (e.g., Bloom's – analysis).<br><br>2. In the narrative,<br>  a. explain how the goals created for the lesson deepen student understanding.<br>  b. discuss and analyze in more detail anticipated student challenges related to the content of each goal. | ● Unit Framework Template<br><br>● Narrative<br><br>● References |

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

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

**TASK 2 Rubric: Standards and Goals**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **2A Alignment of Standards and Learning Goals** <br><br> WVPTS 1C <br> InTASC 7 <br> CAEP R1.1, R1.2 <br> AAQEP 1a, 2f <br> ISTE 2.1a | The candidate <br> • writes appropriate learning goals based on state standards that consider the needs of the students, and <br> • **writes learning goals that are SMART goals (Specific, Measurable, Attainable, Relevant, Timebound).** | The candidate <br> • writes learning goals based on state standards that consider **the needs of the students.** | The candidate <br> • **writes learning goals based on state standards.** | The candidate <br> • is unable to write learning goals based on state standards. |
| **2B Learning Goals** <br><br> WVPTS 1C <br> InTASC 7 <br> CAEP R1.1, R1.2 <br> AAQEP 1e <br> ISTE 2.1a | The candidate <br> • writes learning goals that are measurable, relevant, rigorous, and developmentally appropriate, and <br> • **writes learning goals that promote higher order thinking skills that result in a deeper understanding of content and provides varied options to support individual learning goals.** | The candidate <br> • writes learning goals that are relevant, measurable, developmentally appropriate, **and rigorous,** and address higher and lower order thinking skills. | The candidate <br> • **writes learning goals that are relevant, measurable, developmentally appropriate and address higher and lower order thinking skills.** | The candidate <br> • fails to write learning goals or writes learning goals that are not measurable or only address lower order thinking skills. |
| **2C Anticipated Student Challenges** <br><br> WVPTS 2A <br> InTASC 1 <br> CAEP R1.1, R1.3 <br> AAQEP 2c, 2f <br> ISTE 2.1c | The candidate <br> • identifies student challenges that focus on aspects of content and skill needs, and <br> • articulates how those challenges will impact whole class learning, and <br> • addresses challenges of individual students and **articulates the types of support/accommodations needed for all students to achieve mastery.** | The candidate <br> • identifies student challenges that focus on aspects of content and skill needs, and <br> • articulates how those challenges will impact whole class learning, and <br> • **addresses challenges of small groups and/or individual students.** | The candidate <br> • identifies student challenges that **focus on aspects of content and skill needs,** and <br> • **articulates** how those challenges will impact whole class learning. | The candidate <br> • fails to identify student challenges or identifies student challenges but is unable to articulate how those challenges will impact student learning. |

**TASK 3: ASSESSMENT PLAN**

Using the Assessment Plan Template must design an assessment plan aligned with multiple goals to evaluate student learning before, during and after instruction. The 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 the candidate to write a narrative that provides evidence of the overall assessment plan.

| TASK 3 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|---|---|
| **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:**<br><br>1. **Review Learning Goals** – See Task 2.<br><br>2. **Assessment Plan**<br>   a. **Alignment with Learning Goals –** Identify the learning goal alignment to the pre-, formative, and summative assessments.<br>   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).<br>   c. **Balance of Assessments –** The 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:<br>     1. Before Instruction (pre-assessments)<br>     2. During Instruction (formative or interim assessment),<br>     3. After Instruction (post or summative assessments).<br><br>3. **Rationale –** Justify the selection of the pre-, formative, and summative (post) assessments to show that the student has met the learning goal in the Assessment Plan Template. | Fill in the Assessment Plan Template and write a narrative explaining the overall assessment plan.<br><br>1. Copy and paste the learning goals from *Task 2, 3A* into the Assessment Plan Template, column #1.<br><br>2. In the Assessment Plan Template use the correct labeled column to:<br>   a. indicate the assessments used to evaluate student performance relative to each learning goal. Include a variety of methods and strategies to ensure a balance of assessments.<br>   b. indicate the level of mastery for each learning goal on each assessment.<br><br>3. In the narrative, explain the overall assessment plan, including the rationale for choosing each assessment. Use the template to frame the narrative. | • Assessment Plan Template<br><br>• Narrative<br><br>• Documents containing formative and summative assessment materials and/or descriptions of those materials (provide hard copies, if applicable)<br><br>• Student and teacher directions for each assessment<br><br>• 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 assessments 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) |
|---|---|---|---|---|
| **3A Alignment with Learning Goals**<br><br>WVPTS 1E<br>InTASC 6<br>CAEP R1.1, 1.2, 1.3<br>AAQEP 1a, 2f | The candidate<br>• has an assessment plan that is developmentally appropriate, congruent with the cognitive level of learning goals, and contains pre-, formative, and post-assessments, and<br>• can articulate the reason for the selection of **each** assessment. | The candidate<br>• has an assessment plan that is developmentally appropriate, **congruent** with the cognitive level of learning goals, and contains pre-, formative, and post-assessments, and<br>• **can holistically articulate the reason for the selection of the assessment(s).** | The candidate<br>• **has an assessment plan that is developmentally appropriate, mostly congruent with the cognitive level of learning goals, and contains pre-, formative, and post-assessments.** | The candidate<br>• fails to have an assessment plan or has an assessment plan that lacks congruency with learning goals |
| **3B Assessment Criteria/ Technical Soundness**<br><br>WVPTS 1E<br>InTASC 6<br>CAEP R1.3<br>AAQEP 1d | The candidate<br>• describes all assessments and their scoring procedures are explained and accurate, and<br>• provides clearly written directions and assessment items for students to understand and the level of mastery is identified for each assessment, and<br>• **justifies how each assessment accurately measures what it is supposed to measure (content validity).** | The candidate<br>• describes all assessments and their scoring procedures are explained and accurate, and<br>• provides clearly written directions and assessment items for students to understand and the level of mastery is identified for **each assessment.** | The candidate<br>• describes all assessments and their scoring procedures are explained and accurate, and<br>• **provides clearly written directions and assessment items for students to understand and the level of mastery is identified for all summative assessments.** | The candidate<br>• fails to describe an assessment plan or describes an assessment plan with an inaccurate explanation of directions, assessment items, or scoring**.** |
| **3C Balance of Assessments**<br><br>WVPTS 3E<br>InTASC 6<br>CAEP R1.3<br>AAQEP 1d | The candidate<br>• **designs** and plans multiple modes of assessment to assess and evaluate student learning for each learning goal, and<br>• uses assessments that enable the teacher, student, and others to identify patterns or gaps in each student's learning. | The candidate<br>• plans multiple modes of assessment to assess and evaluate **student learning for each learning goal,** and<br>• **uses assessments that enable identification of patterns or gaps in each student's learning.** | The candidate<br>• plans **multiple modes of assessment to** a**ssess and evaluate student learning.** | The candidate<br>• fails to plan for assessment or plans for assessment but does not utilize multiple modes of assessment. |

## TASK 4: DESIGN FOR INSTRUCTION

This task assesses the candidate's 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 the candidate to identify two focus students with diverse learning needs for whom the candidate will design differentiated instruction. The candidate will create a teaching unit (consisting of the number of lessons required by the EPP, a minimum of three lessons), fill out the Focus Students Template, and write a narrative that provides evidence of the plan for instructional design.

| TASK 4 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|---|---|
| **IN THIS TASK, DESIGN LESSON PLANS AFTER DETERMINING THE CURRENT LEVEL OF STUDENT PERFORMANCE (PRE-ASSESSMENT & OTHER FACTORS) RELATIVE TO THE LEARNING GOALS. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:**<br><br>1. **Factors in Planning** -- Plan and include the lessons in the unit based on standards and goals, students' characteristics, interests, and learning context. Pre-assessment data must be used to guide the development of the unit.<br><br>2. **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).<br><br>3. **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.<br><br>4. **Instructional Strategy/Rationale** – Identify and provide a rationale for instructional strategies chosen for each learning goal in unit.<br><br>5. **Learning Resources** – Identify and provide a rationale for the selected learning resources in the unit. (Include technology where appropriate.)<br><br>6. **Differentiated Instruction** - Choose and describe two Focus Students who reflect diverse learning needs and any other students for whom will need to differentiate instruction including those with IEPs. | Create a unit of daily lesson plans (consisting of the number of lessons required by the EPP, a minimum of three lessons).<br><br>1. Use the Focus Students Template to identify 2 focus students and outline what will do to differentiate instruction to meet the learning needs of each student identified.<br><br>2. In the narrative:<br>  a. Describe how pre-assessment data influenced the design of the unit.<br>  b. Describe how the various factors identified in previous tasks guide planning of the unit and daily lessons.<br>  c. Describe how consultation/collaboration with the teacher and/or other school personnel to determine what to teach.<br>  d. Identify and describe at least one instructional strategy for each learning goal to be used when delivering the unit.<br>  e. Provide a rationale for choosing the instructional strategies for impact on learning based on contextual factors and other evidence.<br>  f. Identify the learning resources, including technology, used in this unit and provide a rationale for choosing each.<br><br>a. Describe how to differentiate instruction to meet the learning needs of the two focus students and other students who would benefit from differentiation. Pay attention to differentiation needs that might be indicated for specific goals. | • Focus Students Template<br><br>• Include daily lesson plans from the unit (include all examples of resources in this unit except the assessments detailed in Task 3.)<br><br>• Narrative<br><br>• References |

**TASK 4:  Focus Students Template**

| | |
|---|---|
| **Identify two focus students with diverse learning needs. Provide reasoning for choosing the two students.** | Rationale for Focus Student 1: |
| | Rationale for Focus Student 2: |

| | |
|---|---|
| **Describe how to differentiate instruction for each focus student.** | Focus Student 1: |
| | Focus Student 2: |

**Task 4 RUBRIC: Design for Instruction**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **4A Factors in Planning**<br><br>WVPTS 1A<br>InTASC 4<br>CAEP R1.1, 1.3<br>AAQEP 1a, 1b, 2b, 2d<br>ISTE 2.7b | The candidate<br>• identifies contextual factors, uses pre-assessment data and **other student performance data** to plan lessons based on students' prior knowledge and **individual differences specific to student needs, learning styles, and differences that maximize learning for small groups or individual students,** and<br>• provides evidence of integration of these factors in lesson plans throughout the unit. | The candidate<br>• identifies contextual factors and uses pre-assessment data to plan lessons based on students' prior knowledge and **individual differences,** and<br>• **provides evidence of integration of these factors in lesson plans throughout the unit.** | The candidate<br>• identifies contextual factors and **uses pre-assessment data to plan lessons based on students' prior knowledge.** | The candidate<br>• fails to identify contextual factors or students' prior learning, or<br>• identifies contextual factors and students' prior learning but is unable to use this knowledge to design lessons that facilitate individual learning. |
| **4B Consultation**<br><br>WVPTS 4B<br>InTASC 10<br>CAEP R1.4<br>AAQEP 2f<br>ISTE 2.4a | The candidate<br>• documents consultation with multiple clinical educators for lesson planning and **describes the consultation /collaboration process.** | The candidate<br>• documents consultation with **multiple clinical educators for lesson planning.** | The candidate<br>• documents consultation with **one clinical educator for lesson planning.** | The candidate<br>• fails to document consultation with a clinical educator for planning. |
| **4C Instructional Strategies**<br><br>WVPTS 1D<br>InTASC 5<br>CAEP R1.3<br>AAQEP 1a<br>ISTE 2.5a | The candidate<br>• designs diverse, evidence-based instructional strategies for each learning goal that is student-centered and **progressively moves students toward independent learning.** | The candidate<br>• designs **diverse**, evidence-based instructional strategies **for each learning goal that is student-centered** and may result in student learning. | The candidate<br>• **designs evidence-based instructional strategies for each learning goal that may result in student learning.** | The candidate<br>• fails to design instructional strategies or<br>• designs instructional strategies that do not scaffold learning or are not evidence-based. |
| **4D Rationale for Instructional Strategies**<br><br>WVPTS 1C<br>InTASC 8<br>CAEP R1.3<br>AAQEP 1a, 1b, 2b, 2d<br>ISTE 2.6c d | The candidate<br>• provides a meaningful rationale for instructional strategies that facilitate learning for the whole class, **specific students, and/or small groups** based on all contextual factors. | The candidate<br>• provides a meaningful rationale for instructional strategies that facilitates learning for the **whole class** based on **all** contextual factors. | The candidate<br>• **provides a meaningful rationale for instructional strategies that facilitates student learning based on some contextual factors.** | The candidate<br>• fails to provide rationale for instructional strategies, or<br>• provides a rationale that is not based on contextual factors. |

| | | | | |
|---|---|---|---|---|
| **4E**<br>**Learning Resources / Technology**<br><br>WVPTS 2D,<br>InTASC 3,<br>CAEP 1.1,<br>AAQEP 1a, 1b, 2b, 2d | The candidate<br>• integrates a variety of technology into instruction **that is appropriate for the whole class and differentiated for individual learners,** and<br>• uses technology to manage/track student data **for decision making and planning related to performance and student needs.** | The candidate<br>• **integrates a variety** of technology **into instruction** and to manage/track student data. | The candidate<br>• **uses technology to facilitate learning and to track and manage student data.** | The candidate<br>• fails to use technology to facilitate learning and/or<br>• fails to use technology to track/manage student performance data. |
| **4F**<br>**Differentiated Instruction**<br><br>WVPTS 3F<br>InTASC 2<br>CAEP R1.1, R1.3<br>AAQEP 1b, 2a, 2b, 2c<br>ISTE 2.5c | The candidate<br>• considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of **all** students, and<br>• plans engaging strategies that are **equitable, flexible, and challenging for all students in meaningful learning.** | The candidate<br>• considers the individual needs/ differences (e.g., interests, learning styles, cultural heritage, gender, environment) of **the two focus students, any student with an IEP, and other groups of learners,** and<br>• plans strategies that differentiate learning for **multiple groups of students.** | The candidate<br>• considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) **of the two focus students and any student with an IEP,** and<br>• plans strategies that differentiate some but not all students. | The candidate<br>• fails to articulate individual needs/differences or<br>• 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 lessons, and submit a narrative of the video. Implementation of the unit 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 the unit. The candidate will reflect on each lesson after it is taught; reflections may be submitted with Task 4 or 5.  The candidate will also include a narrative to accompany the video in this task that will provide an opportunity to review and analyze teaching.

It is important that candidates obtain the required permission for videotaping. Before recording make sure to have the appropriate permissions from the parents/guardians of students and from the adults who appear in the video. Adjust the camera angle to exclude students without video permission. Make sure the video(s) submitted includes all the required elements listed in the Task 5 "WHAT TO DO" column.

Provide two or more video clips totaling a maximum of 15 minutes. The video clips should illustrate how the candidate delivers content and actively engage students. The candidate **may want to videotape several lessons to ensure obtaining the evidence needed to justify responses.** Verify the video quality and video sound quality. If only a portion of the clip is inaudible, provide a transcript with a timestamp or insert captions in the video. Use first names only for the individuals included in the clip. If the candidate inadvertently captured images of individuals who have not provided permission for the taping, the candidate may use software to blur the individual's face. Other portions of the clip should remain undistorted.

| TASK 5 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|---|---|
| **TEACH AND VIDEOTAPE THE UNIT.  COMPLETE A DAILY REFLECTION OF EACH LESSON TAUGHT, SELECT TWO OR MORE VIDEO CLIPS TOTALING A MAXIMUM OF 15 MINUTES THAT DOCUMENT THE CANDIDATE'S ABILITY TO DELIVER CONTENT AND ACTIVELY ENGAGE STUDENTS.** <br><br> 1. **Daily Reflection**—Include a daily reflection to each lesson plan after teaching (NOTE:  Daily reflections may be included in Task 4 or 5) <br><br> 2. **Teaching Video** <br><br> 3. **Narrative Explaining Video Clip(s)**—Provide a narrative explaining why the candidate chose the video clip(s) and provide a description of what the reviewer is watching and how this video provides evidence of ability to deliver content and actively engage students. Refer to the video, prior daily reflections, and other sections of the TPA to construct the narrative. The reviewer should also have some idea of how the candidate organizes and manage a classroom including a statement regarding materials used in the classroom, classroom and behavior management strategies, and use of questioning strategies. | 1. Following the delivery of each lesson in the unit, write a daily reflection on how the lesson went. The reflection should succinctly summarize perceptions of teaching the lessons. Identify strengths and weaknesses as well as what needs to be changed in the following lesson(s). NOTE:  Be sure that the daily reflections are included in Task 4 or 5. <br><br> 2. Provide two or more video clips totaling a maximum of 15 minutes. <br><br> 3. In the narrative, analyze how the video clip(s) documents the candidate's ability to effectively <br>     a.  organize the classroom <br>     b.  deliver content <br>     c.  manage classroom behavior <br>     d.  flexibility <br>     e.  questioning strategies <br>     f.  student engagement | • Teaching video <br><br> • Daily reflections on each lesson taught as part of the unit (will be included in Task 4 or 5) <br><br> • Verification of permission to video <br><br> • Narrative describing and analyzing the video clips. |

**TASK 5 RUBRIC - Implementation and Reflection on Daily Instruction**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **5A Classroom Set-up and Organization**<br><br>WVPTS 2B<br>InTASC 3<br>CAEP R1.1<br>AAQEP 1e<br>ISTE 2.3b | The candidate<br>• has the classroom and materials prepared in advance of lesson execution, and<br>• organizes the classroom to support lesson goals, instructional activities and the **needs of specific students and/or small groups.** | The candidate<br>• has the **classroom and materials prepared in advance of lesson execution,** and<br>• **organizes the classroom to support lesson goals, instructional activities, and the needs of the whole class**. | The candidate<br>• has the **classroom materials readily available,** and<br>• **may not efficiently organize the classroom for optimal learning.** | The candidate<br>• fails to have the classroom organized or materials readily available. |
| **5B Classroom and Behavior Management**<br><br>WVPTS 2E<br>InTASC 3<br>CAEP R1.1<br>AAQEP 2b, 2c<br>ISTE 2.6d | The candidate<br>• provides evidence of how rules, routines, proximity, and procedures are used during instruction to minimize disruptions, and<br>• **is proactive and anticipates potential behavior issues, preventing disruptions before they occur to maximize learning for all students.** | The candidate<br>• provides evidence of how rules, routines, proximity and procedures are used during instruction to minimize disruptions, and<br>• utilizes behavior management strategies for problems and deals **with disruptions as they occur so that teaching and learning are not interrupted.** | The candidate<br>• **provides evidence of how rules, routines, proximity and procedures are used during instruction to minimize disruptions,** and<br>• **utilizes behavior management strategies for problems after they occur.** | The candidate<br>• fails to provide evidence of how rules, routines, and procedures are used, or<br>• provides evidence that rules, routines, and procedures are used, but are inconsistently applied and reinforced during instruction, or<br>• often relies on punishment strategies that interfere with student learning. |
| **5C Flexibility**<br><br>WVPTS 2E<br>InTASC 3<br>CAEP R1.1<br>AAQEP 2b, 2c<br>ISTE 2.6d | The candidate<br>• provides evidence of how instruction is adapted, according to student responses and questions, **consistently** checks for understanding, and **capitalizes on teachable moments throughout the lesson.** | The candidate<br>• provides evidence of how instruction is adapted according to student responses and questions, **checks for understanding and may utilize teachable moments.** | The candidate<br>• **provides evidence of how instruction is adapted according to student responses and questions but may not attempt to check for understanding until the end of the lesson.** | The candidate<br>• fails to deliver instruction based on the lesson plan/s, or<br>• delivers instruction based on the lesson plan but there is no attempt to check for understanding regardless of students' responses. |
| **5D Questioning Strategies**<br><br>WVPTS 3C<br>InTASC 5<br>CAEP R1.3<br>AAQEP 2c<br>ISTE 2.3a | The candidate<br>• uses a combination of questioning strategies that **promote higher order thinking and challenge assumptions of real-world problems.** | The candidate<br>• uses a **combination** of questioning strategies that elicit lower-level and **higher-order thinking responses.** | The candidate<br>• **uses questioning strategies that are lower-level and may elicit narrow responses.** | The candidate<br>• fails to use questioning strategies or rarely uses questioning strategies during instruction. |
| **5E Student Engagement**<br><br>WVPTS 2C<br>InTASC 5<br>CAEP R1.1, 1.3<br>AAQEP 2a, 2b<br>ISTE 2.2b | The candidate<br>• provides evidence of how activities and assignments are relevant, developmentally appropriate, and challenging that **encourage collaboration among all learners to understand, question, and analyze ideas in order to facilitate mastery of the content leading to independent learning**. | The candidate<br>• provides evidence of how activities and assignments are p relevant, developmentally appropriate, and **challenging** and **encourage engagement of all learners to link prior knowledge to new knowledge leading to mastery of the content.** | The candidate<br>• provides evidence of how activities and assignments are **relevant, developmentally appropriate, and engage students towards mastery of the content.** | The candidate<br>• fails to provide evidence of how activities and assignments are relevant, developmentally appropriate, and engage students, or<br>• provides evidence of 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, graphically represent assessment data from the unit and analyze students' progress and achievement of the goals. Fill out the Impact on Student Learning Template and will use this template to guide the narrative describing the data analysis on impact to student learning.

