West Virginia Teacher Performance Assessment Candidate 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 (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.

WVTPA Document Requirements

1. Candidates should submit one WVTPA document utilizing the EPP's secure/password protected platform.
2. Candidates' submission should follow the WVTPA template which includes, narratives, tables, charts, graphs, assessment instruments, lesson plans, and samples of student work.
3. 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 using any standard form as requested by the EPP; however, the American Psychological Association (APA) style is recommended.
4. A link or file (directions provided by the EPP) to a short 15-minute video from WVTPA lessons taught should also be provided with the WVTPA document submission.
5. Candidates are required to 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 form - Appendix B).
6. Candidates will complete and sign the Declaration of Authentication and Acknowledgment form (Appendix C).

Candidate WVTPA Assurances/Data Security

Candidates are expected to work ethically and responsibly with all activities and requirements of the WVTPA. Candidates will complete and sign the Declaration of Authentication and Acknowledgment form (Appendix C). This form provides assurance that the candidate acknowledges the following:

- 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.

Technical Assistance

The WVTPA document is rich with directions and details for successful completion of the WVTPA. Candidates should ensure the document has been read thoroughly. The EPP is then the 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). The EPP will also provide specific directions for WVTPA and video submission requirements.

Candidates are advised not to wait until the last minute in the event that assistance is needed. Candidates may not be able to reach someone after hours. Candidates should 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 aware of the process and time for uploading video content to various platforms.

WVTPA Evaluation/Scoring Process

The WVTPA will be evaluated by university-based faculty that have participated in inter-rater reliability training. 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.

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. 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.

Scores will be released to teacher candidates prior to the end of the semester with enough time allotted for resubmission, if needed. Teacher candidates will have one opportunity to resubmit any failed section and/or redo the entire WVTPA. If a teacher candidate fails the WVTPA upon second submission, they are not eligible to be recommended for certification that semester. Candidates may complete a new WVTPA the following semester.

Final scores will be released and provided on the WVTPA Score Report (Appendix D) to the candidate, the EPP Certification Officer, and the West Virginia Department of Education Certification Office as partial fulfillment of teacher certification requirements. The EPP will keep WVTPA scores for a minimum of seven years. 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.

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.

Steps for Appeal:

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.

WVTPA Steps for Implementation

1. The EPP will inform their candidates concerning the requirements of the WVTPA.
2. Candidates will submit their WVTPA to their respective institution following institutional guidelines.
3. Candidates will sign and submit the WVTPA Declaration of Authentication and Acknowledgment form. (Appendix C).
4. Each WVTPA will be assessed by one EPP trained rater at their EPP.
5. A trained second rater will score any WVTPA that receives a score below emerging on any indicator.
6. Final scores will be shared with teacher candidates with enough time to resubmit, if needed, before the end of the semester.
7. Teacher candidates will have one opportunity to resubmit any failed section and/or redo the entire WVTPA.
8. 8. If a teacher candidate fails the WVTPA upon second submission, they are not eligible to be recommended for certification that semester. Candidates may complete a new WVTPA the following semester. The EPPs Certification Officer will release the WVTPA final scores to the WVDE Certification Office as partial fulfillment of teacher certification requirements.
9. 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 the 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
 	
1. **Community, School, and Family Factors** – Identify factors such as geographic location, community and school population, socio-economic profile, unique characteristics of the population such as high school graduation rates, college degrees, annual income, racial/ethnic/cultural composition, etc. School factors to consider are school's mission and strategic plan, the number of students enrolled, number of students on free or reduced lunch, school-wide support systems, parental involvement, political climate, community and family support for education, and other unique school characteristics.
 	
2. **Classroom Factors** – Identify classroom factors such as physical features, teacher-student ratio, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, and classroom arrangement.
 	
3. **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.
	  a. community, school, and family factors,
	  b. classroom factors,
	  c. student factors.
	
