

Exhibit I.5.b.1 – ED 340**WESTERN CONNECTICUT STATE UNIVERSITY
English Department****ED 340 Assessment of Teaching Strategies**

Course Number: ED340 (section 74)
Course Title: Teaching English in Secondary Schools
Semester Hour: 1 semester hour
Professor: Dr. Robin James & Dr. Pat Michael
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Office Hours WS 129-C Tuesdays 1:30- 4:30pm; WS129-C Wednesdays by appointment; Higgins Annex 111- Thursdays 11:40am-1:40pm
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Course Room: HA202A
Course Time: **Thursdays 4:00-6:30 pm** on the following dates:
1/17/13, 1/31/13, 2/14/13, 2/28/13, 3/14/13, 4/4/13, 4/18/13

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I. COURSE DESCRIPTION

Designed to assist teacher education candidates prepare for the Teacher Education and Mentoring (TEAM) Program, this course supports CSDE documents relevant to the education of Elementary, Health, Music, and Secondary Education educators: (1) Connecticut's Common Core of Teaching [CCCT], including Discipline Based Professional Teaching Standards, (2) the CSDE Student Teacher Evaluation Instrument, based on the CCCT; and (3) the CSDE's TEAM Module requirements for Beginning Teachers [BT's], requiring knowledge of the CCCT and Discipline Based Professional Teaching Standards. INTASC principles and the CSDE Code of Professional Responsibility for Teachers also will be examined. Candidates learn how CSDE standards for K-12 grade students' performance levels interface with teaching standards by applying the following documents in their field preparation: (1) Connecticut's Common Core State Standards [CCSS] focused on improving student achievement across the content and skill areas; (2) the CSDE's Curriculum frameworks for grades K-12; and (3) Using Scientific Research-Based Interventions [Connecticut's Framework for RTI]. Prerequisite: admission to the professional program. **Co-requisite: student teaching.**

CANDIDATE LEARNING OUTCOMES: By the end of the course the candidate will be able to articulate/demonstrate an understanding and application of the following:

1. Generate a teacher work sample that indicates the extent to which the candidate is able to support learning

2. Develop familiarity with the standards embodied in the Conceptual Framework, CSDE CCCT, NCATE and INTASC during the candidates' field experience that model a facilitating representation of teaching.

Conceptual Framework

Expertise in content knowledge
Diversity
Unity
Classroom and school leadership
Attitudes
Technology
Organize knowledge/ facilitate learning
Reflective Practitioner

The Conceptual Framework

A Shared Vision

The Conceptual Framework is closely aligned with state and national standards, and reflects the philosophy, mission, and objectives of WestConn, the School of Professional Studies, and the E & EP Department. The vision of WestConn's Education Unit is reflected in the term **EDUCATOR** (**E**xpertise in content knowledge, **D**iversity, **U**nity, **C**lassroom and school leadership, **A**ttitudes, **T**echnology, **O**rganization of knowledge to facilitate learning, and **R**eflective practitioner) and

the theme *Preparing educators to facilitate student growth and achievement in the 21st Century*.

The components of our Conceptual Framework underscore our belief that teachers, administrators, and counselors in the new millennium must understand how to use information technologies and how to work effectively with the diversity of students found in public schools in order to prepare all students for success in a technological, multicultural, global society.

Educators must know how to work collaboratively with their colleagues and communicate with a variety of constituencies in order to be classroom and school leaders capable of effecting change and ensuring quality educational programs for all students. They must be reflective practitioners who continually evaluate and modify their practice, not only to meet the learning and developmental needs of students, but also to keep pace with a rapidly changing society and world. The term **EDUCATOR** embodies the components of our Conceptual Framework and serves to remind us that we, the faculty, are first and foremost responsible for preparing the educators of the future. Each component of the conceptual framework

EDUCATOR

Expertise in content knowledge - Candidates and graduate students will demonstrate expertise in content knowledge

Diversity - Candidates and graduate students will demonstrate the ability to plan, develop, and adjust services that meet the needs of diverse learners.

Unity - Candidates and graduate students will demonstrate the ability to work jointly, cooperatively and collaboratively with learners, peers, educational professionals, parents and other community members.