| TASK 6 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|---|---|
| **REPORT THE RESULTS THE PRE- AND POST-ASSESSMENTS USING GRAPHS AND A NARRATIVE TO IDENTIFY THE PERFORMANCE OF THE WHOLE CLASS AND TWO FOCUS STUDENTS.**<br><br>1. **WHOLE CLASS** – Graph and analyze performance for each student and whole class on pre- and post- assessments on each learning goal. Use the Impact on Student Learning Template to show every student and the candidate's performance on pre- and post-assessments on each learning goal.<br><br>2. **TWO FOCUS STUDENTS** – Analyze the performance of the two students selected in Task 4 (refer to the Impact on Student Learning Template). Analyze the degree of success or failure for each student. | **WHOLE CLASS AND TWO FOCUS STUDENTS**<br>**Rubric addresses the whole class, individual, and focus students.**<br><br>1. Create a bar graph for each learning goal that shows:<br>   a. Individual student performance on pre- and post-assessments, and<br>   b. Whole class performance on pre- and post-assessments.<br><br>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 students are the focus students.<br><br>3. In the narrative:<br>   a. Analyze the performance of the whole class on the *pre*-assessment on each learning goal.<br>   b. Analyze the performance of the whole class on the *post*-assessment on each learning goal.<br>   c. Report how many students met or did not meet the learning goals and analyze the progress (changes in performance) of the whole class from the pre-assessment to the post-assessment?<br>   d. Describe and analyze the circumstances/conditions that could be controlled, that contributed to the successful or unsuccessful achievement of the whole class.<br>   e. Discuss the next steps that will provide targeted support to individuals and groups of learners who did not meet mastery.<br>   f. Describe differentiation specific to each focus student on the pre- and post-assessments.<br>   g. Analyze and reflect on focus students' performance from pre- to post-assessment.<br>   h. Describe and analyze the circumstances/conditions that contributed to the successful or unsuccessful achievement of the focus students. | ● Graphs for pre- and post-assessment (individual and whole class)<br><br>● Impact on Student Learning Template<br><br>● Narrative |

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

| Students | Pre- Assessment | Post-Assessment | Gain + or - | GOALS MET? (Learning goals from Task 2, 3A) | | | | | | Comments (See #2) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | # 1 | | # 2 | | # 3 | | |
| | | | | Y | N | Y | N | Y | N | |
| **1. B1** | 7/21 | 20/21 | +13 | X | | X | | X | | |
| 2. G1 | 7/21 | 10/21 | +3 | | X | | X | | X | Shows little effort |
| 3. G2 | 13/21 | 21/21 | +8 | | | | | | | |

**TASK 6 RUBRIC: Impact on Student Learning**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **6A Clarity and Representation of Evidence** <br><br> WVPTS 1E <br> InTASC 6 <br> CAEP R1.3 <br> AAQEP 1d <br> ISTE 2.7a-c | The candidate <br> • provides clear, graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class, and <br> • **provides complete and accurate data,** and <br> • 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 <br> • provides **clear**, graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class, and <br> • **provides complete and accurate data or, if incomplete, addresses why it is incomplete,** and <br> • 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 <br> • provides graphic representation of evidence **for each learning goal to determine the level of mastery of each student and the whole class,** and <br> • **includes complete and accurate data reflected in charts and graphs that are easily understood.** | The candidate <br> • fails to provide graphs that are representative of the whole class, or <br> • provides graphs that are not representative of the whole class and are not easily understood, or <br> • provides incomplete or inaccurate data. |
| **6B Interpretation of Data** <br><br> WVPTS 3E <br> InTASC 6 <br> CAEP R1.3 <br> AAQEP 1d <br> ISTE 2.7a-c | The candidate <br> • analyzes formative and summative data to evaluate learning for **each student,** and <br> • **interprets and documents comprehensive next steps,** and <br> • **derives meaningful and appropriate conclusions regarding student gains from the data.** | The candidate <br> • analyzes **formative and summative data** to evaluate learning **related to the whole class and/or groups of learners,** and <br> • **identifies next steps based on the data,** and <br> • **interprets meaningful and appropriate conclusions.** | The candidate <br> • **analyzes evidence of student learning,** and <br> • **provides technically accurate interpretations, but conclusions are missing or not fully supported by data.** | The candidate <br> • fails to analyze evidence of student learning, or <br> • analyzes evidence of student learning for students from whom data was collected, or <br> • is unable to evaluate learning progress for all students or interpretation is inaccurate, and conclusions are missing. |
| **6C Evidence of Impact** <br><br> WVPTS 3E <br> InTASC 6 <br> CAEP R1.3 <br> AAQEP 1d <br> ISTE 2.7a-c | The candidate <br> • provides evidence, including data, of impact on **patterns of learning** for the whole class and each individual learner (including the two focus students) **for each learning goal,** and <br> • **factors contributing to these patterns are well-described and conclusions are supported with clear evidence.** | The candidate <br> • provides evidence, **including data,** of the impact on learning for the whole class and **each individual learner** (including the two focus students), and <br> • uses **appropriate examples** to highlight patterns of learning for the class as a whole relative to each learning goal. | The candidate <br> • provides evidence of the impact on learning for the **two focus students and the whole class,** and <br> • **highlights patterns of learning for the class as a whole relative to each learning goal.** | The candidate <br> • fails to provide evidence of impact on student learning, or <br> • 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 the candidate provides a clear description and analysis of 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. Include a reflection narrative in this task.

| TASK 7 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|---|---|
| **FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY, ANALYZE, AND REFLECT UPON THE TEACHING EXPERIENCE. USE THESE CATEGORIES TO ORGANIZE THE REFLECTIONS:**<br><br>1. **Insights on Teaching and Learning**--Identify and analyze the most and least successful experiences while teaching this unit.<br><br>2. **Professional Collaborative Practice**--Reflect on the collaboration that occurred in the student teaching experience.<br><br>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) believed to be critical for effective teaching.<br><br>4. **Professional Growth**--Reflect on performance and identify future professional goals that could improve teaching and guide professional growth in the next several years. | **1. Use the prompts to reflect on the implementation of the unit.**<br>  a. Identify and explain the most successful part of teaching this unit in the student teaching experience. 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.<br>  b. Identify and explain the least successful part of teaching this unit in the student teaching experience. This should be an in-depth reflection on a specific experience. Examples include unsuccessful experiences with engaging students, assessment, teaching, or classroom management.<br><br>**2. Using the prompts, reflect on the collaborative practice in which the candidate engaged during the student teaching experience.**<br>  a. Personalize the reflection by describing the collaboration between the candidate and other clinical educators that occurred throughout student teaching thus far in the experience.<br>  b. Explain how the candidate used the ideas and feedback from others, and how others used those insights to improve teaching and learning. Give examples (e.g., collaborative sessions where discussion focused on feedback regarding planning, teaching, and/or assessment data).<br><br>**3. Using the prompts, write an in-depth reflection on the personal and professional knowledge, skills, and dispositions as a beginning teacher.**<br>  a. Reflect on what these experiences reveal with respect to the need to improve professional knowledge, skills, and/or dispositions. Examples include consideration of the depth of content knowledge to effectively disseminate information to a diverse set of students, consideration of skills to engage learners, management of classroom behaviors, and/or consideration of dispositions that align or do not align to personal bias.<br><br>**4. Using the prompts, reflect on professional growth.**<br>  a. Identify and justify the professional development goals that emerged from 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.<br>  a. Identify and describe professional development opportunities attended during student teaching experience or potential opportunities, which may improve teaching and learning or facilitate professional growth. | ● Narrative |

**TASK 7 RUBRIC:  Reflection and Self-Evaluation**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **7A Insights on Teaching and Learning** <br><br> WVPTS 4D <br> InTASC 10 <br> CAEP R1.4 <br> AAQEP 2e <br> ISTE 2.7a | The candidate <br> • identifies strengths and weaknesses from the candidate's practice and reflects holistically on the entire student teaching experience, and <br> • makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified, and <br> • **directly relates these insights to educational literature and opportunities for professional development.** | The candidate <br> • **identifies** strengths and weaknesses from the candidate's practice and **reflects holistically on the entire student teaching experience,** and <br> • **makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified.** | The candidate <br> • identifies strengths and weaknesses from the candidate's practice **while teaching the lessons and unit.** | The candidate <br> • fails to identify strengths and weaknesses from the candidate's practice. |
| **7B Professional Collaborative Practice** <br><br> WVPTS 4B <br> InTASC 10 <br> CAEP R1.4 <br> AAQEP 2f <br> ISTE 2.4a | The candidate <br> • documents collaboration with multiple clinical educators on teaching and learning, and <br> • consistently contributes to group learning, utilizes the knowledge and skills gained and **provides evidence of other clinical educators implementing the candidate's suggestions or ideas.** | The candidate <br> • documents collaboration with **multiple** clinical educators on teaching and learning, and <br> • **consistently contributes to group learning, and utilizes the knowledge and skills gained.** | The candidate <br> • documents collaboration with **one** clinical educator on teaching and learning. | The candidate <br> • fails to document collaboration with a clinical educator on teaching and learning. |
| **7C Implications for Future Teaching** <br><br> WVPTS 4C <br> InTASC 9 <br> CAEP R1.4 <br> AAQEP 1f <br> ISTE 2.2c 2.7c | The candidate <br> • analyzes feedback related to the candidate's professional knowledge, skills, and/or dispositions to **i**mplement specific changes to improve classroom practice and **to improve the practice of teaching for self and others.** | The candidate <br> • analyzes feedback related to the candidate's professional knowledge, skills, and/or dispositions to **implement specific changes to improve classroom practice.** | The candidate <br> • **analyzes** feedback related to the candidate's professional knowledge, skills, and/or dispositions to **indicate a general change and need for improvement of classroom practice.** | The candidate <br> • fails to identify feedback based on candidate's knowledge, skills, and dispositions, or <br> • identifies feedback but is unable to make connections with the candidate's knowledge, skills, and dispositions to improve classroom practice. |
| **7D Professional Growth** <br><br> WVPTS 4A <br> InTASC 9 <br> CAEP R1.4 <br> AAQEP 2e <br> ISTE 2.2c | The candidate <br> • **engages in critical self-examination of professional practice to design and justify a multi-year, continuous professional growth plan.** | The candidate <br> • identifies and justifies **multiple** professional development goals based on lessons learned from this student teaching experience **that will improve teaching and learning.** | The candidate <br> • **identifies and justifies** a professional development **goal based on lessons learned from this student teaching experience.** | The candidate <br> • fails to have plans, or <br> • identifies generic professional development plans based on convenience and availability that may or may not impact professional growth. |

# Appendix B: Memorandum of Understanding (MOU) WVTPA

# Memorandum of Understanding
## West Virginia Teacher Performance Assessment

This Memorandum of Understanding is entered into by and between The West Virginia Higher Education Policy Commission, 1018 Kanawha Boulevard East, Suite 700, Charleston, WV 25301, and (the EPP's name and address).

## Purpose

The purpose of this Memorandum of Understanding is to provide a detailed framework within which the West Virginia Higher Education Policy Commission ("Commission") and the undersigned (hereinafter "EPP") will define support needed and provide support for housing data elements associated the West Virginia Teacher Performance Assessment 4.0 ("Assessment").

## Commitments of the Parties

The Commission and EPP (collectively "Parties") acknowledge that this Memorandum does not create a contractual relationship between the Parties, but rather provides a framework within which the Parties agree to work together in good faith to ensure that there is commitment to the separate and distinct responsibilities of each party.

## Assessment Administration

1. The EPP agrees that it will administer the Assessment to each teacher candidate in its teacher education program by mid-term of the Residency II/student teaching placement. If a student is completing student teaching and two placements are required, the Assessment will be administered during the first placement or by mid-term if one student teaching placement is required barring unusual circumstances.
2. The Parties agree that a teacher candidate must remediate (revise or redo) if "emerging" is not achieved on every indicator on the rubric with only one opportunity to resubmit.
3. The EPP agrees not to provide individual formative feedback to teacher candidates during completion of individual tasks in the Assessment in order to prevent a teacher candidate and/or institution of higher education from gaining an unfair advantage over another.
4. The EPP agrees to acquire and store documentation of permission to video classroom instruction from every teacher candidate.

## Validation and Reliability

1. The Commission or WVTPA Consortium (if delegated by the Commission) agrees to coordinate a state-wide interrater reliability training of the Assessment yearly by inviting at least (1) representative from each participating institution of higher education.
2. Any EPP new to the WVTPA process agrees to require at least one (1) university-based educator to contact the WVTPA Consortium for WVTPA initial training.

3. The EPP agrees to require at least one (1) university-based educator to attend interrater reliability training at the state level. Interrater reliability training includes video assessment training.
4. The EPP agrees to require the state-trained educator to conduct interrater reliability training on the Assessment each year for its university-based evaluators. If new evaluators are used each semester, the IRR training must be conducted each semester.
5. The EPP agrees to administer the Assessment without changing the content. The Parties agree that the EPP may add supplemental activities and documents but must assess what is in the Assessment provided.
6. The EPP agrees that each individual Assessment will be scored in its entirety by a single university-based evaluator. If an Assessment receives a score of "Unsatisfactory" on any indicator, the EPP will require another trained evaluator to score the Assessment to check for consistency.
7. **The EPP agrees to follow the double-scoring process outlined in the WVTPA Technical Report.**

### Data Collection

1. The EPP agrees to submit data to the HEPC through a secure data exchange.
2. The Commission agrees that it will collect (yearly) data submitted by participating EPPs and provide submitted feedback to the WVTPA Consortium to coordinate analysis and revisions of the Assessment as appropriate and necessary.
3. The EPP agrees that it will at all times administer the most current version of the Assessment.
4. The EPP agrees to store WVTPA data within their secure data management system for a minimum of seven years.

### Timeframe

This Memorandum of Understanding will continue in effect until such time as the Parties agree to review or revise.

### Commitment to Partnership

We, the undersigned, have read, agree to, and approve this Memorandum of Understanding:

_____ Date: _____

(Authorized Official)
West Virginia Higher Education Policy Commission

_____ Date: _____

(Authorized Official)
EPP

# Appendix C: WVTPA Declaration of Authentication and Acknowledgment

**West Virginia Teacher Performance Declaration of Authentication and Acknowledgment**

**Candidate's Last Name:**                    **First Name:**                    **Middle Initial:**

**Institution of Higher Education:**

**Student Identification Number:**

| | |
|---|---|
| ☐ | I acknowledge that I have completed and am submitting the WVTPA as my work without assistance other than that which is documented and required by the WVTPA. |
| ☐ | I agree to follow EPP submission directions in order to ensure data privacy of the candidate and P12 students. |
| ☐ | I permit the EPP to submit my WVTPA or portions of the WVTPA for verification of authenticity to programs such as Turnitin and/or AI Writing Detection. |
| ☐ | I understand that submitting the WVTPA under any false pretense will result in an unsatisfactory score WITHOUT the opportunity for resubmission. |
| ☐ | I understand that scores on this WVTPA will be submitted to the West Virginia Department of Education as partial fulfillment of teacher licensure requirements. |
| ☐ | I ensure that all P-12 student data (names, scores, videos, photos) will be kept secure/confidential and deleted following receipt of score report of the WVTPA. |

**My university has my permission to use my WVTPA for future training purposes ☐YES  ☐NO**

**Candidate Signature:** _____ **Date:**_____

# Appendix D: P-12 Student Information Consent and Release Agreement

**P-12 STUDENT INFORMATION**
**CONSENT AND RELEASE AGREEMENT**

The _____ (College/University) teacher candidates frequently teach lessons and interact with students in the public schools. These activities take place under the guidance of classroom teachers as a part of the requirements of the teacher education program. In order to guarantee student privacy and ensure your agreement for your child to participate, please sign and return this form to the classroom teacher.

In order to grade a teacher candidates' performance, some lessons must be recorded. Therefore, your student may appear in the video as they participate in the lesson. The tape also serves as a self-evaluation tool for the teacher candidate. Approval for the student's first name, picture, art, written work, voice is requested to be used for instructional purposes in College/University classes. An example could be a video of students engaged in a classroom activity which may or may not personally identify the student.

Parent/guardian release to College/University is required; however, be assured that any student information acquired will be used for instructional purposes to better prepare our future teachers. The assessment requirements adhere to West Virginia Department of Education Policy 4350. If you do not wish to provide your consent, your child will not be videotaped but be seated where they will not be videoed. Furthermore, the materials that your child may produce as part of classroom activities will not be reproduced for the teacher performance assessment.

Parent/Guardian understand and agree that:

- No monetary consideration shall be paid;
- Consent and release have been given without coercion or duress;
- This agreement is binding upon heirs and/or future legal representatives;
- The photo, video or student work may be used in subsequent years;
- No last names will appear on any material submitted by the teacher candidate.

_____

Student Name: _____

Classroom Teacher: _____          Teacher Candidate: _____

I am the parent/legal guardian of the child named above.  I have received and read your letter and agree to the following:

□   I DO give permission for the above

□   I DO NOT give permission for the above

Parent/Guardian (please print): _____

_____          _____
Parent/Guardian Signature                                            Date

# Appendix E: WVTPA Score Report

| WVTPA | Score Profile |
|---|---|

**CONFIDENTIAL**

Reported: Month DD, 20YY

| Last Name: | First Name: | Middle Initial: |
|---|---|---|
| | | |

| Institution of Higher Education: |
|---|
| EPP Student Identification # : |

**Score Summary**

| Task 1: Contextual Factors | Rubric Score (1-4)* |
|---|---|
| 1.1 Implications of Community, School, & Family Factors | |
| 1.2 Implications of the Classroom Factors | |
| 1.3 Implications of Individual Student Factors | |
| **Task 2: Standards and Goals** | |
| 2.1 Alignment of Standards and Learning Goals | |
| 2.2 Learning Goals | |
| 2.3 Anticipated Student Challenges | |
| **Task 3: Assessment Plan** | |
| 3.1 Alignment with Learning Goals | |
| 3.2 Assessment Criteria/Technical Soundness | |
| 3.3 Balance of Assessments | |
| **Task 4: Design for Instruction** | |
| 4.1 Factors in Planning | |
| 4.2 Consultation | |
| 4.3 Instructional Strategies | |
| 4.4 Rationale for Instructional Strategies | |
| 4.5 Learning Resources (including technology) | |
| 4.6 Differentiated Instruction | |
| **Task 5: Implementation and Reflection on Daily Instruction** | |
| 5.1 Classroom set up and organization | |
| 5.2 Classroom behavior management | |
| 5.3 Flexibility | |
| 5.4 Questioning Strategies | |
| 5.5 Student engagement | |
| **Task 6: Impact on Student Learning** | |
| 6.1 Clarity and representation evidence | |
| 6.2 Interpretation of Data | |
| 6.3 Evidence of Impact | |
| **Task 7: Reflection and Self-evaluation** | |
| 7.1 Insights on Teaching and Learning | |
| 7.2 Professional Collaborative Practice | |
| 7.3 Implications for Future Teaching | |
| 7.4 Professional Growth | |

**\*Minimum passing scores are listed in the WVTPA handbook**

**WVTPA scores meet the minimum passing requirement          YES ☐ No ☐**

**DISCLAIMER: WVPTA scores are not to be used for hiring practices or basis for pay.**

# Appendix E: Glossary

<div align="center">**WVTPA Glossary**</div>

**All P-12 Students:** Children or youth attending P-12 schools including, but not limited to, students with disabilities or exceptionalities, students who are gifted, and student who represent diversity based on ethnicity, race, socioeconomic status, gender, language religion, sexual identification, and/or geographic origin.