	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
		
		• Contextual Factors Narrative
		
		• 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 *(e.g., urban, suburban, or rural; census data for the community, race/ethnicity, family structure; socio-economic information; community's school support)* **School** *(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)* **Family** *(e.g., percent of families with college degrees, annual income; parental involvement in classroom; support for education; family configuration; socio-economic profile)*	
Classroom Factors *(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) *(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 WVPTS 2A, InTASC 2, CAEP R1.1, AAQEP 2a		The candidate • demonstrates an understanding of the community, school, and family factors, and • describes their potential impact on teaching and learning for the whole class and individual students, and • considers these factors **combined with other contextual factors** to create a classroom where **all learners' differences are respected.**	The candidate • identifies community, school, and family factors that influence teaching and learning, and • describes their potential impact on teaching and learning for the whole class and **individual students.**	The candidate • identifies community, school, and family factors, and • describes their potential impact on **whole class learning.**	The candidate • 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 WVPTS 2F, InTASC 3, CAEP R1.1, AAQEP 2c		The candidate • demonstrates an understanding of the classroom factors, and • describes their potential impact on teaching and learning for the whole class and individual students, and • considers these factors **combined with other contextual factors** to create a classroom where **all learners' differences are respected.**	The candidate • identifies the classroom factors, and • describes their potential impact on teaching and learning for the whole class and **individual students.**	The candidate • identifies the classroom factors, and • describes their potential impact on **whole class learning.**	The candidate • fails to identify classroom factors that and/or is unable to identify their potential impact on learning.
1C Implications of Individual Student Factors WVPTS 2A, InTASC 1, CAEP R1.1, AAQEP 1f, 2b		The candidate • demonstrates an understanding of the individual student factors, and • describes their potential impact on teaching and learning for the whole class and individual students, and • considers these factors **combined with other contextual factors** to create a classroom where all learners' **differences are respected.**	The candidate • identifies the individual student factors, and • describes their potential impact on teaching and learning for the whole class and **individual students.**	The candidate • identifies individual factors, and • describes their potential impact on **whole class learning.**	The candidate • 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:
 	
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.
 	
2. **Standards** – Cite the state standard(s)used as a basis for the unit goal with all reference numbers and complete wording.
 	
3. **Learning Goals (Measurable skills from the unit that move the student toward achieving the big idea.)**
 	
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.
 	
B. Identify the level of higher order thinking skills for each goal (e.g., Bloom's Taxonomy, Anderson, Marzano)
 	
4. **Anticipated Student Challenges** – Analyze the misconceptions, lack of prior knowledge, skill sets, and differing abilities that might hinder achievement of each goal.
	1. In the Unit Framework Template,
	   a. identify the big idea.
	   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).
	   c. list and number the goals created that correspond to each of the standards.
	   d. identify the appropriate level for each goal (e.g., Bloom's – analysis).
	
	2. In the narrative,
	   a. explain how the goals created for the lesson deepen student understanding.
	   b. discuss and analyze in more detail anticipated student challenges related to the content of each goal.
		● Unit Framework Template
		