Classroom and school leadership - Candidates and graduate students will demonstrate the ability to provide organization, leadership, direction, and management in their provision of professional services to learners and clients.

Attitudes - Candidates and graduate students will demonstrate professional dispositions that are consistent with this Conceptual Framework and in accord with professional, state, and institutional standards.

Technology - Candidates and graduate students will demonstrate the ability to integrate a variety of relevant technologies into their professional practice.

Organize knowledge and facilitate learning (Pedagogy) - Candidates and graduate students will demonstrate the ability to use relevant pedagogic skills, educational psychology, and knowledge in the planning, development, delivery, and assessment of professional services in support of relevant educational and professional goals.

Reflective Practitioner - Candidates and graduate students will demonstrate the ability and motivation to develop and incorporate improvements into their professional practice based upon their interpretation and use of relevant data and insights.

Connecticut Common Core of Teaching 2010: Foundational Skills (and Connecticut Code of Professional Responsibility for Teachers)

[http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved CCT 2-3-2010.pdf](http://www.sde.ct.gov/sde/lib/sde/pdf/educatorstandards/Board_Approved_CCT_2-3-2010.pdf)

CT New Teacher Induction Program: TEAM <http://www.ctteam.org/>

Standards

National Council on Teaching English (NCTE)/International Reading Association (IRA)

<http://www.ncte.org/standards>

National Board of Professional Teaching Standards (NBPTS)

http://www.nbpts.org/the_standards/the_five_core_propositio

Interstate Teacher Assessment and Support Consortium 2011 (InTASC):

http://ccsso.org/Documents/2011/InTASC_Model_Core_Teaching_Standards_2011.pdf

Connecticut Teaching and Learning: Curricular Content Areas

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=320954&sdePNavCtr=|45443>

CONNECTICUT CODE OF PROFESSIONAL RESPONSIBILITY FOR TEACHERS

See: http://www2.sjc.edu/PDF/CT_Code_Prof_Resp_Teachers.pdf

CSDE STUDENT TEACHER EVALUATION INSTRUMENT

See http://www.title2ct.org/student_teaching/index.shtml

ACEI standards

<http://www.acei.org/standhp.htm>

New York Standards

Annual Performance - <http://www.emsc.nysed.gov/part100/pages/1002c.html>

NY Regents Assessment: <http://www.nysedregents.org/testing/hsregents.html>

NY Curriculum Standards: <http://www.p12.nysed.gov/ciai/cores.html>

Reading Literacy

CSDE English Language Learner Framework

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&q=320848>

Connecticut's Blueprint for Reading Achievement

<http://www.sde.ct.gov/sde/cwp/view.asp?A=2618&Q=320850>

Beyond the Blueprint: Literacy in grades 4-12 Across the Curriculum

<http://www.sde.ct.gov/sde/cwp/view.asp?a=2618&Q=321834>

WCSU Haas Library Link: <http://libguides.wcsu.edu/teachered>

Required Texts: *The First Days of School* Harry K. Wong; Rosemary T. Wong ISBN # 978-0-9764233-1-7 \$32.95 U.S. *

New federal textbook rules require the publishing of all textbooks, their ISBN# and price. The intent of the textbook provision within the 2008 reauthorization of the Higher Education Opportunity Act is “is to ensure that students have access to affordable course materials by decreasing costs to students and enhancing transparency and disclosure with respect to the selection, purchase, sale, and use of course materials.” This is an acknowledgement by the federal government that the high cost of textbooks has been, and continues to be, a barrier for many students when it comes to achieving their educational goals.

The following bookstore web site contains this information by term/department/course and section. <http://wcsu.bncollege.com/webapp/wcs/stores/servlet/TBWizardView?catalogId=10001&storeId=47055&langId=-1>

The textbook provision, one component of the Higher Education Opportunity Act (2008), took effect July 1, 2011. The new federal law aims to help students by requiring that colleges and universities post, “to the maximum extent practicable,” the ISBNs and retail price details of all textbooks on their online course schedule, so that students can have the information they need to shop around in advance. The Higher Education Opportunity Act reauthorized federal funding for higher education and included a set of guidelines aimed to ease the cost burden for students.

Assessments & Grading: ED340 is a pass/fail course.

