Western Connecticut State University
Teacher Work Sample
(Based upon SCALE edTPA (2012))

Revised: 03/10/13

The Teacher Work Sample incorporates processes required of teachers. In this series of tasks, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Task 1: Context For Learning (Planning and Assessment)

A. Context for Learning

1. *In what type of school do you teach?* Urban, suburban, or rural
2. *List any special features of your school or classroom that will affection your teaching.* Honors, AP, inclusion, etc.
3. *Describe any district, school or cooperating teacher requirements or expectations that might affect your planning or delivery of the curriculum such as a required curriculum, specific use of instructional strategies, etc.*

B. About the Class in the Learning Segment

1. What is the grade/level of the class?
2. Secondary only-What is the length of the course?
3. What is the class period?
4. Is there ability grouping? If so describe how it impacts your lesson.
5. Identify any textbook or instructional program you primarily use. Provide title, publisher, and copyright date.
6. List any other resources (iPad, Smartboard, manipulatives)

C. Analysis of Students in Class

1. Estimated percentage of students available for free lunch (see School report card)
2. Grade composition (mixed ages, levels, 7/8 grade together)
3. Number of students in class
4. Males/Females
5. Number of English Language Learners
6. Number of students with IEPs or 504 plans

D. Summary of Required Modifications that will impact your lesson

Special Education Category ***Example: Learning Disability***	**Number of Students** ***Example: 4***	**Accommodation/Modification and/or pertinent IEP Goals** ***Example: Close monitoring, assistive technology***

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Task 2: Planning, Instruction and Commentary (Video Component)

A. Planning Commentary

1. Content Focus: Summarize the central focus for the content you will teach. (Common Core standards, academic vocabulary/discourse, central concepts)

B. Knowledge of Students to Inform Teaching(Describe what your students know, what they can do, and what they are learning to do)

1. Academic development (prior knowledge, prerequisite skills, developmental levels, special needs)
2. Academic language development(ability to use content vocabulary, to read/write/speak in the content area)
3. Social and emotional development (ability to interact and express themselves, engage in cooperative learning, contribute to productive learning environments)
4. Dispositions (student attitudes, curiosity, flexibility, and persistence)

C. Supporting Student Learning (Respond to prompts below to explain how your plans support students' learning):

1. Describe any instructional strategies planned to support students with specific learning needs. This may include students with IEPs, English language learners, gifted/talented)

D. Monitoring Student Learning

1. Explain how the informal/formal assessments were selected and/or designed to provide evidence you will use to monitor student progress toward the standards/objectives. Consider how the assessments will provide evidence of students' conceptual understanding and skills.
2. Describe any modifications or accommodations to the planned assessment tools or procedures that allow students with specific needs to demonstrate their learning.

Task 3: Assessing Student Learning

A. Assessment Commentary (Identify the specific standards/objectives and central focus from the learning segment measured by the assessment chosen for analysis.

1. Summarize student performance in narrative or graphic form
2. Discuss what students appear to understand well and where they continue to struggle, including any misunderstanding, errors, confusions, or needs
3. Consider common patterns across the class as well as groups of students with similar strengths or needs. Cite evidence to support your analysis from three student samples (ELL, student special needs, differentiated)

B. Analysis of 3 Student Samples

1. Describe each student's individual learning strengths and challenges relatives to the standards/objectives measured by chosen assessment. Consider your knowledge of each student.

2. After analyzing each student's work sample, what conclusions did you make regarding their individual learning? Cite specific evidence to support your conclusions.
3. Supporting Student Learning in Mathematics(Respond to prompts below to explain how your plans support students' learning:
4. Describe any instructional strategies planned to support students with specific learning needs. This may include students with IEPs, English language learners, gifted/talented)

C. Patterns across Data

1. Discuss what students appear to understand well and where they continue to struggle, including any errors, misunderstanding, confusions or needs
2. Discuss consider common patterns across the class as well as groups of students with similar needs or strengths. Cite evidence to support your analysis from the 3 student samples you selected.
3. Describe each student's individual learning strengths and challenges relative to standards/objectives measured by the chosen assessment. Consider your knowledge of the student (prior knowledge, academic language, special needs).
4. After analyzing each student's work sample, what conclusions did you make regarding their individual learning? Cite specific evidence to support your analysis.

D. Feedback to Guide Further Learning

1. In what form did you submit your evidence of feedback (written comment on samples, video responses
2. How feedback did provided to each focus student address individual student's needs and learning objectives? Reference specific evidence of submitted feedback to support your explanation.
3. What opportunities were/will be provided for students to apply the feedback to improve their work, either within the learning segment or a later time?
4. What opportunities were/will be provided for students to apply the feedback to improve their work, either the learning segment or at a later time?