		● Narrative
		
		● References

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

1. BIG IDEA:		
2. STANDARDS	**3A. LEARNING GOALS**	**3B. LEVEL OF GOALS** (e.g., Bloom's – analysis)
1.		
2.		
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 WVPTS 1C InTASC 7 CAEP R1.1, R1.2 AAQEP 1a, 2f ISTE 2.1a	The candidate • writes appropriate learning goals based on state standards that consider the needs of the students, and • **writes learning goals that are SMART goals (Specific, Measurable, Attainable, Relevant, Timebound).**	The candidate • writes learning goals based on state standards that consider **the needs of the students.**	The candidate • **writes learning goals based on state standards.**	The candidate • is unable to write learning goals based on state standards.
2B Learning Goals WVPTS 1C InTASC 7 CAEP R1.1, R1.2 AAQEP 1e ISTE 2.1a	The candidate • writes learning goals that are measurable, relevant, rigorous, and developmentally appropriate, and • **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 • writes learning goals that are relevant, measurable, developmentally appropriate, **and rigorous,** and address higher and lower order thinking skills.	The candidate • **writes learning goals that are relevant, measurable, developmentally appropriate and address higher and lower order thinking skills.**	The candidate • fails to write learning goals or writes learning goals that are not measurable or only address lower order thinking skills.
2C Anticipated Student Challenges WVPTS 2A InTASC 1 CAEP R1.1, R1.3 AAQEP 2c, 2f ISTE 2.1c	The candidate • identifies student challenges that focus on aspects of content and skill needs, and • articulates how those challenges will impact whole class learning, and • addresses challenges of individual students and **articulates the types of support/accommodations needed for all students to achieve mastery.**	The candidate • identifies student challenges that focus on aspects of content and skill needs, and • articulates how those challenges will impact whole class learning, and • **addresses challenges of small groups and/or individual students.**	The candidate • identifies student challenges that **focus on aspects of content and skill needs,** and • **articulates** how those challenges will impact whole class learning.	The candidate • 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: 1. **Review Learning Goals** – See Task 2. 2. **Assessment Plan** 　a. **Alignment with Learning Goals –** Identify the learning goal alignment to the pre-, formative, and summative assessments. 　b. **Assessment Criteria –** Identify the scoring procedures and the instructions for the student to complete the assignment. These criteria would include identification of a level of mastery (the level or score achieved by the student that indicates mastery of the goal for the pre-, formative, and post-assessments). 　c. **Balance of Assessments –** 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: 　　1. Before Instruction (pre-assessments) 　　2. During Instruction (formative or interim assessment), 　　3. After Instruction (post or summative assessments). 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. 1. Copy and paste the learning goals from *Task 2, 3A* into the Assessment Plan Template, column #1. 2. In the Assessment Plan Template use the correct labeled column to: 　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. 　b. indicate the level of mastery for each learning goal on each assessment. 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 • Narrative • Documents containing formative and summative assessment materials and/or descriptions of those materials (provide hard copies, if applicable) • Student and teacher directions for each assessment • Criteria for scoring student performance (i.e., scoring rubrics, observation checklists, rating scales, answer keys)

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

LEARNING GOAL (from Task 2, 3A)	ASSESSMENTS (Methods matched to outcome types and content area. For each goal include one or more 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 WVPTS 1E InTASC 6 CAEP R1.1, 1.2, 1.3 AAQEP 1a, 2f	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 articulate the reason for the selection of **each** assessment.	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).**	The candidate • **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 • fails to have an assessment plan or has an assessment plan that lacks congruency with learning goals
3B Assessment Criteria/ Technical Soundness WVPTS 1E InTASC 6 CAEP R1.3 AAQEP 1d	The candidate • describes all assessments and their scoring procedures are explained and accurate, and • provides clearly written directions and assessment items for students to understand and the level of mastery is identified for each assessment, and • **justifies how each assessment accurately measures what it is supposed to measure (content validity).**	The candidate • describes all assessments and their scoring procedures are explained and accurate, and • provides clearly written directions and assessment items for students to understand and the level of mastery is identified for **each assessment.**	The candidate • describes all assessments and their scoring procedures are explained and accurate, and • **provides clearly written directions and assessment items for students to understand and the level of mastery is identified for all summative assessments.**	The candidate • 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 WVPTS 3E InTASC 6 CAEP R1.3 AAQEP 1d	The candidate • **designs** and plans multiple modes of assessment to assess and evaluate student learning for each learning goal, and • uses assessments that enable the teacher, student, and others to identify patterns or gaps in each student's learning.	The candidate • plans multiple modes of assessment to assess and evaluate **student learning for each learning goal,** and • **uses assessments that enable identification of patterns or gaps in each student's learning.**	The candidate • plans **multiple modes of assessment to** a**ssess and evaluate student learning.**	The candidate • 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:
 	
 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.
 	
 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).
 	
 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.
 	
 4. **Instructional Strategy/Rationale** – Identify and provide a rationale for instructional strategies chosen for each learning goal in unit.
 	