Course Final Grade Rubric

Pass	<p>TWS project is assessed at the target or acceptable level, with a total score of 56 or more points. Teacher candidate receives mostly 2s and 3s on criteria.</p> <p>TWS Scoring Key Target = 70 – 84 Acceptable = 56 – 69 Unacceptable = 55 and Below (or any 1s)</p>
Not Pass	<p>TWS project is assessed as unacceptable, is incomplete or was not submitted to instructor; total score on TWS is 55 or below. Teacher candidate receives some 1s on some criteria.</p> <p>TWS Scoring Key Target = 70 – 84 Acceptable = 56 – 69 Unacceptable = 55 and Below (or any 1s)</p>

To pass the course, you must satisfactorily complete all of the activities in the Assignment Breakdown table below:

ASSIGNMENT BREAKDOWN TABLE

Assignment	Percentage Total Course Grade
Online Discussion Forum Participations	20%
Class Participation: <ul style="list-style-type: none"> • in class tasks • assigned reading • summary of bi-monthly reflective discussion with Cooperating Teacher 	10%

(submitted on BlackBoard)	
Teacher Work Sample (TWS) Project	70%
	100%

Class Schedule and Topical Outline

Date	Topic/Reading (Complete Prior to Class)	Assignment Due
Class 1 1/17/13	Introductions/Course Expectations as per syllabus CT Common Core of Teaching Principles, TEAM, Teacher Evaluation PD continuum Online Discussion Forum Facilitator & Participant Assessment Criteria (co-construction of rubric)	
Class 2 1/31/13	Teacher Work Sample Assignment In Depth Overview& Scoring Rubric Criteria; examine exemplars Classroom Management Experience Share-Out (observations and experiences)	Student Facilitated Online Discussion Board
Class 3 2/14/13	Critical Thinking and Reading Across Curriculum (guest speaker) CCSS & Literacy By Design Classroom Management Experience Share-Out	Student Facilitated Online Discussion Board
Class 4 2/28/13	Peer Review of TWS Outline & Section I Instructional Implications Exercise Classroom Management Experience Share-Out	TWS Outline Due Student Facilitated Online Discussion Board
Class 5 3/14	Integrating Technology in the Classroom : instruction, assessment and classroom management (Classroom Dojo Demo & Classrooms Applications) Classroom Management Experience Share-Out	Student Facilitated Online Discussion Board
Class 6 4/4	Teacher Work Sample Working Session Exercise on Setting Professional Goals based on Reflections	Rough Draft TWS
Class 7 4/18	One on one work with instructor(s) to revise TWS	Teacher Work Sample document + artifacts submitted to TK20 due on 5/5/13

ALIGNMENT OF OBJECTIVES, ACTIVITIES, AND ASSESSMENTS WITH THE CONCEPTUAL FRAMEWORK, STATE AND NATIONAL STANDARDS

Course Objective	Conceptual Framework	Common Core of Teaching CCCT	CT TEAM Modules	Activity/Assignment	Assessment
1.	E,D,U,A,T,O,R	I, II, III, IV, V, VI	2, 3, 4	Teacher Work Sample Project	TWS Rubric
2.	E,D,U,C,A,T,O,R	I, II, III	1, 2, 3, 4	Online Discussion Forum : student facilitated	Co-Constructed Discussion Facilitation & Participation Rubric

Academic Honesty Policy: Plagiarism

CHEATING & PLAGIARISM: are forms of academic dishonesty, which can result in an academic penalty, including failure in a course or dismissal. Be sure to read the content of the information on the following website:

<http://www.wcsu.edu/facultystaff/handbook/forms/honesty-policy.pdf>

Cheating is the willful giving or receiving of information in an unauthorized manner during any assessment (test, quiz, exam), illicitly obtaining examination questions in advance, representing someone else's work on assignments as your own, copying computer disks or files, or any other dishonest means of attempting to fulfill the requirements of this course.

Plagiarism is the presentation of another person's ideas or product as your own, such as: copying verbatim, paraphrasing, inserting artistic work without attribution; or citing the source and creator. You can incorporate someone else's ideas as long as you cite the original work. Follow APA format for all citations, references, and format.

By enrolling in this course, I affirm and agree that any of my work that is submitted for credit may be checked with Turnitin.com for detection of plagiarism.