E. Using Assessment to Inform Instruction

1. Based on your analysis of student performance in the assessment, describe next steps for instruction for the whole class.
2. Describe any individualized next steps for the 2 focus students.
3. Explain how these next steps follow from your analysis of the student performances.

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InTASC Standards Alignments	Rating / Indicator	1 - Revise Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Element Score
I. Contextual Factors The pre-service teacher candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.					
2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential. **2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.** **2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.** **2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how**	**1.A. Knowledge of Community, School and Classroom Factors**	Pre-service teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom	Pre-service teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Pre-service teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
	1.B. About the Class in the Learning Segment	Pre-service teacher describes minimal information about the class.	Pre-service teacher describes the elements related to lesson impact in a cursory manner. Textbook and resources are mentioned but not related to instruction.	Pre-service teacher describes grade/level (and length of the course in secondary), class period (time), and ability grouping related to lesson impact. Textbook or instructional program is identified (title, publisher, and copyright date) and other resources are listed (iPad, Smartboard,	
	1.C. Analysis of Students in Class	Pre-service teacher does not accurately display the percentage of students available for free/reduced lunch, number of students in each class, grade (compositions for secondary); and/or does not disaggregate the population by gender,	Pre-service teacher displays the percentage of students available for free/reduced lunch, number of students in each class, grade (compositions for secondary); and disaggregates the population by gender,	Pre-service teacher accurately displays, in a clear and concise manner, the percentage of students available for free/reduced lunch, number of students in each class, grade (compositions for secondary); and clearly disaggregates the	

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to use strategies and resources to address these needs.	**1.D. Summary of Required Modifications that will Impact the Lesson**	Pre-service teacher does not include the Special Education or the category is not clearly identified, the number of students involved is not listed, and/or the specific accommodation, modification, and/or pertinent IEP goals are	Pre-service teacher includes the Special Education category, the number of students involved is listed, and the specific accommodation, modification, and/or pertinent IEP goals are indicated, but not clearly articulated	Pre-service teacher includes the Special Education category and it is clearly identified, the number of students involved is listed, and the specific accommodation, modification, and/or pertinent IEP goals are clearly articulated	
				1. Contextual Factors Category Score (mean)	
2. Planning, Instruction, and Commentary The pre-service teacher candidate describes and demonstrates elements of planning, elements related to quality instruction, and monitoring and adjusting for successful learning experiences. **(Content Pedagogy)**					
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. **4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.**	**2.A.1 Content Focus:** Academic Vocabulary and Central Concepts	Pre-service teacher does not summarize the central focus for the content taught.	Pre-service teacher somewhat summarizes the central focus for the content taught.	Pre-service teacher accurately summarizes the central focus for the content taught.	
	2.A.2 Content Focus: Goals	Goals are not aligned with national, state, or local standards.	Some goals are aligned with national, state, or local standards.	Goals are explicitly aligned with national, state, or local standards.	
	2.A.3 Content Focus: Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.	

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1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. 3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	**2.A.4 Content Focus:** Lesson and Unit Structure	The lessons within the unit are not logically organized organization (e.g., sequenced).	The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
	2.A.5 Content Focus: *Use of a Variety of Instruction, Activities, Assignments and Resources*	Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g.,	Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.	Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.	

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2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. 8(n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning. 8(o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness. 5(l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals. 3(m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate,	**2.A.6. Content Focus:** *Use of Technology*	Technology is inappropriately used OR pre-service teacher does not use technology, and no (or inappropriate) rationale is provided.	Pre-service teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Pre-service teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	
				2.A. Content Focus Category Score (mean)	
2(h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.	**2.B.1. Knowledge of Students to Inform Teaching:** Academic Development	Pre-service teacher does not demonstrate evidence of elements related to prior knowledge, prerequisite skills, developmental levels, and special needs.	Pre-service teacher presents some examples of elements related to prior knowledge, prerequisite skills, developmental levels, and special needs.	Pre-service teacher clearly articulates (and/or demonstrates) evidence of elements related to prior knowledge, prerequisite skills, developmental levels, and special needs.	