 5. **Learning Resources** – Identify and provide a rationale for the selected learning resources in the unit. (Include technology where appropriate.)
 	
 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).
	
	 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.
	 2. In the narrative:
	   a. Describe how pre-assessment data influenced the design of the unit.
	   b. Describe how the various factors identified in previous tasks guide planning of the unit and daily lessons.
	   c. Describe how consultation/collaboration with the teacher and/or other school personnel to determine what to teach.
	   d. Identify and describe at least one instructional strategy for each learning goal to be used when delivering the unit.
	   e. Provide a rationale for choosing the instructional strategies for impact on learning based on contextual factors and other evidence.
	   f. Identify the learning resources, including technology, used in this unit and provide a rationale for choosing each.
	   g. 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
		
		 ● Include daily lesson plans from the unit (include all examples of resources in this unit except the assessments detailed in Task 3.)
		
		 ● Narrative
		
		 ● References

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

4E **Learning** **Resources /** **Technology** WVPTS 2D, InTASC 3, CAEP 1.1, AAQEP 1a, 1b, 2b, 2d	The candidate • integrates a variety of technology into instruction **that is appropriate for the whole class and differentiated for individual learners,** and • uses technology to manage/track student data **for decision making and planning related to performance and student needs.**	The candidate • **integrates a variety** of technology **into instruction** and to manage/track student data.	The candidate • **uses technology to facilitate learning and to track and manage student data.**	The candidate • fails to use technology to facilitate learning and/or • fails to use technology to track/manage student performance data.
4F **Differentiated** **Instruction** WVPTS 3F InTASC 2 CAEP R1.1, R1.3 AAQEP 1b, 2a, 2b, 2c ISTE 2.5c	The candidate • considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of **all** students, and • plans engaging strategies that are **equitable, flexible, and challenging for all students in meaningful learning.**	The candidate • 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 • plans strategies that differentiate learning for **multiple groups of students.**	The candidate • 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 • plans strategies that differentiate some but not all students.	The candidate • fails to articulate individual needs/differences 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.

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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.
 	
1. **Daily Reflection**—Include a daily reflection to each lesson plan after teaching (NOTE: Daily reflections may be included in Task 4 or 5)
 	
2. **Teaching Video**
 	
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.
	
	2. Provide two or more video clips totaling a maximum of 15 minutes.
	
	3. In the narrative, analyze how the video clip(s) documents the candidate's ability to effectively
	    a. organize the classroom
	    b. deliver content
	    c. manage classroom behavior
	    d. flexibility
	    e. questioning strategies
	    f. student engagement
		• Teaching video
		
		• Daily reflections on each lesson taught as part of the unit (will be included in Task 4 or 5)
		