**Candidate:** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider.

**Clinical Educators:** 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 clinical experiences.

**Dispositions:** The habits of professional action and moral commitments that underlie an educator's performance.

**Diversity:**
1) Individual differences (e.g., personality, interests, learning modalities, and life experiences), and

group differences (e.g., race, ethnicity, ability, gender identity, gender expression, sexual orientation, nationality, language, religion, political affiliation, and socio-economic background).

**Educator:** Anyone who directly provides instruction or support services in P-12 or higher education settings.
- University-based educator includes university faculty and university clinical supervisors
- School-based educator includes P-12 teachers, cooperating teachers, and principals

**Evidence:** Anything that helps to prove that something is or is not true (Evidence, n.d.)

**Evidence-based:** A widely used adjective in education, **evidence-based** refers to any concept or strategy that is derived from or informed by objective evidence—most commonly, educational research or metrics of school, teacher, and student performance. Among the most common applications are *evidence-based decisions*, *evidence-based school improvement*, and *evidence-based instruction*. The related modifiers *data-based, research-based*, and *scientifically based* are also widely used when the evidence in question consists largely or entirely of data, academic research, or scientific findings. (Evidence-based, n.d.)

**Evidence Based Practice:** Educators use interventions, materials, and technologies proven to be effective in rigorous experiments. (Slavin, 2013)

**Faculty:** The personnel, including both employees and partners of the educator preparation provider (EPP) who assess, support, and develop a candidate's knowledge, skills, and/or professional within the scope of the educator preparation program. Note that this includes academic as well as clinical faculty, and EPP-based educators as well as P-12 partner educators. EPPs may include personnel referred to as coaches, mentors, or development team members (university-based faculty includes university faculty).

**Independent learning:** Students take ownership of learning new content and actively seeks ways to improve own performance. Student monitors and adjusts participation while engaging in student-centered activities. (Cabell County mxWeb notification system)

**Indicator:** The element of each task that will be evaluated in the WVTPA. For example, Task 6 has 3 indicators on the Task 6 Rubric-Clarity and Representation of Evidence, Interpretation of Data, and Evidence of Impact.

**Redo**: All tasks of the WVTPA need to be redone in its entirety.

**Reliability:** The degree to which test scores for a group of test takers are consistent over repeated applications of a measurement procedure and hence are inferred to be dependable and repeatable for an individual test taker. A measure is said to have a high reliability if it produces consistent results under consistent conditions.

**Research-based:** See Evidence-based.

| | |
|---|---|
| **Revision:** | Some of the WVTPA tasks did not meet "Emerging" performance levels. Some tasks will need to be rewritten and resubmitted. |
| **Rigorous:** | academically, intellectually, and personally challenging |
| **SMART Goals:** | Goals that are Specific, Measurable, Attainable, Relevant and Timebound. |
| **Stakeholder:** | Partners, organizations, businesses, community groups, agencies, schools, districts, and/or educator preparation providers (EPPs) interested in candidate preparation or education. |
| **Student:** | A learner in a P-12 school setting or other structured learning environment. |
| **Technology:** | any modification of the natural world done to fulfill human needs or desires … This definition sees technology as encompassing the entire human-made world, from the simplest artifacts, such as paper and pencil or a wooden flute, to the most complex, including the Internet, medical imaging devices, and a country's entire transportation system. (NAGB, 2013). |
| **Validity:** | The extent to which a set of operations, tests, or other assessments measure what it is supposed to measure. Validity is not a property of a data set but refers to the appropriateness of inferences from test scores or other forms of assessment and the credibility of the interpretations that are made concerning the findings of a measurement effort. |

# WVTPA Glossary Reference

Council for Accreditation of Educator Preparation. (March, 2016). *CAEP accreditation handbook* (v.3). Retrieved from http://caepnet.org/accreditation/caepaccreditation/caepaccreditation-handbook.

Evidence. (n.d.). In Cambridge University Press Dictionary Online, Retrieved January 2, 2017, from http://dictionary.cambridge.org/us/dictionary/english/evidence.

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National Assessment Governing Board (NAGB), (2013). Technology and Engineering Literacy Framework for the 2014 NAEP. Retrieved on January 2, 2017, from https://www.nagb.org/content/nagb/assets/documents/publications/frameworks/technolo gy/2014-technology-framework.pdf.

Slavin, R. (2013, March). Evidence-based practice in the UK: What will it take? Paper presented at the Institute for Effective Education Conference, York, UK. Abstract retrieved from http://www.york.ac.uk/iee/news/pre-2015/conference2013/.

# Appendix F: Additional Review Request Form

| WVTPA | | | | ADDITIONAL REVIEW REQUEST |
|---|---|---|---|---|
| CONFIDENTIAL | | | | |
| **Date of Request (m/d/y):** | | | | |
| **Candidate Last Name:** | | **Candidate First Name:** | | |
| **Institution of Higher Education:** | | | | |
| **EPP Student Identification #:** | | | | |
| **Candidate rationale for requesting an additional review:** | | | | |
| **WVTPA Indicator/s for which a review is being requested by the candidate (ex: 1.1, 3.2, 4.3). Please use a different line for each indicator.** | **Candidate** explanation regarding why a different score should be assigned. Candidate should provide clear and detailed evidence from the WVTPA submission. | **Candidate** alignment of explanation with the WVTPA rubric. Candidate should provide exact rubric language that aligns with the request for a different score. | **Evaluator(s)** explanation regarding the score assigned. | **Review Team Response:** |
| | | | | |
| | | | | |
| | | | | |
| **Date of Review:** | | | | |
| **Review Team CHAIR Signature:** | | | | |
| **Review Team Member Signature:** | | | | |
| **Review Team Member Signature:** | | | | |
| **REVIEW TEAM:** <br> **Did the additional review request result in a WVTPA score change?  Yes☐         No ☐** <br> **If YES,** the review team will attach the **revised** WVTPA Score Report | | | | |

The review team decision results in the final score of record.
Should a candidate still have concerns related to the WVTPA procedure and process, complaint procedures as described above can be initiated.

# Appendix G: Range Finding Examples

**NOTE**: The sample excerpts used were taken word-for-word from actual student documents, including misspellings, grammar mistakes, etc.

**Task 1: Contextual Factors**

**Rubric Indicator: 1A - Implications of Community, School, and Family Factors**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **1A**<br><br>**Implications of Community, School, & Family Factors**<br><br>WVPTS 2A<br>InTASC 2<br>CAEP R1.1<br>AAQEP 2a | The candidate<br>• demonstrates an understanding of the community, school, and family factors, and<br>• their potential impact on teaching and learning for the whole class and individual students, and<br>• considers these factors **combined with other contextual factors** to create a classroom where all learners' **differences are respected**. | The candidate<br>• identifies community, school, and family factors that influence teaching and learning, and<br>• their potential impact on teaching and learning for the **whole class** and **individual students**. | The candidate<br>• identifies community, school, and family factors, and<br>• their potential impact on **whole class learning**. | The candidate<br>• fails to identify community, school, and family factors that may impact teaching or learning and/or is unable to identify their potential impact on student learning. |
| **Example:** Received a Score of Accomplished (3) | *The community, school, and family factors I chose impacted my planning, delivery, and assessment of my unit in multiple different ways. 57% of my school is part of the low SES community. Three out of my nine students are in abnormal and/or unstable living situations. Due to these statistics, I did not ask parents or guardians to send in any items or materials. The only need I had from the parents was returning the P-12 permission slips, which some did not return. Parental involvement in the classroom is rather low throughout the whole school and my classroom. Therefore, I chose a unit that could be completed well without relying on any parental involvement. Chronic absences are a problem across the school. 28% of students are chronically absent. There a few of my students that have already missed school and I have not been in this placement for very long. With some kids missing so frequently, I tried to plan my unit with hands-on activities, incentives, and exciting lessons. I have hope that my students will be excited enough about the lessons and the week-long incentives to try their best to attend school all week. I recognize sometimes it is a transportation or parent issue, but it is also evident how badly some students do not want to be at school.* | | | |
| To receive a score of Distinguished (4) | The candidate demonstrated an understanding of the community, school, and family factors and their potential impact on teaching and learning for the whole class and individual students; however, did not consider these factors **combined with other contextual factors to create a classroom where all learners' differences are respected**. | | | |
| Score of Accomplished (3) | The candidate provided documentation (narrative and additional data in required charts) that identified community, school, and family factors that influenced teaching and learning and their potential impact on teaching and learning for the **whole class and individual students**. | | | |
| To receive a score of Emerging (2) | The candidate would have identified community, school, and family factors and their potential impact on **whole class learning**. | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to identify community, school, and family factors that may impact teaching or learning and/or was not able to identify their potential impact on student learning. | | | |

**Task 1: Contextual Factors**

**Rubric Indicator: 1B - Implications of the Classroom Factors**

|  | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **1B**<br><br>**Implications of the Classroom Factors**<br><br>WVPTS 2F<br>InTASC 3<br>CAEP R1.1<br>AAQEP 2c | The candidate<br>• demonstrates an understanding of the classroom factors, and<br>• their potential impact on teaching and learning for the whole class and individual students, and<br>• considers these factors **combined with other contextual factors** to create a classroom where all learners' **differences are respected.** | The candidate<br>• identifies the classroom factors, and<br>• their potential impact on teaching and learning for the **whole class** and **individual students.** | The candidate<br>• identifies the classroom factors, and<br>• their potential impact on **whole class learning.** | The candidate<br>• fails to identify classroom factors that may impact teaching or learning and/or is unable to identify their potential impact on student learning. |
| **Example:**<br>Received a Score of Accomplished (3) | *I found that the classroom factors had a much larger influence on the planning, delivery, and assessment of my unit than the community, school, and family factors. The students receive almost all of their instruction at the kidney table. This kidney table can be written on in dry erase marker, so I planned to utilize this as a working space in many various parts of my lesson. Also, due to them receiving most of their instruction at that table, I worked hard to implement movement and lessons in other areas of the room. I kept the introductory lessons at the table on purpose because I believe they grasp concepts better when we are in a close vicinity. The multiple diagnosis' in the room at one time involves a lot of differentiation, and I find that introducing important topics at that table with them all sitting is the best way for them to begin to gain an understanding.*<br><br>*The biggest factor that played a role in the creation of my lesson is my classroom being a pull-out special education classroom. With it being a pull-out room, students are only receiving instruction in here for the allotted amount of time written into their IEP's. Some students come for 10 minutes, whereas some come for an hour. I had to plan my lesson and delivery while considering how long the group would be in here and how big the group was. I decided to do my combined group of second and third graders, and therefore had to plan for 45 minutes instruction a day and plan lessons that utilized the class size. My planning, delivery, and assessment are also heavily differentiated with me being in this pull-out room. While the students all need help in the same areas, they are all on varying levels. I've planned to orally read assignments to particular students and give math manipulatives to some who need the hands-on help. Content specific materials are easily accessible for the students, and I included those in my lessons more frequently because they can quickly get them, and they are extremely beneficial in their learning.*<br><br>*Another classroom factor that influenced my planning was technology. I chose to not utilize the smart board because my students all have trouble focusing and sitting still, so individual and hands on assignments allow them to better comprehend the knowledge. I would have incorporated technology in an individual way, but there are only 2 laptops present in the room. Due to the lack of technology, I did not incorporate it in my unit.* | | | |
| To receive a score of Distinguished (4) | The candidate demonstrated an understanding of the classroom factors and their potential impact on teaching and learning for the whole class and individual students; however, did not consider these factors **combined with other contextual factors to create a classroom where all learners' differences are respected**. | | | |
| Score of Accomplished (3) | The candidate provided documentation (narrative and additional data in required charts) that identified the classroom factors and their potential impact on teaching and learning for the **whole class and individual students**. | | | |
| To receive a score of Emerging (2) | The candidate would have identified classroom factors and their potential impact on **whole class learning**. | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to identify classroom factors that may impact teaching or learning and/or was not able to identify their potential impact on student learning. | | | |

**Task 1: Contextual Factors**

**Rubric Indicator: 1C - Implications of Individual Student Factors**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **1C**<br><br>**Implications of Individual Student Factors**<br><br>WVPTS 2A<br>InTASC 1<br>CAEP R1.1<br>AAQEP 1f, 2b | The candidate<br>• demonstrates an understanding of the individual student factors, and<br>• their potential impact on teaching and learning for the whole class and individual students, and<br>• considers these factors **combined with other contextual factors** to create a classroom where all learners' **differences are respected.** | The candidate<br>• identifies the individual student factors, and<br>• their potential impact on teaching and learning for the **whole class** and **individual students.**<br><br>. | The candidate<br>• identifies individual factors, and<br>• their potential impact on **whole class learning.** | The candidate<br>• fails to identify individual student factors that may impact teaching or learning and/or is unable to identify their potential impact on student learning. |
| **Example:**<br>Received a Score of Accomplished (3) | *The student factor that impacted my planning, delivery, and assessment the most is the grade(s) I chose to work with for my unit. Being in a special education pull out room, I could have done my unit with Kindergarteners, 1st graders, 2nd graders, or 3rd graders. I chose to do our combined group of second and third graders, because that is our biggest group. Some groups only have 1 or 2 children in them. Once I decided on that group, I chose to look at the math standards because most of that group struggles more in math than reading.*<br><br>*Once I was looking at the math standards, I took the varying grades into consideration. I viewed the second-grade standards because all the students are between 1st and 2nd grade math levels. I chose my standard for my unit because the group of third graders specifically lack word problem skills. Their IEP's have a goal of solving 2 step word problems. I decided to differentiate the groups by giving 1 step problems to a certain group and 2 step problems to the others. The amount of differentiation I prepared was based off my group of students. For example, I printed a few extra work sheets on the same concept with a few students in mind that may need a little extra help.* | | | |
| To receive a score of Distinguished (4) | The candidate demonstrated an understanding of the individual student factors and their potential impact on teaching and learning for the whole class and individual students; however, did not consider these factors **combined with other contextual factors to create a classroom where all learners' differences are respected;** did not consider other content, other than math. | | | |
| Score of Accomplished (3) | The candidate provided documentation (narrative and additional data in required charts) that identified the individual student factors and their potential impact on teaching and learning for the **whole class and individual students**. | | | |
| To receive a score of Emerging (2) | The candidate would have identified individual student factors and their potential impact on **whole class learning**. | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to identify student factors that may impact teaching or learning and/or was not able to identify their potential impact on student learning. | | | |

## Task 2: Standards and Goals

### Rubric Indicator: 2A - Alignment of Standards and Learning Goals

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **2A**<br><br>**Alignment of Standards and Learning Goals**<br><br>WVPTS 1C<br>InTASC 7<br>CAEP R1.1, R1.2<br>AAQEP 1a, 2f<br>ISTE 2.1.a | The candidate<br>• writes appropriate learning goals based on state standards that consider the needs of the students, and<br>• **writes learning goals that are SMART goals (Specific, Measurable, Attainable, Relevant, Timebound).** | The candidate<br>• writes learning goals based on state standards that consider **the needs of the students.** | The candidate<br>• **writes learning goals based on state standards.** | The candidate<br>• is unable to write learning goals based on state standards. |
| **Example:**<br>Received a Score of Accomplished (3) | <table><tr><td>1. BIG IDEA:</td></tr></table><br><br>| 2. STANDARDS | 3A. LEARNING GOALS | 3B. LEVEL OF GOALS (e.g., Bloom's – analysis) |<br>| M.2.21: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and c symbols appropriately. | Identify coins using their names. | Bloom's- remember. |<br>|  | Classify coins based on their value. | Bloom's- understand. |<br>|  | Solve addition problems with money values. | Bloom's- apply. |<br>|  | Calculate word problems using addition and knowledge of money values. | Bloom's- analyze. |<br><br>*The goals I created for the lesson touch on four different levels of Bloom's Taxonomy. After I analyzed the results of the pre-test, I knew I needed to start at the lowest level. The lowest level is knowledge or remembering, which aligns with my learning goal of the students being able to identify coins using their names. This is an essential building block to reach the understanding of my standard and unit. Once students can accurately identify coins, they can then move on to learn their value, add them together, and solve word problems. It would not be possible without this first step.*<br><br>*My second goal is the ability for students to classify coins based on their value. This falls under the understand level in Bloom's. For this goal, I have hopes that students will learn the value of each coin and be able to fluently recognize what each coin is worth and group them based on value. It was also extremely apparent on the pre-tests that my students lacked an understanding of coins values. I find this concept to be on a slightly higher level of learning than just identifying the coins names. After they learn the values, they will be able to add coins together, which leads them to the next learning goal.*<br><br>*My third goal for my students is that they will be able to solve addition problems using their -previous understanding of addition and new knowledge of coin values. This learning goal falls under the apply level in Bloom's. The students should be taking their knowledge and applying it by accurately recognizing coins and using* |

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| | *existing addition knowledge to solve problems. I hope to deepen their understanding with the previous two learning goals by reinforcing that knowledge through multiple activities that require knowledge from all the learning goals up until this point.*<br><br>*My final learning goal allows students to utilize their comprehension of the first three learning goals.  While they are calculating word problems using addition and knowledge of money values, they are using all four learning goals. This final goal falls under the analyze level in Bloom's. With my chosen standard and group of students, I felt as though this level was plenty high enough, despite there being two more levels in Bloom's.* |
| To receive a score of Distinguished (4) | The candidate wrote appropriate learning goals based on state standards that consider the needs of the students; however, did not **write learning goals that are SMART goals (Specific, Measurable, Attainable, Relevant, Timebound).** |
| Score of Accomplished (3) | The candidate **wrote learning goals based on state standards that consider the need of the students.** |
| To receive a score of Emerging (2) | The candidate would have **written learning goals based on state standards.** |
| To receive a score of Unsatisfactory (1) | The candidate would have been unable to write learning goals based on state standards. |

**Task 2: Standards and Goals**

**Rubric Indicator: 2B - Learning Goals**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **2B**<br><br>**Learning Goals**<br><br>WVPTS 1C<br>InTASC 7<br>CAEP R1.1, R1.2<br>AAQEP 1e<br>ISTE 2.1.a | The candidate<br>• writes learning goals that are measurable, relevant, rigorous, and developmentally appropriate, and<br>• **writes learning goals that promote higher order thinking skills that result in a deeper understanding of content and provides varied options to support individual learning goals.** | The candidate<br>• writes learning goals that are relevant, measurable, developmentally appropriate, **and rigorous,** and address higher and lower order thinking skills. | The candidate<br>• **writes learning goals that are relevant, measurable, developmentally appropriate and address higher and lower order thinking skills.** | The candidate<br>• fails to write learning goals or writes learning goals that are not be measurable and/or only address lower order thinking skills. |
| **Example:**<br>Received a Score of Accomplished (3) | | | | |