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	2.B.2. Knowledge of Students to Inform Teaching: Academic Language Development	Pre-service teacher does not use appropriate academic vocabulary.	Pre-service teacher uses academic vocabulary, but usage is limited.	Pre-service teacher consistently uses appropriate academic vocabulary.	
	2.B.3. Knowledge of Students to Inform Teaching: Social & Emotional Development	Pre-service teacher demonstrates difficulty in interacting and expressing him/her-self, engaging in cooperative learning, and/or contributing to productive learning environments.	Pre-service teacher demonstrates the ability to interact and express him/her-self, engages in cooperative learning, and contributes to productive learning environments.	Pre-service teacher clearly demonstrates the ability to interact and express him/her-self, actively engages in cooperative learning, and meaningfully contributes to productive learning environments.	
	2.B.4a. Knowledge of Students to Inform Teaching: Dispositions - Attitudes	Pre-service teacher does not demonstrate positive attitudes, curiosity, flexibility, and persistence.	Pre-service teacher demonstrates positive attitudes, curiosity, flexibility, and persistence.	Pre-service teacher consistently demonstrates positive attitudes, consistent curiosity, flexibility, and persistence.	
	2.B.4b. Knowledge of Students to Inform Teaching: Dispositions – Understanding Differences	Pre-service teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture	Pre-service teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that	Pre-service teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning	
2.B. Knowledge of Students to Inform Teaching: Dispositions Category Score (mean)					
	2.C.1a. Supporting Student Learning: Instructional Strategies Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of learning but lack significance or challenge.	Goals reflect several types or levels of learning and are significant and challenging.	

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	2.C.1b. Supporting Student Learning: Instructional Strategies -Clarity	Goals are not stated clearly and are activities rather than learning outcomes.	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
	2.C.1c. Supporting Student Learning: Instructional Strategies Appropriateness	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
				2.C. Supporting Student Learning Category Score (mean)	
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development. **6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.** **6(b) The teacher designs**	**2.D.1a. Monitoring Student Learning: *Assessment* -** Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.	Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.	
	2.D.1b. Monitoring Student Learning: *Assessment* – Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance relative to the learning goals	Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals	Assessment criteria are clear and are explicitly linked to the learning goals.	
6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning. **6(e) The teacher engages learners in multiple ways**	**2.D.1c. Monitoring Student Learning: *Assessment* –** Multiple Modes and Approaches	The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction	The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student	

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6(k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.	**2.D.1d. Monitoring Student Learning: *Assessment* -** Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
2.D. Monitoring Student Learning: *Assessment* Category Score (mean)					
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. **6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.**	**2.D.2a. Monitoring Student Learning: *Modifications and/or Accommodations* -** Based on the Individual Needs of Students	Pre-service teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Pre-service teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Pre-service teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	
	2.D.2b. Monitoring Student Learning: *Modifications and/or Accommodations* - Implications for Instructional Planning and Assessment	Pre-service teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Pre-service teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Pre-service teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	

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7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses. 7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.	**2.D.2c. Monitoring Student Learning:** ***Modifications Based on Analysis of Student Learning***	Pre-service teacher treats class as "one plan fits all" with no modifications.	Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors.	Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by the analysis of student learning/performance, best practice, or contextual factors. Include explanation of why the modifications would improve student progress.	
7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.	**2.D.2d . Monitoring Student Learning:** ***Congruence Between Modifications and Learning Goals***	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with learning goals.	Modifications in instruction are congruent with learning goals.	
2.D.2. Monitoring Student Learning: ***Modifications and/or Accommodations*** **Category Score (mean)**					
3. Assessing Student Learning The pre-service teacher candidate uses on-going analysis of student learning to make instructional decisions.					
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.	**3.A.1. Assessment Commentary:** ***Summary***	Pre-service teacher does not summarize student performance in narrative or graphic form or has multiple errors in the summary.	Pre-service teacher summarizes student performance in narrative or graphic form.	Pre-service teacher accurately and completely summarizes student performance in narrative or graphic form.	

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6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	**3.A.2. Assessment Commentary: *Student Understanding***	Pre-service teacher does not discuss what students appear to understand well and where they continue to struggle, including any misunderstanding, errors, confusions, or needs.	Pre-service teacher addresses what students appear to understand well and where they continue to struggle, including any misunderstanding, errors, confusions, or needs.	Pre-service teacher clearly articulates what students appear to understand well and where they continue to struggle, including any misunderstanding, errors, confusions, or needs.	
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	**3.A.3. Assessment Commentary: *Patterns***	Pre-service teacher does not address common patterns across the class as well as groups of students with similar strengths or needs or does not cite evidence to support the analysis from three student samples (ELL, student special needs, differentiated).	Pre-service teacher considers common patterns across the class as well as groups of students with similar strengths or need and cites evidence to support the analysis from three student samples (ELL, student special needs, differentiated).	Pre-service teacher analyzes common patterns across the class as well as groups of students with similar strengths or needs, citing evidence to support the analysis from three student samples (ELL, student special needs, differentiated).	
				3.A. Assessment Commentary Category Score (mean)	
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	**3.B.1. Analysis of 3 Student Samples: *Individual Strengths & Challenges*** – Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.	Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.	