		• Verification of permission to video
		
		• 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 WVPTS 2B InTASC 3 CAEP R1.1 AAQEP 1e ISTE 2.3b	The candidate • has the classroom and materials prepared in advance of lesson execution, and • organizes the classroom to support lesson goals, instructional activities and the **needs of specific students and/or small groups.**	The candidate • has the **classroom and materials prepared in advance of lesson execution,** and • **organizes the classroom to support lesson goals, instructional activities, and the needs of the whole class.**	The candidate • has the **classroom materials readily available,** and • **may not efficiently organize the classroom for optimal learning.**	The candidate • fails to have the classroom organized or materials readily available.
5B Classroom and Behavior Management WVPTS 2E InTASC 3 CAEP R1.1 AAQEP 2b, 2c ISTE 2.6d	The candidate • provides evidence of how rules, routines, proximity, and procedures are used during instruction to minimize disruptions, and • **is proactive and anticipates potential behavior issues, preventing disruptions before they occur to maximize learning for all students.**	The candidate • provides evidence of how rules, routines, proximity and procedures are used during instruction to minimize disruptions, and • utilizes behavior management strategies for problems and deals **with disruptions as they occur so that teaching and learning are not interrupted.**	The candidate • **provides evidence of how rules, routines, proximity and procedures are used during instruction to minimize disruptions,** and • **utilizes behavior management strategies for problems after they occur.**	The candidate • fails to provide evidence of how rules, routines, and procedures are used, or • provides evidence that rules, routines, and procedures are used, but are inconsistently applied and reinforced during instruction, or • often relies on punishment strategies that interfere with student learning.
5C Flexibility WVPTS 2E InTASC 3 CAEP R1.1 AAQEP 2b, 2c ISTE 2.6d	The candidate • 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 • provides evidence of how instruction is adapted according to student responses and questions, **checks for understanding and may utilize teachable moments.**	The candidate • **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 • fails to deliver instruction based on the lesson plan/s, or • delivers instruction based on the lesson plan but there is no attempt to check for understanding regardless of students' responses.
5D Questioning Strategies WVPTS 3C InTASC 5 CAEP R1.3 AAQEP 2c ISTE 2.3a	The candidate • uses a combination of questioning strategies that **promote higher order thinking and challenge assumptions of real-world problems.**	The candidate • uses a **combination** of questioning strategies that elicit lower-level and **higher-order thinking responses.**	The candidate • **uses questioning strategies that are lower-level and may elicit narrow responses.**	The candidate • fails to use questioning strategies or rarely uses questioning strategies during instruction.
5E Student Engagement WVPTS 2C InTASC 5 CAEP R1.1, 1.3 AAQEP 2a, 2b ISTE 2.2b	The candidate • 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 • 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 • provides evidence of how activities and assignments are **relevant, developmentally appropriate, and engage students towards mastery of the content.**	The candidate • fails to provide evidence of how activities and assignments are relevant, developmentally appropriate, and engage students, or • 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.
 	
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.
 	
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
	Rubric addresses the whole class, individual, and focus students.
	
	1. Create a bar graph for each learning goal that shows:
	   a. Individual student performance on pre- and post-assessments, and
	   b. Whole class performance on pre- and post-assessments.
	
	2. Complete the Impact on Student Learning Template. In the Comments column, note any unusual circumstances that might have affected student performance (e.g., fire drill during post-assessment, death in family causing multiple absences, excessive absence due to an illness). Indicate which students are the focus students.
	
	3. In the narrative:
	   a. Analyze the performance of the whole class on the *pre*-assessment on each learning goal.
	   b. Analyze the performance of the whole class on the *post*-assessment on each learning goal.
	   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?
	   d. Describe and analyze the circumstances/conditions that could be controlled, that contributed to the successful or unsuccessful achievement of the whole class.
	   e. Discuss the next steps that will provide targeted support to individuals and groups of learners who did not meet mastery.
	   f. Describe differentiation specific to each focus student on the pre- and post-assessments.
	   g. Analyze and reflect on focus students' performance from pre- to post-assessment.
	   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)
		