Disability Accommodation

Americans With Disabilities Act: The Education and Educational Psychology Department does not discriminate on the basis of disability as regards any program or activity covered by federal or state laws and regulations. It is each candidate's responsibility to inform the Affirmative Action Officer at (203) 837-8277, and the course instructor of any disabling condition that requires modification. If you have a disability and would like to request accommodations, please visit AccessAbility Services, located in Higgins Annex 017. They will give you an accommodation letter which you should bring to me as soon as possible. If you have a letter from Accessibility Services for accommodations, please let me know immediately, so we can put those accommodations in place.

Accessability website <http://www.wcsu.edu/accessability/>

Technology Disclaimer

WARNING! User discretion is advised in all online courses. When you connect to the Internet your hardware/software is vulnerable to security threats, offensive content, explicit images, and profane language. When you go online in this course, you accept total responsibility for what you see, read, hear, and do. If you are concerned about encountering offensive content online, please immediately withdraw from this course. <http://www.cslib.org/eisguide.htm>

Teacher Work Sample (REVISED January 2013)

The Teacher Work Sample incorporates processes required of teachers prior to the actual teaching of a series of connected lessons or a unit. For example, 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 sequential lessons, you will analyze student learning and then reflect upon and evaluate your teaching as related to student learning.

Teacher Work Sample Synopsis

I. Contextual Factors

Task: Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.

In your discussion, include the following:

1. **Community, district, and school factors** (including the culturally-relevant characteristics of the school, classroom, and students)
2. **Classroom factors:** Describe the classroom in which you are teaching the instructional sequence presented in your Teacher Work Sample. You should describe the classroom rules and routines, physical arrangements, grouping patterns, and scheduling that affect learning and teaching. Student characteristics
3. **Instructional implications:** Describe the students in the classroom including the number of students and their ages and gender, cultural and socioeconomic backgrounds, native language(s) and levels of English proficiency, range of abilities, and special needs. Remember, for each factor you describe, you must analyze how that factor impacts the teaching of your instructional sequence and your students' learning.

II. Learning Goals Based on Instructional Implications

Task: Provide and justify the learning goals for the sequential lessons.

In your discussion, include the following:

1. List the learning objectives
2. Show how the objectives are aligned with local, state, or national standards
3. Describe the types and levels of your learning objectives
4. Discuss why the learning objectives are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs

III. Assessment Plan (include outline sketch template)

ASSESSMENT TYPE	ASSESSMENT DESCRIPTION	List the specific criteria for scoring or determining “acceptable” performance	TIMING: When Will You Administer?
SUMMATIVE: PRE Instruction Assessment –Collection of Baseline Data (before new strategy is introduced)			
FORMATIVE #1: an informal task			
FORMATIVE #2: an informal task			
FORMATIVE #3: an informal task (OPTIONAL)			
SUMMATIVE: POST Instruction Assessment – Post Instruction Data to see impact of instruction (at the end of the sequence of lessons, after new strategies are introduced...same as the Summative assessment instrument you gave prior to lessons)			

Task: Identify and describe two assessments that you intend to collect from your students and analyze as evidence of student achievement.

1. **Assessment #1** Used as summative assessment; must be a pre-and post-assessment of student learning relative to one of your content objectives. You should plan to record scores on pre- and post-tests from at least one class (minimum of 15-20 students) to make reasonable inferences about student learning
2. **Assessment #2** Formative, alternative assessment of a higher-order thinking skill objective. Give a brief rationale for why you chose this second assessment. For your second assessment, you should plan to photocopy multiple examples from students at high, average, and low levels of performance for analysis; you will select a few representative examples to include in your Analysis of Student Learning section:

IV. Design for Instruction

Task: Describe how you will design your unit instruction related to lesson/unit goals, students' characteristics and needs, and the specific learning context.

In your discussion, include the following:

1. Results of pre-assessment.
2. Overview of sequential lessons or unit.
3. Activities. In your explanation for each activity, include:
 - a. how the content relates to your instructional goal(s)
 - b. how the activity stems from your pre-assessment information and contextual factors
 - c. what materials/technology you will need to implement the activity
 - d. how you plan to assess student learning during and/or following the activity (i.e., formative assessment)

V. Analysis of Student Learning

Task: Analyze your assessment data, including pre/post assessments and formative assessments to determine students' progress related to the unit learning goals. Use visual representations and narrative to communicate the performance of the whole class, subgroups, and two individual students. Conclusions drawn from this analysis should be provided in the "Reflection and Self-Evaluation" section.

