

# Teacher Work Sample Proficiency Verification

Student Teacher \_\_\_\_\_  
 University Supervisor \_\_\_\_\_  
 School \_\_\_\_\_

Cooperating Teacher \_\_\_\_\_  
 Grade Level/Subject Area \_\_\_\_\_  
 Semester \_\_\_\_\_

TWS Elements	Criteria for Successful Completion	Performance-Based Standards for Colorado Teachers Addressed	Standard Elements of Performance-Based Standards Satisfied by Teacher Work Sample	Proficiency Verification
<p><b>Describe the context in which the teaching and learning are to occur.</b></p>	<p>Description of teaching and learning context includes:</p> <ul style="list-style-type: none"> <li>Detailed description of at least one factor from Students, Classroom, and School</li> <li>Implications for teaching and learning are explained for each factor</li> </ul>	<p><b>Standard 6: Knowledge of Individualization of Instruction:</b>                      The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community and ethnicity. The teacher is knowledgeable about and understands the implications of:</p> <ul style="list-style-type: none"> <li>students with learning exceptionalities</li> <li>English language learners</li> <li>students with educational disabilities, and</li> <li>gifted students</li> </ul>	<p>6.2 Identify characteristics of students including the needs of exceptional learners and English language learners and their effects on student learning.</p> <p>6.3 Identify characteristics of gifted students and students with educational disabilities and their effects on student learning.</p>	
<p><b>Describe the sample of teaching and learning.</b></p> <p><b>Identify the standards-linked learning outcomes to be accomplished within this sample.</b></p>	<ul style="list-style-type: none"> <li>Completion of curriculum map that allows you to plan out the goals, objectives, instructional strategies, and assessments of your unit and match your unit to district and/or state standards.</li> <li>Inclusion of all components of the curriculum map in a clear and easy-to-follow manner.</li> <li>Inclusion of a rationale and a narrative overview for your unit that answers the following questions:                             <ul style="list-style-type: none"> <li>Why will your students care about doing this unit?</li> <li>Where does this unit fit into the curricular context of the course/class?</li> <li>How will the unit objectives, assessment strategies, and instructional strategies enable students to achieve the unit goals?</li> <li>What research-based evidence supports the instructional and/or assessment strategies of the unit?</li> </ul> </li> <li>Cite sources for research-based evidence following APA format.</li> </ul>	<p><b>Standard 3: Knowledge of Standards and Assessments:</b> The teacher shall be knowledgeable about planning practices and assessment techniques.</p> <p><b>Standard 4: Knowledge of Content:</b> The teacher shall utilize content knowledge to ensure student learning.</p>	<p>3.1 Design short and long range standards-based instructional plans</p> <p>3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and National Content Standards.</p> <p>4.1 Utilize content knowledge to ensure student learning.</p> <p>4.2 Enhance content instruction through a thorough understanding of all Colorado Model Content Standards</p>	
<p><b>Develop an integrated assessment plan that is aligned with the learning outcomes of the work sample.</b></p>	<p><u>Summative Assessment(s)</u></p> <ul style="list-style-type: none"> <li>Inclusion of a copy of the summative assessment/s &amp; rubric or scoring guide, if necessary</li> <li>Identification of one or two unit objectives for later analysis</li> <li>indication of which part/s of the summative assessment/s will address the targeted objective/s</li> <li>Explanation of how the summative assessment/s will tell you what your students know at the end of the unit related to the targeted objective/s</li> </ul> <p><u>Pre-assessment</u></p> <ul style="list-style-type: none"> <li>Inclusion of a copy of a pre-assessment</li> <li>Explanation of how the pre-assessment will tell you what your students know before the unit begins related to the targeted objective/s</li> </ul> <p><u>Formative Assessment(s)</u></p> <ul style="list-style-type: none"> <li>Description of formative assessment strategies as they relate to the unit objective/s that you will include in your analysis of student learning</li> <li>Explanation of how the formative assessment/s will measure student knowledge and understanding</li> </ul>	<p><b>Standard 3: Knowledge of Standards and Assessments:</b> The teacher shall be knowledgeable about planning practices and assessment techniques.</p> <p><b>Standard 4: Knowledge of Content:</b> The teacher shall utilize content knowledge to ensure student learning.</p> <p><b>Standard 6: Knowledge of Individualization of Instruction:</b> The teacher is knowledgeable about conditions that affect the rate and extent of student learning and is able to adapt instruction for all students.</p>	<p>3.1 Design short and long range standards- based instructional plans</p> <p>3.2 Develop valid and reliable assessment tools</p> <p>3.3 Develop and utilize a variety of formal and informal assessments</p> <p>3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and National Content Standards.</p> <p>4.1 Utilize content knowledge to ensure student learning.</p> <p>4.2 Enhance content instruction through a thorough understanding of all Colorado Model Content Standards</p> <p>6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.</p>	