1. BIG IDEA:

| 2. STANDARDS | 3A. LEARNING GOALS | 3B. LEVEL OF GOALS (e.g., Bloom's – analysis) |
|---|---|---|
| M.2.21: Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and c symbols appropriately. | Identify coins using their names. | Bloom's- remember. |
| | Classify coins based on their value. | Bloom's- understand. |
| | Solve addition problems with money values. | Bloom's- apply. |
| | Calculate word problems using addition and knowledge of money values. | Bloom's- analyze. |
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| | | |

*The goals I created for the lesson touch on four different levels of Bloom's Taxonomy. After I analyzed the results of the pre-test, I knew I needed to start at the lowest level. The lowest level is knowledge or remembering, which aligns with my learning goal of the students being able to identify coins using their names. This is an essential building block to reach the understanding of my standard and unit. Once students can accurately identify coins, they can then move on to learn their value, add them together, and solve word problems. It would not be possible without this first step.*

*My second goal is the ability for students to classify coins based on their value. This falls under the understand level in Bloom's. For this goal, I have hopes that students will learn the value of each coin and be able to fluently recognize what each coin is worth and group them based on value. It was also extremely apparent on the pre-tests that my students lacked an understanding of coins values. I find this concept to be on a slightly higher level of learning than just identifying the coins names. After they learn the values, they will be able to add coins together, which leads them to the next learning goal.*

*My third goal for my students is that they will be able to solve addition problems using their -previous understanding of addition and new knowledge of coin values. This learning goal falls under the apply level in Bloom's. The students should be taking their knowledge and applying it by accurately recognizing coins and using*

| | |
|---|---|
| | *existing addition knowledge to solve problems. I hope to deepen their understanding with the previous two learning goals by reinforcing that knowledge through multiple activities that require knowledge from all the learning goals up until this point.*<br><br>*My final learning goal allows students to utilize their comprehension of the first three learning goals. While they are calculating word problems using addition and knowledge of money values, they are using all four learning goals. This final goal falls under the analyze level in Bloom's. With my chosen standard and group of students, I felt as though this level was plenty high enough, despite there being two more levels in Bloom's.* |
| To receive a score of Distinguished (4) | The candidate wrote learning goals that are measurable, relevant, rigorous, and developmentally appropriate; however, did not **write learning goals that promote higher order thinking skills that result in a deeper understanding of content and provides varied options to support individual learning goals.** |
| To receive a score of Accomplished (3) | The candidate wrote learning goals that are relevant, measurable, developmentally appropriate, **and rigorous,** and address higher and lower order thinking skills. |
| To receive a score of Emerging (2) | The candidate would have **written learning goals that are relevant, measurable, developmentally appropriate and address higher and lower order thinking skills.** |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to write learning goals or wrote learning goals that are not measurable and/or only address lower order thinking skills. |

**Task 2: Standards and Goals**

**Rubric Indicator: 2C - Anticipated Student Challenges**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **2C**<br><br>**Anticipated Student Challenges**<br><br>WVPTS 2A<br>InTASC 1<br>CAEP R1.1, R1.3<br>AAQEP 2c, 2f | The candidate<br>• identifies student challenges that focus on aspects of content and skill needs, and<br>• articulates how those challenges will impact whole class learning, and<br>• addresses challenges of individual students and **articulates the types of support/ accommodations needed for all students to achieve mastery.** | The candidate<br>• identifies student challenges that focus on aspects of content and skill needs, and<br>• articulates how those challenges will impact whole class learning, and<br>• **addresses challenges of small groups and/or individual students.** | The candidate<br>• identifies student challenges that **focus on aspects of content and skill needs,** and<br>• **articulates** how those challenges will impact whole class learning. | The candidate<br>• fails to identify student challenges or identifies student challenges but is unable to articulate how those challenges will impact student learning. |
| **Example:**<br>Received a Score of Accomplished (3) | *Within my first learning goal, I am anticipating the students not remembering the names of the different coins right away. This anticipated challenge led me to decide on the coin books and daily chants. I hope that repeating the catchy chants every day and them having their own individual tool, they will grasp the concept quicker. I worry about them not remembering this concept because it is a major building block to the entire unit.*<br><br>*My anticipated student challenges for my second goal are similar to my first. My group of students struggle with recalling and recognition. If they can't identify the value of coins, they won't succeed in this learning goal and struggle more in the following learning goals. I am hoping the same differentiation I am using for recalling coin names will be helpful for this goal as well. Their coin books will also state the value of each coin and the chants we will recite discuss the value as well.*<br><br>*An anticipated student challenge for my students solving addition problems with money involve some of their addition skills not being very strong. For these particular students, I will provide touch dot numbers, a number line, or number chart with a counter. A handful of the group has strong addition skills and sparsely make mistakes, while others struggle with basic addition. My hope through my unit is to also strengthen their existing addition skills alongside their new money skills. I plan to implement these tools so they can practice correctly adding numbers in the problems.*<br><br>*There are a few anticipated student challenges I have considered for my last learning goal. My group of second graders struggle with reading and comprehension. Due to this, I will orally read the word problems. Also, with the split in grades, two-step word problems would be too hard for my second graders, but one-step word problems would be too easy for my third graders. My group of third graders have a learning goal in math in general to be able to complete two-step word problems. These anticipated challenges allowed me to plan differentiation appropriately. I will orally read all the problems and my second graders will have one-step problems while the third graders have two-step problems.* | | | |
| To receive a score of Distinguished (4) | The candidate identified student challenges that focus on aspects of content and skill needs, articulated how those challenges would impact whole class learning, and addressed challenges of small groups and/or individual students; however, did not **articulate the types of support/accommodations needed for all students to achieve mastery.** | | | |
| Score of Accomplished (3) | The candidate identified student challenges that focus on aspects of content and skill needs, articulated how those challenges would impact whole class learning, and **addressed challenges of small groups and/or individual students.** | | | |
| To receive a score of Emerging (2) | The candidate would have identified student challenges that **focus on aspects of content and skill needs,** and **articulated** how those challenges would impact whole class learning. | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to identify student challenges or identified student challenges but was unable to articulate how those challenges would impact student learning. | | | |

**Task 3: Assessment Plan**

**Rubric Indicator: 3A - Alignment with Learning Goals**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **3A**<br><br>**Alignment with Learning Goals**<br><br>WVPTS 1E<br>InTASC 6<br>CAEP R1.1, 1.2, 1.3<br>AAQEP 1a, 2f | The candidate<br>• has an assessment plan that is developmentally appropriate, congruent with the cognitive level of learning goals, and contains pre-, formative and post-assessments, and<br>• can articulate the reason for the selection of **each** assessment. | The candidate<br>• has an assessment plan that is developmentally appropriate, **congruent** with the cognitive level of learning goals, and contains pre-, formative and post-assessments, and<br>• **can holistically articulate the reason for the selection of the assessment(s).** | The candidate<br>• **has an assessment plan that is developmentally appropriate, mostly congruent with the cognitive level of learning goals, and contains pre-, formative, and post-assessments.** | The candidate<br>• fails to have or has an assessment plan that lacks congruence with learning goals. |

| 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.Identify coins using their names. | Pre-Assessment | 1-4. Name the following coins pictured. | 3/4 |
| | Formative | Accurate completion of "My Coin Book" and "Tally the Coins". Participation in coin chants. Accurately sorting coins on table. Participation and accuracy of "Spin and Name" game. | Completion. |
| | Post-Assessment | 1-4. Name the following coins pictured. | 3/4 |
| 2.Classify coins based on their value. | Pre-Assessment | 5-8. Write the value of each coin. | 3/4 |
| | Formative | Accurate completion of "My Coin Book", "Tally the Coins", and "Match that Coin!". Participation in coin chants. Participation and accuracy of "Spin and Name" game. | Completion. |
| | Post-Assessment | 5-8. Write the value of each coin. | 3/4 |
| 3. Solve addition problems with money values. | Pre-Assessment | 9-12. Add the following coins values together. | 3/4 |
| | Formative | Participation and engagement in discussion with practice problems on table. | Completion. |

| | | Completion and accuracy of "Coin Values" worksheet. Participation and accuracy in shopping activity on Day 5. | |
|---|---|---|---|
| | Post-Assessment | 9-12. Add the following coins values together. | 3/4 |
| 4. Calculate word problems using addition and knowledge of money values. | Pre-Assessment | 13. What is the total bill for Bobby? 14. What is the total bill for Sally? 15. How much money does Billy need? | 2/3 |
| | Formative | Completion and accuracy of 2 or 1-Step Word problems worksheet. Participation and accuracy in shopping activity on Day 5. | Completion. |
| | Post-Assessment | 13. What is the total bill for Bobby? 14. What is the total bill for Sally? 15. How much money does Billy need? | 2/3 |

*My overall assessment plan includes many different formative assessments. With the nine students learning this unit, I knew I wanted multiple ways to evaluate their learning throughout the unit. My pre and post assessment is the pretest I have already given students. There are multiple questions on this assessment that assess each learning goal. All my assessments support each learning goal, and often support more than one. Questions 1-4 assess their knowledge on the names of coins (learning goal 1). Questions 5-8 assess their knowledge on the value of coins (learning goal 2). Questions 9-12 allow them to show both their addition knowledge and coin value knowledge (learning goals 2 and 3). Finally, questions 13-15 assess their ability to understand and solve word problems, while also assessing their coin value and addition skills (learning goals 2 and 4).*

*One of my formative assessments is the flip books the students will complete. The book will allow them to repeatedly write the name of each coin and identify the faces of the coins closely. Each page also includes a short phrase that we will be reciting throughout the whole unit and the number value of each coin. This assessment supports learning goals 1 and 2 by having the students read and write both the values and names of coins. The "Tally the Coins" worksheet that will be completed also evaluates both goals as the students have to identify the value of each coin and know which coin is which as they count them. The coin chants we will be reciting daily, and Spin and Name game also identify both the names of coins and values. I wanted to have multiple ways to gage student learning of these first two goals, because they are the building blocks for the next two goals and my standard.*

| | |
|---|---|
| | *I also had multiple different formative assessments for learning goals three and four. One that supports students beginning to solve addition problems with money is the "Coin Values" worksheet. I plan to go over a few problems on the table, a few from the worksheet, and then let them complete the rest independently, only asking for help when they need it. Through their independent work, I will be able to identify if they need more practice before moving on to word problems. For my third learning goal, observation of their participation will be most of my formative assessments. We will do a lot of practice work as a class on white boards and through those observations I will be able to identify their weak areas and target those. I believe participation in the final shopping activity will also be a strong formative assessment of their new skills. Participation in the shopping activity will also support learning goal 4. My main assessment for my fourth learning goal is the accuracy of their word problem worksheets. I plan to orally read the questions to the students that need it and assist all of them as needed.*<br><br>*I am confident that my variety of assessments, aside from the summative pre/posttests, will help me identify what the students need help on throughout the unit. I plan to collect student work as it is completed to help me understand their learning each day. I think each assessment targets the skills needed to move on to the next learning goal. In this unit, I have found that each learning goal is a building block to the next and all learning goals need to be mastered to be successful on the posttest to master the standard.* |
| To receive a score of Distinguished (4) | The candidate 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 holistically articulate the reason for the selection of assessment(s); however, did not articulate the reason for **each** assessment. |
| Score of Accomplished (3) | The candidate 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 holistically articulate the reason for the selection of the assessment(s).** |
| To receive a score of Emerging (2) | The candidate would **have an assessment plan that is developmentally appropriate, mostly congruent with the cognitive level of learning goals, and contains pre-, formative, and post-assessments.** |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to have an assessment plan or has one that lacks congruency with learning goals. |

**Task 3: Assessment Plan**

**Rubric Indicator: 3B - Assessment Criteria/Technical Soundness**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **3B**<br><br>**Assessment Criteria/ Technical Soundness**<br><br>WVPTS 1E<br>InTASC 6<br>CAEP R1.3<br>AAQEP 1d | The candidate<br>• described all assessments and their scoring procedures are explained and accurate.<br>• has clearly written directions and assessment items for students to understand and the level of mastery is identified for each assessment.<br>• **justifies how each assessment accurately measures what it is supposed to measure (content validity).** | The candidate<br>• described all assessments and their scoring procedures are explained and accurate.<br>• has clearly written directions and assessment items for students to understand and the level of mastery is identified for **each assessment.** | The candidate<br>• described all assessments and their scoring procedures are explained and accurate.<br>• **has clearly written directions and assessment items for students to understand and the level of mastery is identified for all summative assessments.** | The candidate<br>• fails to describe or describes an assessment plan with an inaccurate explanation of directions, assessment items, or scoring**.** |
| **Example:**<br>Received a Score of Accomplished (3) |  | | | |

| | | Completion and accuracy of "Coin Values" worksheet.  Participation and accuracy in shopping activity on Day 5. | |
| | Post-Assessment | 9-12. Add the following coins values together. | 3/4 |
| 4. Calculate word problems using addition and knowledge of money values. | Pre-Assessment | 13. What is the total bill for Bobby?  14. What is the total bill for Sally?  15. How much money does Billy need? | 2/3 |
| | Formative | Completion and accuracy of 2 or 1-Step Word problems worksheet.  Participation and accuracy in shopping activity on Day 5. | Completion. |
| | Post-Assessment | 13. What is the total bill for Bobby?  14. What is the total bill for Sally?  15. How much money does Billy need? | 2/3 |

*My overall assessment plan includes many different formative assessments. With the nine students learning this unit, I knew I wanted multiple ways to evaluate their learning throughout the unit. My pre and post assessment is the pretest I have already given students. There are multiple questions on this assessment that assess each learning goal. All my assessments support each learning goal, and often support more than one. Questions 1-4 assess their knowledge on the names of coins (learning goal 1). Questions 5-8 assess their knowledge on the value of coins (learning goal 2). Questions 9-12 allow them to show both their addition knowledge and coin value knowledge (learning goals 2 and 3). Finally, questions 13-15 assess their ability to understand and solve word problems, while also assessing their coin value and addition skills (learning goals 2 and 4).*

*One of my formative assessments is the flip books the students will complete. The book will allow them to repeatedly write the name of each coin and identify the faces of the coins closely. Each page also includes a short phrase that we will be reciting throughout the whole unit and the number value of each coin. This assessment supports learning goals 1 and 2 by having the students read and write both the values and names of coins. The "Tally the Coins" worksheet that will be completed also evaluates both goals as the students have to identify the value of each coin and know which coin is which as they count them. The coin chants we will be reciting daily, and Spin and Name game also identify both the names of coins and values. I wanted to have multiple ways to gage student learning of these first two goals, because they are the building blocks for the next two goals and my standard.*

*I also had multiple different formative assessments for learning goals three and four. One that supports students beginning to solve addition problems with money is the "Coin Values" worksheet. I plan to go over a few problems on the table, a few from the worksheet, and then let them complete the rest independently, only asking for help when they need it. Through their independent work, I will be able to identify if they need more practice before moving on to word problems. For my third learning goal, observation of their participation will be most of my formative assessments. We will do a lot of practice work as a class on white boards and through those observations I will be able to identify their weak areas and target those. I believe participation in the final shopping activity will also be a strong formative assessment of their new skills. Participation in the shopping activity will also support learning goal 4. My main assessment for my fourth learning goal is the accuracy of their word problem worksheets. I plan to orally read the questions to the students that need it and assist all of them as needed.*

*I am confident that my variety of assessments, aside from the summative pre/posttests, will help me identify what the students need help on throughout the unit. I plan to collect student work as it is completed to help me understand their learning each day. I think each assessment targets the skills needed to move on to the next learning goal. In this unit, I have found that each learning goal is a building block to the next and all learning goals need to be mastered to be successful on the posttest to master the standard.*

| To receive a score of Distinguished (4) | The candidate described all assessments, and the scoring procedures are explained and accurate, in addition to, having clearly written directions and assessment items for students to understand with the identified level of mastery for each assessment; however, **the justification of how each assessment accurately measures what it is supposed to measure (content validity) is missing.** |
| --- | --- |
| Score of Accomplished (3) | The candidate described all assessments, and the scoring procedures are explained and accurate, in addition to, having clearly written directions and assessment items for students to understand with the identified level of mastery for **each assessment.** |
| To receive a score of Emerging (2) | The candidate would have described all assessments, and the scoring procedures are explained and accurate, and **would have clearly written directions and assessment items for students to understand, as well as identified the level of mastery for all summative assessments.** |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to describe an assessment plan or described an assessment plan with an inaccurate explanation of directions, assessment items, or scoring. |

**Task 3: Assessment Plan**

**Rubric Indicator: 3C - Balance of Assessments**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **3C**<br><br>**Balance of Assessments**<br><br>WVPTS 3E<br>InTASC 6<br>CAEP R1.3<br>AAQEP 1d | The candidate<br>• **designs** and plans multiple modes of assessment to assess and evaluate student learning for each learning goal.<br>• uses assessments that enable the teacher, student, and others to identify patterns or gaps in each student's learning. | The candidate<br>• plans multiple modes of assessment to assess and evaluate **student learning for each learning goal.**<br>• **uses assessments that enable identification of patterns or gaps in each student's learning.** | The candidate<br>• plans **multiple modes of assessment to assess and evaluate student learning.** | The candidate<br>• fails to plan or plans for assessment but does not utilize multiple modes of assessment. |
| **Example:**<br>Received a Score of Accomplished (3) | *My overall assessment plan includes many different formative assessments. With the nine students learning this unit, I knew I wanted multiple ways to evaluate their learning throughout the unit. My pre and post assessment is the pretest I have already given students. There are multiple questions on this assessment that assess each learning goal. All my assessments support each learning goal, and often support more than one. Questions 1-4 assess their knowledge on the names of coins (learning goal 1). Questions 5-8 assess their knowledge on the value of coins (learning goal 2). Questions 9-12 allow them to show both their addition knowledge and coin value knowledge (learning goals 2 and 3). Finally, questions 13-15 assess their ability to understand and solve word problems, while also assessing their coin value and addition skills (learning goals 2 and 4).*<br><br>*One of my formative assessments is the flip books the students will complete. The book will allow them to repeatedly write the name of each coin and identify the faces of the coins closely. Each page also includes a short phrase that we will be reciting throughout the whole unit and the number value of each coin. This assessment supports learning goals 1 and 2 by having the students read and write both the values and names of coins. The "Tally the Coins" worksheet that will be completed also evaluates both goals as the students have to identify the value of each coin and know which coin is which as they count them. The coin chants we will be reciting daily, and Spin and Name game also identify both the names of coins and values. I wanted to have multiple ways to gage student learning of these first two goals, because they are the building blocks for the next two goals and my standard.*<br><br>*I also had multiple different formative assessments for learning goals three and four. One that supports students beginning to solve addition problems with money is the "Coin Values" worksheet. I plan to go over a few problems on the table, a few from the worksheet, and then let them complete the rest independently, only asking for help when they need it. Through their independent work, I will be able to identify if they need more practice before moving on to word problems. For my third learning goal, observation of their participation will be most of my formative assessments. We will do a lot of practice work as a class on white boards and through those observations I will be able to identify their weak areas and target those. I believe participation in the final shopping activity will also be a strong formative assessment of their new skills. Participation in the shopping activity will also support learning goal 4. My main assessment for my fourth learning goal is the accuracy of their word problem worksheets. I plan to orally read the questions to the students that need it and assist all of them as needed.*<br><br>*I am confident that my variety of assessments, aside from the summative pre/posttests, will help me identify what the students need help on throughout the unit. I plan to collect student work as it is completed to help me understand their learning each day. I think each assessment targets the skills needed to move on to the next learning goal. In this unit, I have found that each learning goal is a building block to the next and all learning goals need to be mastered to be successful on the posttest to master the standard.*<br><br>*(Additional documents included in the lesson plan.)* | | | |
| To receive a score of Distinguished (4) | The candidate planned multiple modes of assessment to assess and evaluate student learning for each learning goal, and used assessments that enabled the teacher, student, and others to identify patterns or gaps in each student's learning; however, did not **design** multiple modes of assessment to assess and evaluate student learning. | | | |
| Score of Accomplished (3) | The candidate planned multiple modes of assessment to assess and evaluate student learning **for each learning goal and used assessments that enabled identification of patterns or gaps in each student's learning.** | | | |
| To receive a score of Emerging (2) | The candidate would have planned **multiple modes of assessment to assess and evaluate student learning.** | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to plan for assessment or plans for assessments but does not utilize multiple modes of assessment. | | | |