		● Impact on Student Learning Template
		
		● 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 WVPTS 1E InTASC 6 CAEP R1.3 AAQEP 1d ISTE 2.7a-c	The candidate • provides clear, graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class, and • **provides complete and accurate data,** and • 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 • provides **clear**, graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class, and • **provides complete and accurate data or, if incomplete, addresses why it is incomplete,** and • 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 • provides graphic representation of evidence **for each learning goal to determine the level of mastery of each student and the whole class,** and • **includes complete and accurate data reflected in charts and graphs that are easily understood.**	The candidate • fails to provide graphs that are representative of the whole class, or • provides graphs that are not representative of the whole class and are not easily understood, or • provides incomplete or inaccurate data.
6B Interpretation of Data WVPTS 3E InTASC 6 CAEP R1.3 AAQEP 1d ISTE 2.7a-c	The candidate • analyzes formative and summative data to evaluate learning for **each student,** and • **interprets and documents comprehensive next steps,** and • **derives meaningful and appropriate conclusions regarding student gains from the data.**	The candidate • analyzes **formative and summative data** to evaluate learning **related to the whole class and/or groups of learners,** and • **identifies next steps based on the data,** and • **interprets meaningful and appropriate conclusions.**	The candidate • **analyzes evidence of student learning,** and • **provides technically accurate interpretations, but conclusions are missing or not fully supported by data.**	The candidate • fails to analyze evidence of student learning, or • analyzes evidence of student learning for students from whom data was collected, or • is unable to evaluate learning progress for all students or interpretation is inaccurate, and conclusions are missing.
6C Evidence of Impact WVPTS 3E InTASC 6 CAEP R1.3 AAQEP 1d ISTE 2.7a-c	The candidate • 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 • **factors contributing to these patterns are well-described and conclusions are supported with clear evidence.**	The candidate • provides evidence, **including data,** of the impact on learning for the whole class and **each individual learner** (including the two focus students), and • uses **appropriate examples** to highlight patterns of learning for the class as a whole relative to each learning goal.	The candidate • provides evidence of the impact on learning for the **two focus students and the whole class,** and • **highlights patterns of learning for the class as a whole relative to each learning goal.**	The candidate • fails to provide evidence of impact on student learning, or • 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: 1. **Insights on Teaching and Learning**--Identify and analyze the most and least successful experiences while teaching this unit. 2. **Professional Collaborative Practice**--Reflect on the collaboration that occurred in the student teaching experience. 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. 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.** 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. 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. **2. Using the prompts, reflect on the collaborative practice in which the candidate engaged during the student teaching experience.** 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. 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). **3. Using the prompts, write an in-depth reflection on the personal and professional knowledge, skills, and dispositions as a beginning teacher.** 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. **4. Using the prompts, reflect on professional growth.** 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. b. 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 WVPTS 4D InTASC 10 CAEP R1.4 AAQEP 2e ISTE 2.7a	The candidate • identifies strengths and weaknesses from the candidate's practice and reflects holistically on the entire student teaching experience, and • makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified, and • **directly relates these insights to educational literature and opportunities for professional development**.	The candidate • **identifies** strengths and weaknesses from the candidate's practice and **reflects holistically on the entire student teaching experience,** and • **makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified**.	The candidate • identifies strengths and weaknesses from the candidate's practice **while teaching the lessons and unit**.	The candidate • fails to identify strengths and weaknesses from the candidate's practice.
7B Professional Collaborative Practice WVPTS 4B InTASC 10 CAEP R1.4 AAQEP 2f ISTE 2.4a	The candidate • documents collaboration with multiple clinical educators on teaching and learning, and • 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 • documents collaboration with **multiple** clinical educators on teaching and learning, and • **consistently contributes to group learning, and utilizes the knowledge and skills gained**.	The candidate • documents collaboration with **one** clinical educator on teaching and learning.	The candidate • fails to document collaboration with a clinical educator on teaching and learning.
7C Implications for Future Teaching WVPTS 4C InTASC 9 CAEP R1.4 AAQEP 1f ISTE 2.2c 2.7c	The candidate • 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 • analyzes feedback related to the candidate's professional knowledge, skills, and/or dispositions to **implement specific changes to improve classroom practice**.	The candidate • **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 • fails to identify feedback based on candidate's knowledge, skills, and dispositions, or • identifies feedback but is unable to make connections with the candidate's knowledge, skills, and dispositions to improve classroom practice.
7D Professional Growth WVPTS 4A InTASC 9 CAEP R1.4 AAQEP 2e ISTE 2.2c	The candidate • **engages in critical self-examination of professional practice to design and justify a multi-year, continuous professional growth plan**.	The candidate • identifies and justifies **multiple** professional development goals based on lessons learned from this student teaching experience **that will improve teaching and learning**.	The candidate • **identifies and justifies** a professional development **goal based on lessons learned from this student teaching experience**.	The candidate • fails to have plans, or • identifies generic professional development plans based on convenience and availability that may or may not impact professional growth.

Appendix B: 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 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: 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

WVTPA Glossary

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
2) 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: **Did the additional review request result in a WVTPA score change? Yes☐ No ☐** **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.