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<p><b>Assess the status of students prior to instruction and analyze this data with respect to the post-instruction outcomes.</b></p> <p><b>Adjust your initial instruction plan based on information from the pre-assessment results.</b></p>	<ul style="list-style-type: none"> <li>Complete, clear assessment summary of results</li> <li>Organization of results of pre-assessment in a format that allows the finding of patterns of student performance relative to the learning goals/objectives (may be presented a narrative, as a graph, or with bullets)</li> <li>Analysis and accurate, comprehensive summary of the implications for instruction, and inclusion of notes of what students already know and/or do not know about the learning objectives</li> <li>Justification for need for adjustment and reference to the source/s of information</li> <li>Explanation of all adjustments made in learning expectations, instruction, or assessment, including plans for differentiation, individualization, or remediation</li> </ul>	<p><b>Standard 3: Knowledge of Standards and Assessments:</b> The teacher shall be knowledgeable about assessment techniques in standards-based curriculum</p> <p><b>Standard 5: Knowledge of Classroom and Instructional Management:</b> The teacher is knowledgeable about record keeping procedures that will support and enhance student learning.</p> <p><b>Standard 6: Knowledge of Individualization of Instruction:</b> The teacher is knowledgeable about conditions that affect the rate and extent of student learning.</p>	<p>3.3 Develop and utilize a variety of formal and informal assessments</p> <p>3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.</p> <p>5.7 Accurately document and report ongoing student achievement.</p> <p>6.6 Collect data on individual student achievement and be accountable for each child's learning.</p>
<p><b>Plan and implement an instructional plan based on the learning outcomes to be accomplished.</b></p>	<ul style="list-style-type: none"> <li><b>Inclusion of a plan</b> for each lesson taught in some format that includes:                             <ul style="list-style-type: none"> <li>rationale</li> <li>list of materials to be used (including copies)</li> <li>Content Standard/s addressed by the lesson</li> <li>Introduction to the lesson</li> <li>Outline of procedures/steps/activities</li> <li>Plans for individualization</li> <li>Assessment (formative assessments for daily checks including tasks, directions, and scoring procedures)</li> </ul> </li> <li>Samples of student work that relate to the lesson (where appropriate)</li> <li><b>Reflection</b>, which includes such things as the following:                             <ul style="list-style-type: none"> <li>Brief description of what you did</li> <li>Brief description of what the students did</li> <li>The behavior of students</li> <li>Their motivation level/s</li> <li><b>Student work</b> produced</li> <li>Any individualization of instruction</li> <li>Student participation level/s</li> <li>The clarity of your instruction</li> <li>Rich discussion of events during instructional activities which focuses on students' comprehension and understanding of content</li> <li>Analysis of why things happened the way they did</li> </ul> </li> </ul>	<p><b>Standard 3: Knowledge of Standards and Assessments:</b> The teacher shall be knowledgeable about strategies, planning practices and assessment techniques in standards-based curriculum</p> <p><b>Standard 4: Knowledge of Content:</b> The teacher shall utilize content knowledge to ensure student learning.</p> <p><b>Standard 6: Knowledge of Individualization of Instruction:</b> The teacher is knowledgeable about conditions that affect the rate and extent of student learning and is able to adapt instruction for all students.</p>	<p>3.5 Use assessment data as a basis for standards-based instruction.</p> <p>3.8 Ensure that instruction is consistent with school district priorities and goals, the Colorado Model Content Standards, and National Content Standards.</p> <p>4.1 Utilize content knowledge to ensure student learning.</p> <p>4.2 Enhance content instruction through a thorough understanding of all Colorado Model Content Standards</p> <p>4.3 Apply expert content knowledge to enrich and extend student learning.</p> <p>6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.</p> <p>6.2 Design and/or modify standards-based instruction in response to diagnosed student needs.</p>