**Task 4: Design for Instruction**

**Rubric Indicator: 4A - Factors in Planning**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **4A**<br><br>**Factors in Planning**<br><br>WVPTS 1A<br>InTASC 4<br>CAEP R1.1, 1.3<br>AAQEP 1a-b, 2b, 2d<br>ISTE 2.7.b | The candidate<br>• identifies contextual factors, uses pre-assessment data and **other student performance data** to plan lessons based on students' prior knowledge and **individual differences specific to student needs, learning styles, and differences that maximize learning for small groups or individual students.**<br>• provides evidence of integration of these factors in lesson plans throughout the unit. | The candidate<br>• identifies contextual factors and uses pre-assessment data to plan lessons based on students' prior knowledge and **individual differences.**<br>• **provides evidence of integration of these factors in lesson plans throughout the unit.** | The candidate<br>• identifies contextual factors and **uses pre-assessment data to plan lessons based on students' prior knowledge.** | The candidate<br>• fails to identify or identifies contextual factors and students' prior learning but is unable to use this knowledge to design lessons that facilitate individual learning. |
| **Example:**<br>Received a Score of Distinguished (4) | *My pre-assessment that I gave my students assisted me in understanding what my students already knew and what they still needed more help on. The data made it clear that my students did not master any of my chosen learning goals. All of my students were below mastery on the pre-assessment. They struggled with identifying the four coins and guessing on their values. I found that many of them also counted the number of coins total, versus adding their values like they were supposed to. Some attempted to add their values, but either had the wrong value or did the addition wrong. I expected one of my focus students to do well on this assessment, but he had an emotional episode and struggled to complete it. When he finally completed it, options were given, and he picked answers from the options. He did not do as well as I expected.*<br><br>*After I received the data from the pre-assessments, I realized I needed to start at the basics. I knew I needed to spend a lot of time building the base knowledge and focusing on the smaller parts, such as the names of coins. The end goal of my unit would not be possible if the students didn't gain this beginning knowledge. The data allowed me to plan my unit and choose how much time to spend on each learning goal, and how much practice to give the students in certain areas.*<br><br>*There were many factors that guided my planning of my unit and daily lessons. All 9 students benefit from one-on-one help. I knew that to teach the beginning knowledge most effectively, I needed them all close to me. This led me to choose to have them all sit around the kidney table, so they could see and hear me clearly. This way, I could also help them as they needed it. Many of my students have been diagnosed with ADHD or ADD and a handful of their medications wear off by the time for math. I knew my lessons had to be engaging and paced quickly. If we were on one task for too long, I would lose their attention. I knew most of my lessons needed to be hands on or include a visual aid or manipulative.*<br><br>*From observing in my classroom before my unit, I knew I needed a lot of repetition for students to gain the knowledge. This led me to decide to utilize the catchy chants daily, along with the sorting of coins and class discussions as review daily. Even as we moved through the learning goals, I tried to repeat the base knowledge often to ensure their understanding. The unit-long incentives and list of expectations were also chosen because I felt as though the kids needed a push to learn the content and some way to be held accountable. There are multiple students with behaviors that cause them to just not care or shut down completely. I had also not been in the classroom very long before I taught, and thought the chosen expectations and incentives were an additional way for me to build rapport with the students.*<br><br>*Another major factor in the planning of my unit was the varying levels of each student. Even though there are only 9 students, they are all pulled for varying reasons. Some students need help reading the problems but do well in math. Some students are extremely low in math, and some students can't focus long enough in a general education classroom to effectively learn. These varying levels pushed me to include many contingency options, for students who needed something more hands on and for students who finished a task quicker than others. I worried some students would become bored or frustrated, and wanted to try my best to ensure everyone was engaged with something.*<br><br>*(Unit is included in the appendix.)* |

| | | |
|---|---|---|
| Score of Distinguished (4) | The candidate identified contextual factors, used pre-assessment data and **other student performance data** to plan lessons based on students' prior knowledge and **individual differences specific to student needs, learning styles, and differences that maximize learning for small groups or individual students,** and provided evidence of integration of these factors in lesson plans throughout the unit. | |
| To receive a score of Accomplished (3) | The candidate would have identified contextual factors and used pre-assessment data to plan lessons based on students' prior knowledge and **individual differences and provided evidence of integration of these factors in lesson plans throughout the unit.** | |
| To receive a score of Emerging (2) | The candidate would have identified contextual factors and **used pre-assessment data to plan lessons based on students' prior knowledge.** | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to identify or identified contextual factors and students' prior learning but was unable to use this knowledge to design lessons that facilitate individual learning. | |

## Task 4: Design for Instruction

## Rubric Indicator: 4B - Consultation

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **4B**<br><br>**Consultation**<br><br>WVPTS 4B<br>InTASC 10<br>CAEP R1.4<br>AAQEP 2f<br>ISTE 2.4.a | The candidate<br><br>• documents consultation with multiple clinical educators for lesson planning and **describes the consultation /collaboration process.** | The candidate<br><br>• documents consultation with **multiple clinical educators for lesson planning.** | The candidate<br><br>• documents consultation with **one clinical educator for lesson planning.** | The candidate<br><br>• does not document consultation with a clinical educator for planning. |
| **Example:**<br>Received a Score of Distinguished (4) | *I consulted with the second and third grade teachers that have my students in their general education classrooms. All 5 second graders have the same teacher, so I was able to only consult with her regarding those students. She shared they would be beginning a money unit soon and was excited at the thought of them learning the base knowledge beforehand, so they would be more on track with the rest of the class. She also shared that they can always use additional addition practice. There are two third grade teachers I consulted with, and both were excited about the idea of additional review of the coins, along with addition and word problem help. They were concerned the third graders would fall behind with their current fraction unit, but my cooperating teacher adapted her schedule in a way they would not fall behind and I was grateful for her assistance. One of my biggest concerns of doing a unit in a pull-out room was taking away from their essential curriculum help.*<br><br>*I collaborated with my cooperating teacher the most. She was absolutely wonderful and extremely helpful! She agreed money was a good idea from the beginning and worked with me to make it possible and the most beneficial for the students as it could be. As I considered having a shopping performance task, she supported my idea to have the students "earn" what they could spend. She agreed it would hold them accountable and give them something to work towards. I informed her about the pre and post assessment, and she was confident money was an area students wouldn't have much prior knowledge about, which was true. As I planned the details of my unit, my cooperating teacher listened, tweaked, and supported each of my ideas until it all fell into place. She helped me with gathering materials and printing everything necessary. I was extremely fortunate to be working with someone so supportive and knowledgeable.* | | | |
| Score of Distinguished (4) | The candidate documented consultation with multiple clinical educators for lesson planning and **described the consultation/collaboration process.** | | | |
| To receive a score of Accomplished (3) | The candidate would have documented consultation with **multiple clinical educators for lesson planning.** | | | |
| To receive a score of Emerging (2) | The candidate would have documented consultation with **one clinical educator for lesson planning.** | | | |
| To receive a score of Unsatisfactory (1) | The candidate would not have documented consultation with a clinical educator for planning. | | | |

## Task 4: Design for Instruction

### Rubric Indicator: 4C - Instructional Strategies

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **4C**<br><br>**Instructional Strategies**<br><br>WVPTS 1D<br>InTASC 5<br>CAEP R1.3<br>AAQEP 1a<br>ISTE 2.5.a | The candidate<br>• designs diverse, evidence-based instructional strategies for each learning goal that is student-centered and **progressively moves students toward independent learning.** | The candidate<br>• designs diverse, evidence-based instructional strategies **for each learning goal that is student-centered** and may result in student learning. | The candidate<br>• **designs evidence-based instructional strategies for each learning goal that may result in student learning.** | The candidate<br>• fails to design or designs instructional strategies that do not scaffold learning or are not evidence-based. |
| **Example:**<br>Received a Score of Distinguished (4) | *For my first learning goal (identifying the names of the coins), I utilized class discussion as an instructional strategy. I plan to allow the students to sort the coins wherever they believe they belong, and then we will discuss it as a class. This allows them to make their own initial thoughts, hear their peers' thoughts, then finally mine as I use guiding questions to provide clarity and correct knowledge. We will have a discussion until I feel confident that they understand and are answering my questions correctly. My second learning goal is that students will be able to classify coins based on their value, and I will use the drill and practice instructional strategy. The daily chants I plan to utilize are catchy and target both learning goals one and two. The students will be repeating and chanting these sayings daily. I will have four printed posters (one for each coin) that we will use at least once a day, twice a day in the beginning. For my third learning goal (solving addition problems with money values) I used centers or stations as an instructional strategy. This involves the students moving between three different stations in pairs or groups of 3 to complete different activities. Two centers included worksheets that have the students adding coin values and solving addition problems. One station they will show their work on a white board and one station they will show their work in pencil on the paper. The last station will have a graphic organizer written on the kidney table in dry erase marker and will prompt the students to add coins together to reach a certain number value and they will put the coins under the number the total creates. This goal also aligns with project-based learning, which is utilized on the final day for the shopping performance task. The shopping task allows them to work through a real-life scenario as they are counting their money to see what they can purchase. My fourth learning goal is that students will be able to calculate word problems using addition and knowledge of money values. An instructional strategy I plan to implement is reading for meaning. The word problems are story problems that support the students reading comprehension skills. I will allow them to attempt to read them on their own and then help them using reading strategies. The students all have varying reading levels, but I think the story problems will support their comprehension skills.* | | | |
| Score of Distinguished (4) | The candidate designed diverse, evidence-based instructional strategies for each learning goal that is student-centered and **progressively moved students toward independent learning.** | | | |
| To receive a score of Accomplished (3) | The candidate would have designed **diverse**, evidence-based instructional strategies **for each learning goal that is student-centered** and may have resulted in student learning. | | | |
| To receive a score of Emerging (2) | The candidate would have **designed evidence-based instructional strategies for each learning goal that may have resulted in student learning.** | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to design or designs instructional strategies that do not scaffold learning or are not evidence-based. | | | |

**Task 4: Design for Instruction**

**Rubric Indicator: 4D - Rationale for Instructional Strategies**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **4D**<br><br>**Rationale for Instructional Strategies**<br><br>WVPTS 1C<br>InTASC 8<br>CAEP R1.3<br>AAQEP 1a-b, 2b, 2d<br>ISTE 2.6.c | The candidate<br>• provides a meaningful rationale for instructional strategies that facilitate learning for the whole class, **specific** students, and/or small groups based on all contextual factors. | The candidate<br>• provides a meaningful rationale for instructional strategies that facilitates learning for the **whole class** based on **all** contextual factors. | The candidate<br>• **provides a meaningful rationale for instructional strategies that facilitates student learning based on some contextual factors.** | The candidate<br>• fails to provide or provides a rationale that is not based on contextual factors. |
| **Example:**<br>Received a Score of Accomplished (2) | *While reviewing my contextual factors before planning my unit, I knew I had a variety of learners. Each student learns best in their own unique way. I knew I wanted to include a variety of instructional strategies to teach each student in the best way possible. I chose class discussion as an instructional strategy for my first learning goal because I thought it would be the best way for my students to gain that beginning knowledge. I know some of them previously knew a few of the coins, while some knew none. I thought getting to make their own thoughts and then adjusting them to their peers' and mine would be beneficial. Class discussion is also a great way for me to assess their knowledge before and after. My second instructional strategy was drill and practice. From observations in this classroom, I noticed they did really well at obtaining information from repetition. I chose the chants with the purpose of them being easy to say, a catchy phrase, and educational. I hope to deepen their understanding quickly by the repetition of them repeating the chants. I chose centers/stations to have the students moving around the room. I find centers to be a nice change of pace, as they are only at each station for 8 minutes. All the stations support learning goal number three but allow the students to work towards mastering that goal in a few different ways. Due to their varying levels, I provided contingencies for each center for students who finish before the time is up. For my last strategy, I chose reading for meaning. The students that are pulled for math are almost all also pulled for reading. The extra reading support along with the standard involving word problems, I thought reading with meaning would be beneficial in multiple ways.* | | | |
| To receive a score of Distinguished (4) | The candidate provided a meaningful rationale for instructional strategies that facilitates learning for the whole class based on all contextual factors, but did not provide a meaningful rationale for **specific students, and/or small groups** based on all contextual factors. | | | |
| To receive a score of Accomplished (3) | The candidate provided a meaningful rationale for instructional strategies that facilitates student learning based on some of the contextual factors; however, did not provide a meaning rationale for instructional strategies to facilitate learning for the **whole class** based on **all** contextual factors. | | | |
| Score of Emerging (2) | The candidate **provided a meaningful rationale for instructional strategies that facilitates student learning based on some contextual factors.** | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to provide a rationale or provides a rationale that is not based on contextual factors. | | | |

## Task 4: Design for Instruction

**Rubric Indicator: 4E - Learning Resources (including technology)**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **4E**<br><br>**Learning Resources/ Technology**<br><br>WVPTS 2D<br>InTASC 3<br>CAEP R1.3<br>AAQEP 1a-b, 2b, 2d<br>ISTE 2.5.a-c | The candidate<br>• integrates a variety of technology into instruction **that is appropriate for the whole class and differentiated for individual learners.**<br>• uses technology to manage/track student data for decision making and planning related to performance and student needs. | The candidate<br>• **integrates a variety** of technology **into instruction** and to manage/track student data. | The candidate<br>• **uses technology to facilitate learning and to track and manage student data.** | The candidate<br>• does not use technology to facilitate learning and/or does not use technology to track/manage student performance data. |
| **Example:**<br>Received a Score of Accomplished (3) | *The learning resource I utilized the most was the fake money coin manipulatives. I think using this as a visual aid was extremely important. The majority of my students learn better visually, and I think being able to put the name and value to each coin as they held them and used them allowed them to grasp the concept better. I planned to use the coin manipulatives every day during this unit. I already had a pack of fake money that came with many other manipulatives that I purchased for my CI 301 class with Dr. Lucas. I was so excited I already had these! I knew I was going to utilize this resource within lessons, but also give it to my students to put in their savings banks, so I ordered another pack through the mini grant. I did not use much technology within this unit. This was due to a few reasons. I would have utilized individual technology, but the pull-out classroom only has two computers. I also found that my students got distracted easily on computers when not monitored the entire time. I did utilize the smart board for an interactive game we could play as a whole class. I thought it would be an engaging review but did not want to use it often due to the short attention spans of my students. Many of my resources came from my own creations on Canva and a few worksheets from Teachers Pay Teachers. My cooperating teacher allowed me to use her Canva Pro account and that was extremely helpful for the worksheets I created. The posters I printed out, flip books, and Spin and Name game all came from Teachers Pay Teachers. I found those resources to be extremely engaging and was excited to implement them. The posters provided repetition, which I found important. The flip books created an individual tool for each student and had them writing the information in multiple ways, such as writing, tracing, and coloring. The word problems, list of expectations, and incentive labels came from Canva. I was excited to create on this platform and strived to make engaging papers. I liked being able to create my own problems, which targeted the exact areas I needed them too. I also looked at the Carnegie math curriculum for inspiration in lessons. There were many different ideas in there and I was thankful a staff member allowed me to utilize this amazing resource.*<br><br>*I also, entered pre-test data into an Excel spreadsheet and analyzed the data to determine the needs of the students in my class.* | | | |
| To receive a score of Distinguished (4) | The candidate integrated a variety of technology into instruction; however, did not **assure that it was appropriate for the whole class and differentiated for individual learners.** The candidate used technology to manage/track student data for decision making and planning related to performance and student needs. | | | |
| Score of Accomplished (3) | The candidate **integrated a variety of technology into instruction** and to manage/track student data. | | | |
| To receive a score of Emerging (2) | The candidate would have **used technology to facilitate learning and to track and manage student data.** | | | |
| To receive a score of Unsatisfactory (1) | The candidate would not have used technology to facilitate learning and/or did not use technology to track/manage student performance data. | | | |

## Task 4: Design for Instruction

### Rubric Indicator: 4F - Differentiated Instruction

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **4F**<br><br>**Differentiated Instruction**<br><br>WVPTS 3F<br>InTASC 2<br>CAEP R1.1, R1.3<br>AAQEP 1b; 2a-c<br>ISTE 2.5.c | The candidate<br>• considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of **all** students, and<br>• plans engaging strategies that are **fair, flexible, and challenging for all students in meaningful learning**. | The candidate<br>• considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of **the two focus students, any student with an IEP, and other groups of learners.**<br>• plans strategies that differentiate learning for multiple groups of students. | The candidate<br>• considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) **of the two focus students and any student with an IEP.**<br>• plans strategies that differentiate for some but not all students. | The candidate<br>• fails to or 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. |
| **Example:**<br>Received a Score of Accomplished (3) | *For my Focus Student HO, I created time that I could work one-on-one with him. For example, when the students were in pairs playing the Spin and Name game, I spent time with this student alone to strengthen his understanding. We completed a worksheet together and I used scaffolding strategies throughout the worksheet. We used his flip book as a resource, and I provided options for him to choose between to find answers. By the end, he was answering almost every question I asked him. Throughout the unit, I asked him questions before tying up any activity to assess his knowledge. I would sometimes ask other students a question, then immediately ask him the same question after he heard the answer and then had to state it himself. He was always so pleased when he got it correct! I reminded this student often about meeting the expectations and earning incentives.*<br><br>*For Focus Student CO, I had a few different ways I differentiated instruction. I always had him sit next to AO. He is easily overwhelmed and triggered. I noticed from observations beforehand that he performed better when he was next to someone who made him feel comfortable and not overwhelmed. He did not master the pre assessment, but is a quick learner, so the first two learning goals I did not differentiate instruction as much. For the third learning goal, I planned to give this student extra worksheets. He has proved to be a quick learner when focused, and I did not want him getting bored. I had hopes for him completing 3 worksheets on day 3, whereas I was happy if some students only completed one fully. I differentiated the word problems by giving him the one-step, then the two-step which the third graders received. I plan to allow him to attempt to read the problems on his own, due to his high reading level. I will inform him he is always able to ask me questions, but that I want him to try to read it on his own. If he does need help, I will use reading strategies, such as sounding it out, and use scaffolding techniques until he understands on his own. I will let him know that I am confident in his abilities and wanted to challenge him to complete it on his own. I plan to give all students praise but will be checking in more often on CO and giving as much praise as possible as he completes his work.* | | | |
| To receive a score of Distinguished (4) | The candidate considered the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of the two focus students, any student with an IEP, and other groups of learners; however, did not consider **all** students, nor were the engaging strategies **fair, flexible, and challenging for all students in meaningful learning.** | | | |
| Score of Accomplished (3) | The candidate considered the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) **of the two focus students, any student with an IEP, and other groups of learners** and planed strategies that differentiate learning for **multiple groups of students.** | | | |
| To receive a score of Emerging (2) | The candidate would have considered the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) **of the two focus students and any student with an IEP** and planed strategies that differentiate for some but not all students. | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to articulate or would have articulated the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of students, but would have been unable to use this knowledge to plan strategies that lead to individual learning. | | | |