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6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs. **6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.** **8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.** **8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.**	**3.B.2. Analysis of 3 Student Samples: *Conclusions based on Analysis-*** Alignment with Learning Goals	Analysis of student learning is not aligned with learning goals.	Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
	3.B.2. Analysis of 3 Student Samples: *Conclusions based on Analysis-* Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions.	Uses evidence to support conclusions and explores multiple hypotheses for why some students did not meet earning goals.	
	3.B.3. Analysis of 3 Student Samples: *Support Student Learning*	Does not explore possible strategies for supporting continued student learning.	Explores possible strategies for supporting continued student learning.	Uses evidence from the data collected to support conclusions made (above) and explores possible strategies for supporting continued student learning.	

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6(p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs **6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.**	**3.B.4. Analysis of 3 Student Samples:** ***Support Students with Specific Learning Needs***	Does not explore possible strategies for supporting the continued learning of students with specific learning needs (IEPs, ELLs) and GT).	Explores possible strategies for supporting the continued learning of students with specific learning needs (IEPs, ELLs) and GT).	Uses evidence from the data collected to support conclusions and explores possible strategies for supporting the continued learning of students with specific learning needs (IEPs, ELLs) and GT).	
			3.B. Analysis of 3 Student Samples Category Score (mean)		
6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners. **6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.** **7(j) The teacher understands the**	**3.C.1. Patterns Across Data:** ***Student Understanding***	Pre-service teacher does not discusses what students appear to understand well, where they continue to struggle, or inaccurately interprets data.	Pre-service teacher discusses what students appear to understand well, where they continue to struggle, but are lacking details such as identifying specific errors, misunderstanding, confusions or needs.	Pre-service teacher clearly discusses what students appear to understand well, where they continue to struggle, and include specific details about student' performance such as errors, misunderstanding, confusions, or needs.	
	3.C.2. Patterns Across Data: ***Common Patterns***	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	

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strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs. **7(k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.** **7(l) The teacher knows when and how to adjust plans based on assessment information and learner responses.**	**3.C.3. Patterns Across Data:** ***Student Learning Strengths & Challenges -*** Insights on Effective Instruction and Assessment	Provides no rationale for why some activities or assessments were more successful than others.	Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.	
	3.C.4. Patterns Across Data: ***Conclusions Based on Data re: Individual Learning***	Conclusions drawn are unclear and/or do not cite evidence to support the analysis.	Conclusions are drawn and cite evidence to support the analysis, but are missing detail.	Conclusions drawn are clearly articulated and cite specific evidence to support the analysis.	
				III.C. Patterns Across Data: Category Score (mean)	
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners. **6(l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.**	**3.D.1. Feedback to Guide Further Instruction:** ***Feedback Form***	Evidence is incorrectly submitted or not submitted in the appropriate format requested (written comment on hard copy or electronically, posting		Evidence is submitted in the appropriate format requested (written comment on hard copy or electronically, posting location, video, etc.)	
	3.D.2. Feedback to Guide Further Instruction: ***Addressing Individual Student Needs***	The pre-service teacher provided no feedback to each focus student addressing individual student's needs and learning objectives.	The pre-service teacher provided feedback to each focus student addressing individual student's needs and learning objectives; but evidence of submitted feedback to support the	The pre-service teacher clearly articulated feedback provided to each focus student addressing individual student's needs and learning objectives with specific evidence of	

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6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to	**3.D.3. Feedback to Guide Further Instruction:** ***Opportunities to Apply Feedback***	What opportunities were/will be provided for students to apply the feedback to improve their work, either within the	What opportunities were/will be provided for students to apply the feedback to improve their work, either within the	What opportunities were/will be provided for students to apply the feedback to improve their work, either within the learning segment	
				3.D. Feedback to Guide Further Instruction: Category Score (mean)	
9(g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. **9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.** **9(h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.** **8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and**	**3.E.1. Using Assessment to Inform Instruction:** ***Next Steps***	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.	Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.	Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.	
	3.E.2. Using Assessment to Inform Instruction: ***Individualized Next Steps for 2 focus students***	Next steps for 2 focus students are incomplete, and/or not based on good instructional practices.	Next steps for 2 focus students are designed and described, based on instructional practices.	Next steps for 2 focus students are fully designed and described, based on good instructional practices.	
	3.E.3. Using Assessment to Inform Instruction: ***Explain how next steps are derived from the analysis***	Next steps for 2 focus students are not based on data analysis.	Next steps for 2 focus students are designed and described, based on data analysis.	Next steps for 2 focus students are fully designed and described, based on data analysis.	
				3.E. Using Assessment to Inform Instruction Category Score (mean)	
				Total Mean Score	

Western Connecticut State University
Teacher Work Sample
(Based upon SCALE edTPA (2012))

Revised: 03/10/13

Evaluation Key:

Revise:	Mean below 2.0 or any 1's (revise that section)
Acceptable:	Mean of 2.0 – 2.5
Target:	Mean of 2.51 – 3.0