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<p><b>Give summative assessment.</b></p> <p><b>Calculate, summarize, and interpret results in relation to results of pre-assessment.</b></p>	<ul style="list-style-type: none"> <li>Inclusion of a table that shows pre-and post-assessment for all students on each targeted objective; table may include student characteristics or demographic variables (e.g. gender, first language, Special Education, etc.) that will support you in this analysis</li> <li>Inclusion of a table that shows pre-and post-assessment for one subgroup on each targeted objective</li> <li>Organization of the data from the table in visual displays (e.g. bar graph, percentage gains)</li> <li>Thorough summary of all conclusions you can draw from your data analysis. The following questions may guide your exploration and analysis of the data:                             <ul style="list-style-type: none"> <li>On which objective/s were students most/least successful and why?</li> <li>Did you notice any significant patterns in how particular groups of students performed on any particular objective (e.g. did males do better than females on a particular objective?) How do you account for any noticeable differences?</li> <li>If you used multiple assessments to measure performance on a particular objective, on which assessment/s were students most/least able to show they had met that objective? Why?</li> </ul> </li> </ul>	<p><b>Standard 3: Knowledge of Standards and Assessments:</b> The teacher shall be knowledgeable about assessment techniques in standards-based curriculum</p> <p><b>Standard 5: Knowledge of Classroom and Instructional Management:</b> The teacher is knowledgeable about record keeping procedures that will support and enhance student learning.</p> <p><b>Standard 6: Knowledge of Individualization of Instruction:</b> The teacher is knowledgeable about conditions that affect the rate and extent of student learning.</p> <p><b>Standard 7: Knowledge of Technology:</b> Teacher is knowledgeable about using technology.</p>	<p>3.3 Develop and utilize a variety of formal and informal assessments.</p> <p>3.4 Assess, compare and contrast the effects of various teaching strategies on individual student performance relative to content standards.</p> <p>5.4 Raise the academic performance level of a group of students, over time, to a higher level.</p> <p>5.7 Accurately document and report ongoing student achievement.</p> <p>6.6 Collect data on individual student achievement and be accountable for each child's learning.</p> <p>7.3 Utilize technology to manage and communicate information.</p> <p>7.4 Apply technology to data-driven assessments of learning.</p>	
<p><b>Consider the context in which teaching and learning occurred, the unit strategies employed, and the student results.</b></p> <p><b>Reflect on your professional effectiveness and development.</b></p>	<p><b>Reflection addresses the following questions:</b></p> <ul style="list-style-type: none"> <li>What have you learned about your teaching practice and your identity as a teacher as a result of completing the analysis of student learning?</li> <li>If you were to teach this material in the future, how might you approach your planning, instruction, and assessment?</li> <li>How will the planning, implementing, and evaluating this teacher work sample improve your teaching practice in general in the future?</li> <li>Identify specific steps to take in the near future to improve and continue your development as a teacher?</li> </ul>	<p><b>Standard 8: Democracy, Educational Governance and Careers in Teaching:</b> Teacher is a reflective practitioner.</p>	<p>8.5 Evaluate his/her own performance and access the professional development options necessary to improve that performance.</p>	