**Task 5: Implementation and Reflection on Daily Instruction**


**Rubric Indicator: 5A - Classroom Set-up and Organization**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **5A**<br><br>**Classroom Set-up and Organization**<br><br>WVPTS 2B<br>InTASC 3<br>CAEP R1.1<br>AAQEP 1e<br>ISTE 2.3.b | In the video, the candidate<br>• has the classroom and materials prepared in advance of lesson execution.<br>• organizes the classroom to support lesson goals, instructional activities and the **needs of specific students and/or small groups.** | In the video, the candidate<br>• has the **classroom and materials prepared in advance of lesson execution.**<br>• **organizes the classroom to support lesson goals, instructional activities, and the needs of the whole class.** | In the video, the candidate<br>• has the **classroom materials readily available.**<br>• **may not efficiently organize the classroom for optimal learning.** | In the video, the candidate<br>• does not have the classroom organized or materials readily available. |
| **Example:**<br>Received a Score of Accomplished (4) | *There were a few different instances my organization of the classroom was present. At 5:14, you will see that the words were already written on the kidney table, prior to the students coming in, and the table was cleared off. This allows them to focus on only the task at hand. At 6:00, the same thing is shown again. It gave them room to work and focus on only what they needed to at the time. Right at 7 minutes, you will see the room clean, table cleared, and students sat around the table. With any group of students, the less distractions the better, and I was able to minimize distractions by making sure the room was clean. At 10:15, you will see me reach for worksheets placed next to me and hand them to a student. Due to the varying levels of these students, I predicted they would finish activities at various times. I made sure to have all necessary materials close to me to be able to move them along quickly. At 14:11, you will see the shopping area already set up and ready for the students. Having this ready allowed the task to happen smoothly. I also placed it in the back of the room, away from other students finishing other work. Organizing this task beforehand was extremely important to me for it to flow smoothly.* | | | |
| Score of Distinguished (4) | In the video, the candidate had the classroom and materials prepared in advance of the lesson execution, and had organized the classroom to support lesson goals, instructional activities and the **needs of specific students and/or small groups.** | | | |
| To receive a score of Accomplished (3) | In the video, the candidate would have had the **classroom and materials prepared in advance of lesson execution and have organized the classroom to support lesson goals, instructional activities, and the needs of the whole class.** | | | |
| To receive a score of Emerging (2) | In the video, the candidate would have had the **classroom materials readily available but may not have efficiently organized the classroom for optimal learning.** | | | |
| To receive a score of Unsatisfactory (1) | In the video, the candidate would not have the classroom organized or materials readily available. | | | |

**Task 5: Implementation and Reflection on Daily Instruction**

**Rubric Indicator: 5B - Classroom Behavior Management**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **5B**<br><br>**Classroom and Behavior Management**<br><br>WVPTS 2E<br>InTASC 3<br>CAEP R1.1<br>AAQEP 2b-c<br>ISTE 2.6.d | In the video and narrative, the candidate<br>• establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions, and<br>• **is proactive and anticipates potential behavior issues, preventing disruptions before they occur to maximize learning for all students.** | In the video and narrative, the candidate<br>• establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions, and.<br>• utilizes behavior management strategies for problems and deals **with disruptions as they occur so that teaching and learning are not interrupted.** | In the video and narrative, the candidate<br>• establishes rules, routines, proximity and transitions that **are used during instruction to minimize disruptions, and**<br>• **utilizes behavior management strategies for problems after they occur.** | In the video and narrative, the candidate<br>• fails to establish or establishes rules, routines, proximity and transitions but they are inconsistently applied and reinforced during instruction, and/or<br>• often relies on punishment strategies that interfere with student learning. |
| **Example:**<br>Received a Score of Accomplished (4) | *I managed classroom behavior in a few different ways. Most often, I provided verbal reminders. They were needed often with this group! Right away, at 0:10, I am explaining the expectations for the week. I had five expectations: having a quiet mouth and body, completing assignments, following directions the first time, using kind words, and trying their best. I also explained the piggy banks and money incentives for the week. At 2:43, I said "Thank you for raising your hand!" I found that praising one student would lead to others following what they did to receive the praise. At 4:10, I asked if the students were ready to hear the next part. Hearing this, they were interested and got ready to listen. At 6 minutes, you can see the students raising their hands to be called on. I had to remind them often to raise their hands and was so pleased when they started to more. At 6:16, I told a student that "I like your nice words!" This specific student needs praise in this area.* | | | |
| Score of Distinguished (4) | In the video and narrative, the candidate established rules, routines, proximity and transitions that were used during instruction to minimize disruptions, and **was proactive and anticipated potential behavior issues, preventing disruptions before they occurred to maximize learning for all students.** | | | |
| To receive a score of Accomplished (3) | In the video and narrative, the candidate would have established rules, routines, proximity and transitions that were used during instruction to minimize disruptions, and utilized behavior management strategies for problems and dealt **with disruptions as they occurred so that teaching and learning were not interrupted.** | | | |
| To receive a score of Emerging (2) | In the video and narrative, the candidate would have established rules, routines, proximity and transitions that **were used during instruction to minimize disruptions and would have utilized behavior management strategies for problems after they occurred**. | | | |
| To receive a score of Unsatisfactory (1) | In the video and narrative, the candidate would have failed to establish or established rules, routines, proximity and transitions that were inconsistently applied and reinforced during instruction and/or would have often relied on punishment strategies that interfered with student learning. | | | |

**Task 5: Implementation and Reflection on Daily Instruction**

**Rubric Indicator: 5C - Flexibility**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **5C**<br><br>**Flexibility**<br><br>WVPTS 3F<br>InTASC 2<br>CAEP R1.1<br>AAQEP 1b-c, 1f<br>ISTE 2.5.a-c | In the video and narrative, the candidate<br>• adapts instruction, according to student responses and questions, **consistently** checks for understanding, and **capitalizes on teachable moments throughout the lesson.** | In the video and narrative, the candidate<br>• adapts instruction according to student responses and questions, **checks for understanding and may utilize teachable moments.** | In the video and narrative, the candidate<br>• **adapts instruction according to student responses and questions but may not attempt to check for understanding until the end of the lesson.** | In the video and narrative, the candidate<br>• fails to deliver or delivers instruction based on the lesson plan but there is no attempt to check for understanding regardless of students' responses. |
| **Example:** Received a Score of Accomplished (3) | *I felt as though I had to be very flexible throughout my unit. My students all had very diverse learning and social needs, and I had to adapt often. At 5:50, I realized quickly that back table could not sit together. I asked my cooperating teacher's opinion, due to her deeper knowledge on the students. I moved two of the students and heard a difference immediately. At 10:30, I had been working with a group, but realized all students were doing well except one. I began to work with her one-on-one at 10:30. I was able to work with her closely, while still monitoring the other's behaviors and progress. At 12:00, you can see me guide a student to answer a question. I adjusted how I helped this student to their answer. Most of the time, I would suggest the other students look at their flip book or give a small hint. I knew with this student I had to provide more details in the question. You can also see in this video that I never got to complete my stations I had planned. Many students missed that day, and I made the decision to adjust the lesson to all be around a small-group table.* | | | |
| To receive a score of Distinguished (4) | In the video and narrative, the candidate adapted instruction, according to student responses and questions; however, did not **consistently** check for understanding and **capitalize on teachable moments throughout the lesson.** | | | |
| Score of Accomplished (3) | In the video and narrative, the candidate adapted instruction according to student responses and questions while **checking for understanding and utilizing teachable moments.** | | | |
| To receive a score of Emerging (2) | In the video and narrative, the candidate would have **adapted instruction according to student responses and questions but may not have attempted to check for understanding until the end of the lesson.** | | | |
| To receive a score of Unsatisfactory (1) | In the video and narrative, the candidate would have failed to deliver or delivered instruction based on the lesson plan but there would have been no attempt to check for understanding regardless of students' responses. | | | |

**Task 5: Implementation and Reflection on Daily Instruction**


**Rubric Indicator: 5D - Questioning Strategies**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **5D**<br><br>**Questioning Strategies**<br><br>WVPTS 3C<br>InTASC 5,<br>CAEP R1.3<br>AAQEP 2c<br>ISTE 2.3.a | In the video, the candidate<br>• uses a combination of questioning strategies that **promote higher order thinking and challenge assumptions of real-world problems.** | In the video, the candidate<br>• uses a **combination** of questioning strategies that elicit lower-level and **higher-order responses.** | In the video, the candidate<br>• **uses questioning strategies that are lower-level and may elicit narrow responses.** | In the video, the candidate<br>• fails to use or rarely uses questioning strategies during instruction. |
| **Example:** Received a Score of Accomplished (4) | *I felt as though I succeeded in engaging and questioning my students. I strived to ask questions extremely often to increase the amount they were saying the information. At 2:11, I ask the class "Is the quarter bigger or smaller than the penny? How much is it worth?" I also remind them often to look at their book and use it as a resource if they need to. At 3:00, I asked them the color of the penny. I allowed them to ponder what color the penny was, then asked them if they had ever heard of copper. Many of them had but couldn't remember the word! At 3:15, we repeated our chants again. I found that the students were engaged every time we repeated these catchy sayings. I also asked them often throughout the week to recall information we had already learned, which you can see at 5:18. At 6:30, we repeated the chants again. Right away, I asked different students questions from the chants. With my focus student, I asked him after I asked another student.* | | | |
| Score of Distinguished (4) | In the video, the candidate used a combination of questioning strategies that **promoted higher order thinking and challenged assumptions of real-world problems.** | | | |
| To receive a score of Accomplished (3) | In the video, the candidate would have used a **combination** of questioning strategies that elicited lower-level and **higher-order responses.** | | | |
| To receive a score of Emerging (2) | In the video, the candidate would have **used questioning strategies that were lower-level and may have elicited narrow responses.** | | | |
| To receive a score of Unsatisfactory (1) | In the video, the candidate would have failed to use or rarely used questioning strategies during instruction. | | | |

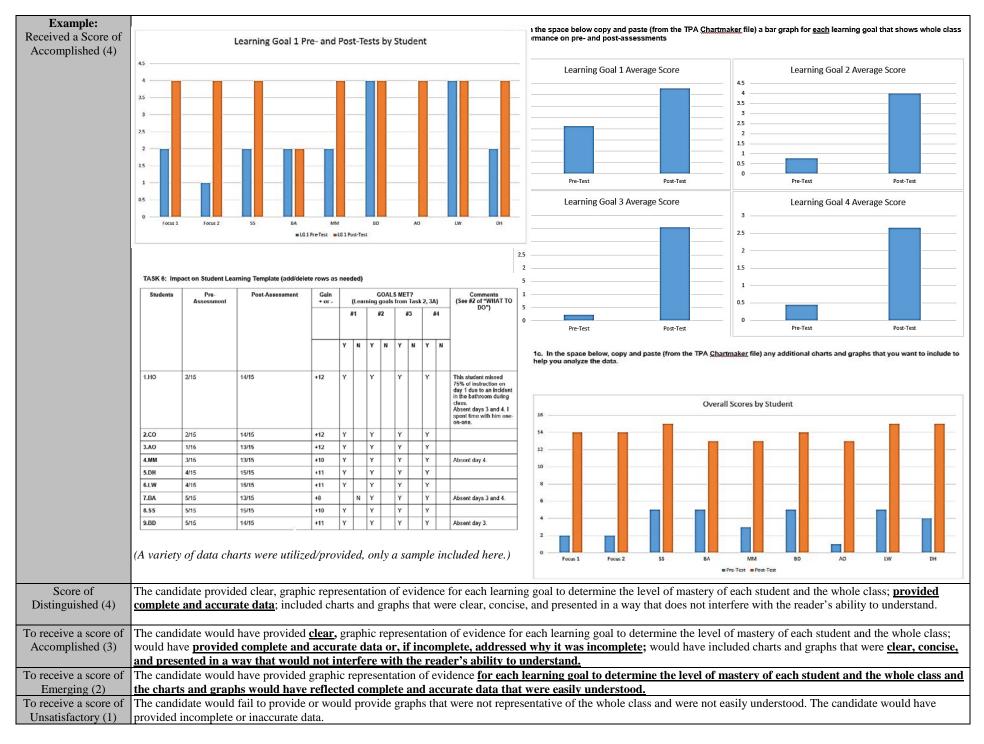**Task 5: Implementation and Reflection on Daily Instruction**

**Rubric Indicator: 5E - Student Engagement**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **5E**<br><br>**Student Engagement**<br><br>WVPTS 2C<br>InTASC 5<br>CAEP R1.1, 1.3<br>AAQEP 2a-b<br>ISTE 2.2.b | In the video and narrative, the candidate<br>• provides relevant and challenging activities and assignments that **encourage collaboration among all learners to understand, question, and analyze ideas to facilitate mastery of the content leading to independent learning**. | In the video and narrative, the candidate<br>• provides relevant and **challenging** activities and assignments that **encourage engagement of all learners to link prior knowledge to new knowledge leading to mastery of the content**. | In the video and narrative, the candidate<br>• provides **relevant** activities and assignments that are **developmentally appropriate and engage students towards mastery of the content**. | In the video and narrative, the candidate<br>• fails to provide or provides activities and assignments but students are not intellectually engaged. |
| **Example:**<br>Received a Score of Accomplished (4) | *I felt as though I succeeded in engaging and questioning my students. I strived to ask questions extremely often to increase the amount they were saying the information. At 2:11, I ask the class "Is the quarter bigger or smaller than the penny? How much is it worth?" I also remind them often to look at their book and use it as a resource if they need to. At 3:00, I asked them the color of the penny. I allowed them to ponder what color the penny was, then asked them if they had ever heard of copper. Many of them had but couldn't remember the word! At 3:15, we repeated our chants again. I found that the students were engaged every time we repeated these catchy sayings. I also asked them often throughout the week to recall information we had already learned, which you can see at 5:18. At 6:30, we repeated the chants again. Right away, I asked different students questions from the chants. With my focus student, I asked him after I asked another student.* | | | |
| Score of Distinguished (4) | In the video and narrative, the candidate provided relevant and challenging activities and assignments that **encouraged collaboration among all learners to understand, question, and analyze ideas in order to facilitate mastery of the content leading to independent learning**. | | | |
| To receive a score of Accomplished (3) | In the video and narrative, the candidate would have provided relevant and **challenging** activities and assignments that **encouraged engagement of all learners to link prior knowledge to new knowledge leading to mastery of the content**. | | | |
| To receive a score of Emerging (2) | In the video and narrative, the candidate would have provided **relevant** activities and assignments that were **developmentally appropriate and engaged students towards mastery of the content**. | | | |
| To receive a score of Unsatisfactory (1) | In the video and narrative, the candidate would have failed to provide or provided activities and assignments but students were not intellectually engaged. | | | |

**Task 6: Impact on Student Learning**

**Rubric Indicator: 6A - Clarity and Representation of Evidence**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **6A**<br><br>**Clarity and Representation of Evidence**<br><br>WVPTS 1E<br>InTASC 6<br>CAEP R1.3<br>AAQEP 1d<br>ISTE 2.7.a-c | The candidate<br>• provides clear graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class, and<br>• **provides complete and accurate data, and**<br>• 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<br>• provides **clear** graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class, and<br>• **provides complete and accurate data or, if incomplete, addresses why it is incomplete, and**<br>• 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<br>• provides graphic representation of evidence **for each learning goal to determine the level of mastery of each student and the whole class, and**<br>• **includes complete and accurate data reflected in charts and graphs that are easily understood.** | The candidate<br>• fails to provide or provides graphs that are not representative of the whole class and are not easily understood, and/or<br>• provides incomplete or inaccurate data. |

| **Example:** Received a Score of Accomplished (4) |  |
|---|---|

**Learning Goal 1 Pre- and Post-Tests by Student**

In the space below copy and paste (from the TPA Chartmaker file) a bar graph for each learning goal that shows whole class performance on pre- and post-assessments

Learning Goal 1 Average Score

Learning Goal 2 Average Score

Learning Goal 3 Average Score

Learning Goal 4 Average Score

TASK 6: Impact on Student Learning Template (add/delete rows as needed)

| Students | Pre-Assessment | Post-Assessment | Gain + or - | GOALS MET? (Learning goals from Task 2, 3A) | | | | | | | | Comments (See #2 of "WHAT TO DO") |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | #1 | | #2 | | #3 | | #4 | | |
| | | | | Y | N | Y | N | Y | N | Y | N | |
| 1.HO | 2/15 | 14/15 | +12 | Y | | Y | | Y | | Y | | This student missed 75% of instruction on day 1 due to an incident in the bathroom during class. Absent days 3 and 4. I spent time with him one-on-one. |
| 2.CO | 2/15 | 14/15 | +12 | Y | | Y | | Y | | Y | | |
| 3.AO | 1/15 | 13/15 | +12 | Y | | Y | | Y | | Y | | |
| 4.MM | 3/15 | 13/15 | +10 | Y | | Y | | Y | | Y | | Absent day 4. |
| 5.DH | 4/15 | 15/15 | +11 | Y | | Y | | Y | | Y | | |
| 6.LW | 4/15 | 15/15 | +11 | Y | | Y | | Y | | Y | | |
| 7.BA | 5/15 | 13/15 | +8 | | N | Y | | Y | | Y | | Absent days 3 and 4. |
| 8.SS | 5/15 | 15/15 | +10 | Y | | Y | | Y | | Y | | |
| 9.BD | 5/15 | 14/15 | +11 | Y | | Y | | Y | | Y | | Absent day 3. |

1c. In the space below, copy and paste (from the TPA Chartmaker file) any additional charts and graphs that you want to include to help you analyze the data.

Overall Scores by Student

*(A variety of data charts were utilized/provided, only a sample included here.)*

| Score of Distinguished (4) | The candidate provided clear, graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class; **provided complete and accurate data**; included charts and graphs that were clear, concise, and presented in a way that does not interfere with the reader's ability to understand. |
|---|---|
| To receive a score of Accomplished (3) | The candidate would have provided **clear,** graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class; would have **provided complete and accurate data or, if incomplete, addressed why it was incomplete;** would have included charts and graphs that were **clear, concise, and presented in a way that would not interfere with the reader's ability to understand.** |
| To receive a score of Emerging (2) | The candidate would have provided graphic representation of evidence **for each learning goal to determine the level of mastery of each student and the whole class and the charts and graphs would have reflected complete and accurate data that were easily understood.** |
| To receive a score of Unsatisfactory (1) | The candidate would fail to provide or would provide graphs that were not representative of the whole class and were not easily understood. The candidate would have provided incomplete or inaccurate data. |

**Task 6: Impact on Student Learning**

**Rubric Indicator: 6B - Interpretation of Data**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **6B**<br><br>**Interpretation of Data**<br><br>WVPTS 3E<br>InTASC 6<br>CAEP R1.3<br>AAQEP 1d<br>ISTE 2.7.a-c | The candidate<br>• analyzes formative and summative data to evaluate learning for **each student, and**<br>• **interprets and documents comprehensive next steps, and**<br>• **derives meaningful and appropriate conclusions regarding student gains from the data**. | The candidate<br>• analyzes **formative and summative data** to evaluate learning **related to the whole class and/or groups of learners, and**<br>• **identifies next steps based on the data, and**<br>• **interprets meaningful and appropriate conclusions**. | The candidate<br>• **analyzes evidence of student learning, and**<br>• **provides technically accurate interpretations, but conclusions are missing or not fully supported by data.** | The candidate<br>• fails to analyze or analyzes evidence of student learning for students from whom data was collected and/or<br>• is unable to evaluate learning progress for all students or interpretation is inaccurate, and conclusions are missing. |
| **Example:**<br>Received a Score of Accomplished (3) | <p>*Analyze the performance of the whole class on the pre-assessment on each learning goal.*</p><p>*Mastery for my first learning goal was 3 out of 4 correct. For the first learning goal on the pre-test, students needed to match words from a word bank to the correct coin. Quarter, dime, nickel, and penny were written at the top of the page. Questions 1-4 have a picture of the coin and a blank for the students to write the names. 1 student scored a 0/4, 1 student scored a 1/4, 5 students got 2/4 correct, and 2 students got 4/4 correct. A few of the students mixed up similar looking/sized coins, a few had no knowledge, and a few recognized all the coins. The most common coin the students got correct was the quarter.*</p><p>*For my second learning goal, mastery was also 3 out of 4 correct. For questions 5-8, there were pictures of the coins again. However, these questions prompted the students to write the value of each coin on the blank next to them. There were not any options for these answers. 3 students scored 0/4, 5 students scored 1 out of 4, and 1 student scored a 2/4. Many of the students put random numbers. A few of them had the correct numbers but mixed them up with the wrong coin.*</p><p>*For my third learning goal, mastery was once again 3 out of 4 correct. These four questions prompted the students to add the values of coins together. Each question had pictures of assortments of coins. For example, 2 quarters or 2 dimes, a nickel, and 3 pennies. There was a blank for students to write the total on. 8 students scored 0/4 in this section and 1 student scored 2/4. Many students counted the number of coins and would write 2 for 2 quarters or 6 for 6 coins. A few students would guess a random number and a few attempted to do addition but used the wrong coin values from their answers on numbers 5-8. I was surprised at the success rate in this section but could understand their confusion and mix ups.*</p><p>*Mastery for my fourth learning goal was a 2/3. Question 13-15 prompted the students to read the word problems, show their work, and write an answer. 2 of the questions were one step word problems and just had the students add two numbers. The last question is a simple two step word problem and had the students add two numbers together, then add a final number. 6 students scored 0/3, 2 students scored 1/3, and 1 student scored 2/3. I was surprised by these results as well. I read the questions orally and thought the students would use their previous addition skills. Many students just guessed on a total, and a few students attempted addition but miscalculated.*</p><p>*Analyze the performance of the whole class on the post-assessment on each learning goal.*<br>*For learning goal one, 8 students received 4/4! 1 student received a 2/4. I was so pleased with their ability to name the coins! I believe the one student who didn't receive mastery was rushing through the questions quickly and mixed up two of the coins. I was so excited to see the growth from the pre assessment to the post assessment.*</p><p>*For my second learning goal, all 9 students scored a 4/4! I was so excited and proud of these kids! I was worried they would associate the wrong coin with a value and was so proud of their ability to place a coin with the correct value. This learning goal was a huge building block to mastery of all learning goals.*</p><p>*For learning goal number three, 5 students scored 4/4 and 4 students scored 3 out of 4 correct. This means they all mastered this learning goal, and I was so impressed with them. As I stated before, this learning goal would not be possible without mastery learning goal number two, and I was so excited to see the application of their knowledge within questions 9-12 on the post assessment.*</p> |

*For my fourth learning goal, 6 students scored a 3/3 and 3 students scored 2/3. This means that all students mastered this learning goal, as well! The question that was so commonly missed was the two-step word problem. However, all third graders mastered this question! I was so excited to see the growth through this learning goal as well!*

*Report how many students met or did not meet the learning goals and analyze the progress (changes in performance) of the whole class from the pre-assessment to the post-assessment?*
*For learning goal one, eight out of nine students met the learning goal on the post-assessment. This is a great change from the pre-assessment, where only 2 students met the goal. I was very happy with this statistic! As discussed previously, I think the student that did not meet the goal rushed through the assessment. I was very happy with the growth I saw between the pre- and post-assessment with this learning goal!*

*For learning goal two, all students met mastery! Not only did they meet mastery, but they exceeded it as they all scored 4/4 on this section. I was so excited! This showed a lot of growth, as none of the students mastered this goal on the pre-assessment. Many students went from scoring a 0 to scoring a 4. The highest score on the pre-assessment was a 2/4 and many students scored 1 or 0 out of four. The improvement between the assessments for this learning goal was amazing.*

*For my third learning goal, all students met mastery again! Four students scored a 3/4 and five students scored a 4/4. This growth was extremely cool for me to see from before the unit and after. On the pre-assessment, 8 students scored a zero and one student scored 2/4. The students all increased their scores between 50 and 100%.*

*For my fourth and final learning goal, all students met the learning goal. Three students scored 2/3 and six students scored 3/3. Only one student met this goal on the pre-assessment, while the other 8 students received a 0 or 1/3. This learning goal was the final goal of the unit and one I found very important. To see the students master this goal, means that they had to have applied knowledge from the first 3 learning goals. It is so interesting to see their final applications after breaking my standard down into tasks and learning goals. I was so incredibly pleased with all of the results from all of my learning goals!*

*Describe and analyze the circumstances/conditions that you could control, that contributed to the successful or unsuccessful achievement of the whole class.*
*I believe one of my most successful ideas throughout my unit was to implement the daily "chants" or poems. We started off by doing a repeat-after-me style, but by the end we were all saying them together. These poems were also in their individual flip books. I believe the repetition of this activity throughout each day forced students to recall the coin names and values quicker than they would have otherwise. Mastery of my chosen standard and the fourth learning goal, which was the highest Bloom's level I implemented, wouldn't have been possible without the base knowledge that came from those catchy sayings. I also found these sayings to be fun. Math is not my student's favorite subject, and I knew that combined with short attention spans, I had my work cut out for me keeping their attention and fostering a positive learning environment. Knowing these factors, I strived to create educational lessons and added fun wherever possible. Another condition I controlled that I believe contributed to the successful achievement of my class, was the idea of earning money to go shopping. I believe this combined a great real-world scenario with a classroom management plan. I had so much fun with all of these different aspects and truly believe my whole class had successful achievement.*

*Discuss the next steps that will provide targeted support to individuals and groups of learners who did not meet mastery.*
*There was only one individual out of 9 that didn't meet all four learning goals. For the 1 student that didn't master the first learning goal, I will provide targeted support that pushes the importance of taking your time. I believe this student rushed and didn't look over the question or answers completely. This was evident to me because the rest of her assessment was accurate, and I believe it was just a mix-up, otherwise she would have struggled to complete the rest correctly. This student is someone who likes to be social, and I believe they were trying to finish quickly. I plan to work with this student to help them know it is okay to take their time, and all her teachers want her to try her best! Besides the first leaning goal, all 9 students met mastery on the second, third, and fourth learning goal. I was so impressed and proud of these kids!*

*Describe differentiation specific to each focus students on the pre- and post- assessments.*
*On the pre-assessment, Focus Student 1 was read all the questions orally. Directions had to be repeated to him multiple times for each question. I had to remind him that it was okay to guess on each question, and that it was okay if he didn't know anything. Focus Student 1 did well physically taking the assessment. On the post-assessment, HO used his flip book and coin manipulatives as resource and had a behavioral aide with him. Due to the number of kids in the room during my unit, an aide must be in the classroom and the lessons flowed much better with this aide working one-on-one with HO. His behaviors have the ability to throw off the entire class.*

*On the pre-assessment, Focus Student 2 had an emotional episode. I had to remind him many times that it was okay to not know anything! I think he was stressed that he didn't recognize the material. My cooperating teacher and I took turns comforting him until he was ready to finish. I orally read the word problems to him, despite his high reading levels. We wrote down a handful of numbers for him to choose from for answers. He did better seeing options and ending up completing the assessment without any more issues. On the post-assessment, Student CO did much better taking the assessment on his own. I told him a few times that all I needed was for him to try his best. I informed him that I was happy to read him any of the questions and that I would be orally reading the word problems to the whole group, but that I wanted him to work at his own pace (which is quicker than others) and try his best on his own before asking for help.*

| | |
|---|---|
| | *Analyze and reflect on focus students' performance from pre- to post- assessment.* |
| | *Focus Student 1 and Focus Student 2 coincidentally scored the same as each other on both the pre and post assessment. I was surprised at Focus Student 1's ability to focus and learn the knowledge after being absent for multiple days. I was extremely proud of him. Focus Student 2 scored right about where I expected him to on the post-assessment. Focus Student 1 and 2 both scored a 2/15 on the pre-assessment and a 14/15 on the post-assessment.* |
| | *Student HO correctly labeled the quarter and nickel on the pre-assessment, which were his two points out of 15. He got the other 13 questions incorrect. On the post test, he scored 4/4 on labeling the coins, 4/4 on listing the value of each coin, 3 out of 4 adding the values together, and 3/3 on the word problems. His performance skyrocketed! I was impressed with his growth from the pre assessment to the post assessment.* |
| | *Student CO correctly labeled the quarter and its value on the pre-assessment. Those were his two correct points. He missed all of the other 13 questions. On the post-assessment, he scored 4/4 for naming the coins, 4/4 for listing their values, 4/4 on adding them together, and 2/3 for the word problems. This student is a quick learner when he is in a comfortable environment, and to see his growth throughout a unit that I put together was an amazing thing to witness. I am so proud of this student.* |
| | *Describe and analyze the circumstances/conditions that contributed to the successful or unsuccessful achievement of the focus students.* |
| | *For Focus Student 1, there were many aspects that contributed to his successfulness. This student missed approximately 2 ½ days of instruction during my unit. This made me extremely nervous with what he would end up gaining and learning from the lessons. When he was in class, I had already planned to work with him one-on-one often, but I tried as much as possible. Two of the days, there was an aide in the classroom that worked with him during independent time, and I believe that helped a lot. There was also an aide during the post-test. I believe the presence of an aide helped both his behaviors and the amount of information he was taking away from the lessons. After seeing his post-assessment scores, I believe the combination of as much one-on-one time as possible, and an aide contributed to his successful achievement.* |
| | *For Focus Student 2, I did a few different things that I believe contributed to his success. He easily gets uncomfortable and overwhelmed. I knew working along with the third graders might have been a trigger. To avoid this, I had him sat next to a specific student throughout the whole unit that I know he feels comfortable around. It worked out well, because they are also both well-behaved and remained on task despite being good friends. I believe that pushing this student to work on two-step word problems also helped his successful achievement. He is a very bright kid, and I was excited to see him accepting the challenge and working through it. As discussed before, I only called on Focus Student 2 when I was confident they knew the answer, to avoid embarrassment and shutting down. These few factors all weighed on his final successfulness.* |
| | *(Additional evidence found in data charts.)* |
| To receive a score of Distinguished (4) | The candidate analyzed formative and summative data to evaluate learning for the whole class and/or groups of learners; however, did not analyze **each student. In addition, the candidate did not interpret and documented comprehensive next steps, nor documented meaningful and appropriate conclusions regarding student gains from the data.** |
| Score of Accomplished (3) | The candidate analyzed **formative and summative data** to evaluate learning **related to the whole class and/or groups of learners; identified next steps based on the data; and interpreted meaningful and appropriate conclusions.** |
| To receive a score of Emerging (2) | The candidate would have **analyzed evidence of student learning and would have provided technically accurate interpretations, but conclusions would have been missing or not fully supported by data.** |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to analyze or analyzed evidence of student learning for students from whom data was collected and would have been unable to evaluate learning progress for all students or the interpretation was inaccurate with missing conclusions. |

## Task 6: Impact on Student Learning

### Rubric Indicator: 6C - Evidence of Impact

|  | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **6C**<br><br>**Evidence of Impact**<br><br>WVPTS 3E<br>InTASC 6<br>CAEP R1.3<br>AAQEP 1d<br>ISTE 2.7.a-c | The candidate<br>• provides evidence, including data, of impact on **patterns of learning** for the whole class and each individual learner (including the two focus students) **for each learning goal, and**<br>• **factors contributing to these patterns are well-described and conclusions are supported with clear evidence.** | The candidate<br>• provides evidence, **including data**, of impact on learning for the whole class and **each individual learner** (including the two focus students), and<br>• uses **appropriate examples** to highlight patterns of learning for the class as a whole relative to each learning goal. | The candidate<br>• provides evidence of impact on learning for the **two focus students and the whole class, and**<br>• **highlights patterns of learning for the class as a whole relative to each learning goal.** | The candidate<br>• fails to provide to attempts to provide evidence of impact on student learning but does not provide appropriate evidence of student growth and learning. |
| **Example:**<br>Received a Score of Accomplished (3) | *Analyze the performance of the whole class on the pre-assessment on each learning goal.*<br><br>*Mastery for my first learning goal was 3 out of 4 correct. For the first learning goal on the pre-test, students needed to match words from a word bank to the correct coin. Quarter, dime, nickel, and penny were written at the top of the page. Questions 1-4 have a picture of the coin and a blank for the students to write the names. 1 student scored a 0/4, 1 student scored a 1/4, 5 students got 2/4 correct, and 2 students got 4/4 correct. A few of the students mixed up similar looking/sized coins, a few had no knowledge, and a few recognized all the coins. The most common coin the students got correct was the quarter.*<br><br>*For my second learning goal, mastery was also 3 out of 4 correct. For questions 5-8, there were pictures of the coins again. However, these questions prompted the students to write the value of each coin on the blank next to them. There were not any options for these answers. 3 students scored 0/4, 5 students scored 1 out of 4, and 1 student scored a 2/4. Many of the students put random numbers. A few of them had the correct numbers but mixed them up with the wrong coin.*<br><br>*For my third learning goal, mastery was once again 3 out of 4 correct. These four questions prompted the students to add the values of coins together. Each question had pictures of assortments of coins. For example, 2 quarters or 2 dimes, a nickel, and 3 pennies. There was a blank for students to write the total on. 8 students scored 0/4 in this section and 1 student scored 2/4. Many students counted the number of coins and would write 2 for 2 quarters or 6 for 6 coins. A few students would guess a random number and a few attempted to do addition but used the wrong coin values from their answers on numbers 5-8. I was surprised at the success rate in this section but could understand their confusion and mix ups.*<br><br>*Mastery for my fourth learning goal was a 2/3. Question 13-15 prompted the students to read the word problems, show their work, and write an answer. 2 of the questions were one step word problems and just had the students add two numbers. The last question is a simple two step word problem and had the students add two numbers together, then add a final number. 6 students scored 0/3, 2 students scored 1/3, and 1 student scored 2/3. I was surprised by these results as well. I read the questions orally and thought the students would use their previous addition skills. Many students just guessed on a total, and a few students attempted addition but miscalculated.*<br><br>*Analyze the performance of the whole class on the post-assessment on each learning goal.*<br>*For learning goal one, 8 students received 4/4! 1 student received a 2/4. I was so pleased with their ability to name the coins! I believe the one student who didn't receive mastery was rushing through the questions quickly and mixed up two of the coins. I was so excited to see the growth from the pre assessment to the post assessment.*<br><br>*For my second learning goal, all 9 students scored a 4/4! I was so excited and proud of these kids! I was worried they would associate the wrong coin with a value and was so proud of their ability to place a coin with the correct value. This learning goal was a huge building block to mastery of all learning goals.*<br><br>*For learning goal number three, 5 students scored 4/4 and 4 students scored 3 out of 4 correct. This means they all mastered this learning goal, and I was so impressed with them. As I stated before, this learning goal would not be possible without mastery learning goal number two, and I was so excited to see the application of their knowledge within questions 9-12 on the post assessment.* |

*For my fourth learning goal, 6 students scored a 3/3 and 3 students scored 2/3. This means that all students mastered this learning goal, as well! The question that was so commonly missed was the two-step word problem. However, all third graders mastered this question! I was so excited to see the growth through this learning goal as well!*

*<u>Report how many students met or did not meet the learning goals and analyze the progress (changes in performance) of the whole class from the pre-assessment to the post-assessment</u>?*
*For learning goal one, eight out of nine students met the learning goal on the post-assessment. This is a great change from the pre-assessment, where only 2 students met the goal. I was very happy with this statistic! As discussed previously, I think the student that did not meet the goal rushed through the assessment. I was very happy with the growth I saw between the pre- and post-assessment with this learning goal!*

*For learning goal two, all students met mastery! Not only did they meet mastery, but they exceeded it as they all scored 4/4 on this section. I was so excited! This showed a lot of growth, as none of the students mastered this goal on the pre-assessment. Many students went from scoring a 0 to scoring a 4. The highest score on the pre-assessment was a 2/4 and many students scored 1 or 0 out of four. The improvement between the assessments for this learning goal was amazing.*

*For my third learning goal, all students met mastery again! Four students scored a 3/4 and five students scored a 4/4. This growth was extremely cool for me to see from before the unit and after. On the pre-assessment, 8 students scored a zero and one student scored 2/4. The students all increased their scores between 50 and 100%.*

*For my fourth and final learning goal, all students met the learning goal. Three students scored 2/3 and six students scored 3/3. Only one student met this goal on the pre-assessment, while the other 8 students received a 0 or 1/3. This learning goal was the final goal of the unit and one I found very important. To see the students master this goal, means that they had to have applied knowledge from the first 3 learning goals. It is so interesting to see their final applications after breaking my standard down into tasks and learning goals. I was so incredibly pleased with all of the results from all of my learning goals!*

*<u>Describe and analyze the circumstances/conditions that you could control, that contributed to the successful or unsuccessful achievement of the whole class</u>.*
*I believe one of my most successful ideas throughout my unit was to implement the daily "chants" or poems. We started off by doing a repeat-after-me style, but by the end we were all saying them together. These poems were also in their individual flip books. I believe the repetition of this activity throughout each day forced students to recall the coin names and values quicker than they would have otherwise. Mastery of my chosen standard and the fourth learning goal, which was the highest Bloom's level I implemented, wouldn't have been possible without the base knowledge that came from those catchy sayings. I also found these sayings to be fun. Math is not my student's favorite subject, and I knew that combined with short attention spans, I had my work cut out for me keeping their attention and fostering a positive learning environment. Knowing these factors, I strived to create educational lessons and added fun wherever possible. Another condition I controlled that I believe contributed to the successful achievement of my class, was the idea of earning money to go shopping. I believe this combined a great real-world scenario with a classroom management plan. I had so much fun with all of these different aspects and truly believe my whole class had successful achievement.*

*<u>Discuss the next steps that will provide targeted support to individuals and groups of learners who did not meet mastery</u>.*
*There was only one individual out of 9 that didn't meet all four learning goals. For the 1 student that didn't master the first learning goal, I will provide targeted support that pushes the importance of taking your time. I believe this student rushed and didn't look over the question or answers completely. This was evident to me because the rest of her assessment was accurate, and I believe it was just a mix-up, otherwise she would have struggled to complete the rest correctly. This student is someone who likes to be social, and I believe they were trying to finish quickly. I plan to work with this student to help them know it is okay to take their time, and all her teachers want her to try her best! Besides the first leaning goal, all 9 students met mastery on the second, third, and fourth learning goal. I was so impressed and proud of these kids!*

*<u>Describe differentiation specific to each focus students on the pre- and post- assessments</u>.*
*On the pre-assessment, Focus Student 1 was read all the questions orally. Directions had to be repeated to him multiple times for each question. I had to remind him that it was okay to guess on each question, and that it was okay if he didn't know anything. Focus Student 1 did well physically taking the assessment. On the post-assessment, HO used his flip book and coin manipulatives as resource and had a behavioral aide with him. Due to the number of kids in the room during my unit, an aide must be in the classroom and the lessons flowed much better with this aide working one-on-one with HO. His behaviors have the ability to throw off the entire class.*

*On the pre-assessment, Focus Student 2 had an emotional episode. I had to remind him many times that it was okay to not know anything! I think he was stressed that he didn't recognize the material. My cooperating teacher and I took turns comforting him until he was ready to finish. I orally read the word problems to him, despite his high reading levels. We wrote down a handful of numbers for him to choose from for answers. He did better seeing options and ending up completing the assessment without any more issues. On the post-assessment, Student CO did much better taking the assessment on his own. I told him a few times that all I needed was for him to try his best. I informed him that I was happy to read him any of the questions and that I would be orally reading the word problems to the whole group, but that I wanted him to work at his own pace (which is quicker than others) and try his best on his own before asking for help.*

| | |
|---|---|
| | *Analyze and reflect on focus students' performance from pre- to post- assessment.*<br><br>*Focus Student 1 and Focus Student 2 coincidentally scored the same as each other on both the pre and post assessment. I was surprised at Focus Student 1's ability to focus and learn the knowledge after being absent for multiple days. I was extremely proud of him. Focus Student 2 scored right about where I expected him to on the post-assessment. Focus Student 1 and 2 both scored a 2/15 on the pre-assessment and a 14/15 on the post-assessment.*<br><br>*Student HO correctly labeled the quarter and nickel on the pre-assessment, which were his two points out of 15. He got the other 13 questions incorrect. On the post test, he scored 4/4 on labeling the coins, 4/4 on listing the value of each coin, 3 out of 4 adding the values together, and 3/3 on the word problems. His performance skyrocketed! I was impressed with his growth from the pre assessment to the post assessment.*<br><br>*Student CO correctly labeled the quarter and its value on the pre-assessment. Those were his two correct points. He missed all of the other 13 questions. On the post-assessment, he scored 4/4 for naming the coins, 4/4 for listing their values, 4/4 on adding them together, and 2/3 for the word problems. This student is a quick learner when he is in a comfortable environment, and to see his growth throughout a unit that I put together was an amazing thing to witness. I am so proud of this student.*<br><br>*Describe and analyze the circumstances/conditions that contributed to the successful or unsuccessful achievement of the focus students.*<br><br>*For Focus Student 1, there were many aspects that contributed to his successfulness. This student missed approximately 2 ½ days of instruction during my unit. This made me extremely nervous with what he would end up gaining and learning from the lessons. When he was in class, I had already planned to work with him one-on-one often, but I tried as much as possible. Two of the days, there was an aide in the classroom that worked with him during independent time, and I believe that helped a lot. There was also an aide during the post-test. I believe the presence of an aide helped both his behaviors and the amount of information he was taking away from the lessons. After seeing his post-assessment scores, I believe the combination of as much one-on-one time as possible, and an aide contributed to his successful achievement.*<br><br>*For Focus Student 2, I did a few different things that I believe contributed to his success. He easily gets uncomfortable and overwhelmed. I knew working along with the third graders might have been a trigger. To avoid this, I had him sat next to a specific student throughout the whole unit that I know he feels comfortable around. It worked out well, because they are also both well-behaved and remained on task despite being good friends. I believe that pushing this student to work on two-step word problems also helped his successful achievement. He is a very bright kid, and I was excited to see him accepting the challenge and working through it. As discussed before, I only called on Focus Student 2 when I was confident they knew the answer, to avoid embarrassment and shutting down. These few factors all weighed on his final successfulness.*<br><br>*(Additional evidence found in data charts.)* |
| To receive a score of Distinguished (4) | The candidate provided evidence, including data, of impact on learning for the whole class and each individual learner (including the two focus students); however, did not provide **patterns of learning for each learning goal, nor were the factors contributing to these patterns well-described with clear evidence supporting the conclusions.** |
| Score of Accomplished (3) | The candidate provided evidence, **including data**, of impact on learning for the whole class and **each individual learner** (including the two focus students) and used **appropriate examples** to highlight patterns of learning for the class as a whole relative to each learning goal. |
| To receive a score of Emerging (2) | The candidate would have provided evidence of impact on learning for the **two focus students and the whole class and would have highlighted patterns of learning for the class as a whole relative to each learning goal.** |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to provide or attempted to provide evidence of impact on student learning but did not provide the appropriate evidence of student growth and learning. |

## Task 7: Reflection and Self-Evaluation

### Rubric Indicator: 7A - Insights on Teaching and Learning

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **7A**<br><br>**Insights on Teaching and Learning**<br><br>WVPTS 4D<br>InTASC 10<br>CAEP R1.4<br>AAQEP 2e<br>ISTE 2.7.a | The candidate<br>• identifies strengths and weaknesses from the candidate's practice and reflects holistically on the entire student teaching experience, and<br>• makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified, and<br>• **directly relates these insights to the educational literature and opportunities for professional development**. | The candidate<br>• **identifies** strengths and weaknesses from the candidate's practice and **reflects holistically on the entire student teaching experience, and**<br>• **makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified**. | The candidate<br>• is **able** to identify strengths and weaknesses from the candidate's practice **while teaching the lessons and unit**. | The candidate<br>• is unable to identify strengths and weaknesses from the candidate's practice. |
| **Example:**<br>Received a Score of Accomplished (2) | *I was fortunate enough to feel as though I had many different successful experiences. To begin, I felt extremely confident and successful with my planning of my unit. Once I broke down my standard into learning goals, I felt confident with the direction I wanted to take this unit. I quickly chose certain days for certain learning goals and researched what resources to use. Once I discovered the posters to print out to recite daily, I worked those into each day. I found multiple resources for each learning goal and then wrote out my lesson plans, filling them with those resources. The biggest success in my planning was the idea of piggy banks, incentives, and money for students too "earn" by following expectations. That was a huge success throughout the entire unit.*<br><br>*I felt as those I successfully engaged the students. Every day, students would ask me in the hallways or outside if we were doing money that day. It felt good to see them so excited about something I created and was teaching. I believe everything from as large as the piggy banks, down to the included color on worksheets, students were engaged in all aspects. They loved their individual flip books and utilized them often. They were quiet and engaged as I distributed money each day and were through the roof with excitement when it came time to shop.*<br><br>*My assessments throughout the unit included discussion, observation, and accuracy of worksheets. Every day, I was able to get a good feel about which students understood the concept and which students didn't. I attempted to ask many questions to each student to gage their understanding. At the end of the day, I would review their completed work. As expected, there were mistakes. But I made it clear throughout the unit that mistakes are okay and that is how we grow. However, between observation and accuracy of work, I was always confident in my understanding of their knowledge levels. I was extremely fortunate to have so many different successful experiences throughout this unit.*<br><br>*Throughout my teaching of this particular unit, I found almost the entirety of day 2 to be unsuccessful. I had an unsuccessful experience this day dealing with classroom management. On day 1, I had all 9 students close to me around the kidney table. I thought this went wonderfully! However, it was slightly crowded and day 2 involved cutting, gluing, and a game. I went into day 2 confident that the students would be split into two groups, and it would be okay. I chose to sit the 5 third graders at a different table, and the 4 second graders at the kidney table where I could work more closely with them. Right away, I realized I wouldn't be able to teach my lesson effectively. All of the students came into the room extremely talkative and as I tried to begin, only one group would be listening. I worked with my cooperating teacher to move 2 of the third graders and used her opinion on who would be better off at another table. It did get slightly better after this, but I felt as though I was fighting to regain attention the whole lesson. Many students seemed to be off-task and I struggled to keep the room quiet. After the lesson, I explained to them they didn't earn all the money for the expectations that day. We discussed why and I informed them of my expectations for the next day and that I had hopes for a better day tomorrow. At the end, I felt as though they did learn that day but was feeling less confident in my abilities to control the classroom and manage behavior. That evening after school, I reflected on the behaviors and experience that day and brainstormed how to make the rest of my unit flow as well as the first day. I decided to implement centers one day and always begin class with them all sitting near me. I decided starting class off all together would give them a clear idea of expectations for that day's lesson and start us off on a good note.* |

| To receive a score of Distinguished (4) | The candidate identifies strengths and weaknesses from his/her practice and reflects holistically on the entire student teaching experience; however, in addition to no **connections made to the narrative from prior tasks that would explain the selection of the specific strengths and weaknesses identified, there were no mentioned insights that were directly related to educational literature or opportunities for professional development.** |
|---|---|
| To receive a score of Accomplished (3) | The candidate identifies strengths and weaknesses from his/her practice and reflects holistically on the entire student teaching experience; however, there were no **connections made to the narrative from prior tasks that would explain the selection of the specific strengths and weaknesses identified.** |
| Score of Emerging (2) | The candidate identified strengths and weaknesses from his/her practice **while teaching the lessons and unit.** |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to identify strengths and weaknesses from his/her practice. |

## Task 7: Reflection and Self-Evaluation

### Rubric Indicator: 7B - Professional Collaborative Practice

|  | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **7B**<br><br>**Professional Collaborative Practice**<br><br>WVPTS 4B<br>InTASC 10<br>CAEP R1.4<br>AAQEP 2f<br>ISTE 2.4.a | The candidate<br>• documents collaboration with multiple clinical educators on teaching and learning.<br>• consistently contributes to group learning, utilizes the knowledge and skills gained and **provides evidence of other clinical educators implementing the candidate's suggestions or ideas**. | The candidate<br>• documents collaboration with **multiple** clinical educators on teaching and learning.<br>• **consistently contributes to group learning, and utilizes the knowledge and skills gained.** | The candidate<br>• documents collaboration with **one** clinical educator on teaching and learning. | The candidate<br>• does not document collaboration with a clinical educator on teaching and learning. |
| **Example:**<br>Received a Score of Accomplished (3) | *I feel as though I gained so much experience with collaboration throughout my preparation for the unit and the unit itself! There were many different instances I collaborated with both my cooperating teacher and other staff members. My collaboration with other teachers was minimal compared to my discussions with my cooperating teacher, but it felt just as important. I knew I had to speak with the general education teacher of each grade level before deciding on my unit. My cooperating teacher helped me pin down a standard that would most likely be beneficial for both grades, so I felt confident approaching the other teachers. This was a worry of mine due to the curriculum we usually follow in our pull-out groups, and I did not want to disrupt any of their teacher's plans or units. I met with three different teachers, one second grade and two third grade, to inform them of my ideas and ask their opinions. Thankfully, they were all on board and super excited for the additional math support the kids would be getting. Besides checking in with these teachers about permission slips, I did not collaborate with these teachers much more. I also gained collaborative practice skills by collaborating with the self-contained special education teacher and behavioral specialist. They have worked closely with many of my students in the past, and still often check in/assist. I would observe their interactions with my students, and often ask questions. I felt as though I learned a lot through these observations and felt myself using the same kind of language when talking with these certain students throughout my unit.*<br>*Most of my collaboration with an educator was with my cooperating teacher, Mrs. Brewer. She was absolutely wonderful! I spent roughly a week and a half planning my unit and wrapping my head around ideas, and she was helpful and supportive whenever I needed. Most of our collaboration included me bouncing ideas off her, asking her opinion, and discussion. She would inform me if there was an aspect she didn't think would be very effective or if she had an idea on how to make it the most effective possible. She was so patient, and I learned so much from her. I appreciated her insight into the kids and their learning styles. I had not been in this classroom for very long before teaching my unit and struggled with how to learn all of that information so quickly. I feel confident in my abilities to work with other educators in my future endeavors. I was so lucky to have such an awesome, positive, and knowledgeable mentor!*<br><br>*The ideas and feedback I received from others came mostly from discussions. I found myself discussing different aspects of teaching as a whole and my unit specifically extremely often. The ideas and feedback from my cooperating teacher that I utilized the most was information regarding my students, their learning styles, and behaviors. Being in a pull-out special education room, there are a variety of diagnoses and behaviors. Right away, I recognized certain kids couldn't be next to a specific student or others at all. I asked my teacher her opinions about how to manage these behaviors and how to teach them the best as I can. Without her feedback and ideas, I do not think I could have been as successful in this unit. Along with discussion, I utilized observation a lot. I noticed effective phrases my teacher would use and tried to implement these as well. I noticed how she was gentler with one student, while another needed to be ignored. She let me know very early on that one student's behaviors needed to be ignored and that was extremely helpful.*<br><br>*From the two third grade teachers, I received feedback and data proving that their students struggled with word problems. They struggle with breaking a task down into steps and perform better when hearing the questions orally. This feedback pushed me to choose the standard I chose. I wanted to provide additional practice in an area they struggled, while also introducing a new concept. The teachers informed me that they had seen money before, but it had been a long time, and second grade didn't cover it heavily. The third-grade teachers were excited for my unit and their excitement and understanding may have been my biggest push to go ahead with my chosen unit.* |

| To receive a score of Distinguished (4) | The candidate provided documentation of collaborating with multiple clinical educators on teaching and learning and consistently contributing to group learning, utilizing the know and skills gained; however, **no evidence of other clinical educators implementing their suggestions or ideas was provided.** |
|---|---|
| Score of Accomplished (3) | The candidate provided documentation of collaboration with **multiple** clinical educators on teaching and learning and **consistently contributing to group learning, and utilizing the knowledge and skills gained.** |
| To receive a score of Emerging (2) | The candidate would have documented collaborating with only **one** clinical educator on teaching and learning. |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to document collaboration with a clinical educator on teaching and learning. |

**Task 7: Reflection and Self-Evaluation**

**Rubric Indicator: 7C - Implications for Future Teaching**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **7C**<br><br>**Implications for Future Teaching**<br><br>WVPTS 4C<br>InTASC 9<br>CAEP R1.4<br>AAQEP 1f<br>ISTE 2.2.c, 2.7.c | The candidate<br><br>• analyzes feedback related to the candidate's professional knowledge, skills, and/or dispositions to implement specific changes to improve classroom practice and **to improve the practice of teaching for self and others**. | The candidate<br><br>• analyzes feedback related to the candidate's professional knowledge, skills, and/or dispositions to **implement specific changes to improve classroom practice.** | The candidate<br><br>• **analyzes** feedback related to the candidate's professional knowledge, skills, and/or dispositions to **indicate a general change and need for improvement of classroom practice.** | The candidate<br><br>• fails to identify or identifies feedback but is unable to make connections with the candidate's knowledge, skills, and dispositions to improve classroom practice. |
| **Example:**<br>Received a Score of Accomplished (2) | *My experiences have revealed to me that I have a lot of depth of my content knowledge. I do feel extremely confident in my knowledge on the different subjects both in my unit and in general. There was not anytime throughout my unit that I wished I had known more or felt unprepared in that sense. However, I did not feel as confident in how to deliver that knowledge to such a diverse set of students. In my fifth-grade classroom, I had felt confident in 22 students learning styles. When I moved to the special education classroom, I felt overwhelmed and as if I couldn't learn about them fast enough. The 9 students I taught my unit to have many different diagnoses and learning styles. There are a handful of disabilities and behavioral issues. While I felt confident in my own knowledge to teach them, I was less confident in how well I delivered that information.*<br>*Another area I feel good about are my skills to engage learners. I have always enjoyed being around kids. When I arrive in a school setting, I am usually extremely energetic and positive. I was able to be energetic and positive around these kids for about 2 weeks before teaching my unit. I felt as though they began listening to me and were excited for what I had to teach them. With the short attention spans I knew were going to present, I aimed to make my lessons as hands on and engaging as possible. From the colors on paper to games to a shopping activity, I had been asking myself how I could make it as fun yet educational as possible. During the chants we recited, I added small motions and talked in a very excited tone and enunciated certain words. I would hear the students enunciate those same words back to me. Engagement is one of my favorite areas of teaching. Seeing first-hand how I have the ability to make them excited about learning is amazing and makes me so excited for my future in this field. I admit I do need to improve my classroom management skills. I go back and forth in this area. Some days, I was able to identify what problem needed solved, how to solve it, and move on. Some days, I felt as though the students would never listen to me again. There were a few different occasions I went home feeling defeated and disrespected. However, those negative days allowed me to heavily reflect and figure out what I needed to work on. While I still need time to grow in this area, I believe all of the different clinicals I have had up until this point, and now student teaching, have prepared me tremendously. I am not afraid to correct behaviors and have conversations with students but strive to learn how to one day do it completely on my own. I did feel as though I built a rapport with these students before teaching my unit, but I wish I would have capitalized on that more and had more of a behavioral plan. However, I now recognize that is something that will come in time, and I am thankful for the opportunities I have had and skills I have gained.* | | | |
| To receive a score of Distinguished (4) | The candidate analyzes feedback related to his/her professional knowledge, skills, and/or dispositions, but would have needed to **discuss improvements to the practice of teaching for self and others**. | | | |
| To receive a score of Accomplished (3) | The candidate analyzes feedback related to his/her professional knowledge, skills, and/or dispositions to indicate a general change and need for improvement of classroom practice; however, there was no mention of **specific** changes to improve classroom practice. | | | |
| Score of Emerging (2) | The candidate **analyzes** feedback related to his/her professional knowledge, skills, and/or dispositions to **indicate a general change and need for improvement of classroom practice.** | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to identify feedback or identifies feedback without making connections with his/her knowledge, skills, and dispositions to improve classroom practice. | | | |

**Task 7: Reflection and Self-Evaluation**

**Rubric Indicator: 7D - Professional Growth**

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|
| **7D**<br><br>**Professional Growth**<br><br>WVPTS 4A<br>InTASC 9<br>CAEP R1.4<br>AAQEP 2e<br>ISTE 2.2.c | The candidate<br>• **engages in critical self-examination of professional practice to design and justify a multi-year, continuous professional growth plan.** | The candidate<br>• identifies and justifies **multiple** professional development goals based on lessons learned from this student teaching experience **that will improve teaching and learning.** | The candidate<br>• **identifies and justifies** a professional development **goal based on lessons learned from this student teaching experience.** | The candidate<br>• fails to have plans or has generic professional development plans based on convenience and availability that may or may not impact professional growth. |
| **Example:** Received a Score of Accomplished (3) | *I have many professional development goals for myself that emerged during my student teaching experience. While I do feel more confident and comfortable in a classroom then beforehand, I am still left with many goals for myself. I am proud of my growth throughout this experience, but I am still left wanting to deepen student understanding even more so, be more knowledgeable on the ways different students learn, and be certain in my classroom management style.*<br>*I finished my unit feeling as though I could have done more. I could have created lessons that deepened students understanding more. While the post-assessment pleased me so much, I would have loved to see all 14 and 15 out of 15s. I believe I could have assessed more throughout the unit and have the goal for myself now to always go above and beyond to measure student learning throughout units, to avoid students falling behind.*<br>*I would love to educate myself more on the different learning styles and types present in students. I believe understanding those concepts would foster both a deeper sense of patience and understanding in their learning. I strive to be able to differentiate in the most helpful way to each student. I believe if I would have looked at more data or spent more time in the classroom before my unit, I could have targeted student learning better. This is something I plan to work on in my own future classroom.*<br>*My largest goal I have set for myself is to become certain in my classroom management style. I am aware it will always continue to alter based on age, class size, and school. However, I want to always have options on how to handle behaviors and classes. I felt as though I gained an abundance of experience throughout my time in our pull-out classroom, but it pushed me further to wanting to be ready to have a classroom of my own.*<br>*There were quite a few professional development opportunities that I attended during my student teaching experience. I began in this special education classroom five weeks ago. Before that, I was placed in a 5th grade classroom at the same school. In that placement, I was able to attend multiple SAT plan meetings, IEP meetings, and a meeting with the math coordinator of the whole county. It was interesting to see a variety of meetings within the 5th grade level. Once I got to my special education placement, I jumped right in with various professional development opportunities as well. All of the students my cooperating teacher and I pull out have IEPs. However, due to the time of the year, not many students are having annual IEP meetings. There were 2 students that were referred that I was able to witness an initial meeting, which I had not seen before.*<br>*A potential professional development opportunity I had was attending a Professional Learning Day at school. On these days, students don't come but teachers still report for meetings. I was planning to come along that day with my teacher. However, due to the new state requirement of amending all IEPs, my teacher was given the day off to work on those. One day during planning she did allow me to watch as she made the changes and I felt like I learned a lot through observing that.*<br>*Throughout my student teaching experience, I gained a vast amount of knowledge. After the experiences I have already have and I know I will continue to have, I feel as though my teaching skills and professional growth have absolutely skyrocketed. I have been beyond fortunate to have such great cooperating teachers and other staff members throughout my experience. My professional growth and learning have been facilitated in a way I could not have imagined beforehand.* | | | |
| To receive a score of Distinguished (4) | The candidate would have provided documentation detailing **critical self-examination of professional practice to design and justify a multi-year, continuous professional growth plan.** | | | |
| Score of Accomplished (3) | The candidate provided documentation of collaboration with **multiple** clinical educators on teaching and learning and **consistently contributing to group learning, and utilizing the knowledge and skills gained.** | | | |
| To receive a score of Emerging (2) | The candidate would have **identified and justified** a professional development **goal (only one) based on lessons learned from this student teaching experience.** | | | |
| To receive a score of Unsatisfactory (1) | The candidate would have failed to document plans or include generic professional development plans based on convenience and availability that may or may not impact professional growth. | | | |