In this section, you will analyze data to explain progress and achievement toward learning goals demonstrated by your whole class, subgroups of students, and individual students. Include the following:

1. **Whole class**
 - a. To analyze the progress of your whole class, create a table that shows pre- and post-assessment data on every student on every learning goal.
 - b. Then, create a graphic summary that shows the extent to which your students made progress (from pre- to post-) toward the learning criterion that you identified for each learning goal (identified in your Assessment Plan section).
 - c. Summarize what the graph tells you about your students' learning in this unit (i.e., the number of students met the criterion).
 - d. Also describe and analyze student performance on one of your skill, attitude/disposition, or higher-order thinking objectives. Include representative examples of student work to support your analysis.
2. **Individuals**
 - a. Select two students that demonstrated different levels of performance.
 - b. Explain why it is important to understand the learning of these particular students.
 - c. Use pre-, formative, and post-assessment data with examples of the students' work to draw conclusions about the extent to which these students attained the two learning goals. (Graphic representations are not necessary for this subsection.)

VI. Instructional Decision-Making (How Assessment Results Guide Teaching Strategy Selection)

Task: Provide two examples of instructional decision-making based on students' learning or responses.

In your discussion, include the following:

1. Think of a time during your sequential lessons or unit when a student's learning or response caused you to modify your original design for instruction. (The resulting modification may affect other students as well.) Cite specific evidence to support your answers to the following:
 - a. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - b. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.
 - c. How did you challenge students who grasped content and skills more quickly or students who came into lesson already knowing the information
2. Now, think of one more time during your unit when another student's learning or response caused you to modify a different portion of your original design for instruction. Cite specific evidence to support your answers to the following:
 - a. Describe the student's learning or response that caused you to rethink your plans. The student's learning or response may come from a planned formative assessment or another source (not the pre-assessment).
 - b. Describe what you did next and explain why you thought this would improve student progress toward the learning goal.

VII. Reflection and Self-Evaluation

Task: Reflect on your performance as a teacher and link your performance to student learning results. Evaluate your performance and identify future actions for improved practice and professional growth.

In your discussion, include the following:

1. Were the goals/objectives for your instructional sequence met? Provide evidence for your response
 - a. Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
 - b. Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. *Discuss what you could do differently or better in the future to improve your students' performance.*
2. What questions or issues does this instructional sequence reveal about your teaching or the students in your classroom?
3. How did you change your planned instructional sequence as the lessons were actually taught?
4. How might you teach this instructional sequence differently if you were to do it again? Why?
5. Reflection on possibilities for professional development in your future career? What do you need to learn more about and gain more practice in so that you are proficient at pre-assessment, planning and differentiating instruction and post assessment analysis suite of teaching skills? What do you need in your future to support these professional growth goals (relate to the SRBI document).
 - a. Describe at least two professional learning goals* that emerged from your insights and experiences with the TWS.
 - b. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

***Note:** Your professional learning goals should be based on your honest self-assessment of your own teaching performance. They represent those classroom practices that *you* have determined the need to improve so that your students continually improve *their* performance. You should assume that you will need to participate in additional professional development, or learn independently, in order to improve those classroom practices that you have identified as "professional learning goals".

SCORING GUIDE/RUBRIC**Teacher Work Sample Portfolio Component Rubric**

Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
Section I. Contextual Factors The teacher candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning. CT Common Core Teaching Skills: 2.1; 2.2; 3.7				
A Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom.	Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning.	Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning.	
B Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g. development, interests, culture, abilities/disabilities)	Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture, abilities/disabilities) that may affect learning.	
C. Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics OR provides inappropriate implications.	Teacher provides general implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school, and classroom characteristics.	
II. Learning Goals The teacher candidate sets significant, challenging, varied, and appropriate learning goals. CT Common Core Teaching Skills: 4.3; 4.4; 5.1; 5.2				
A. 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.	
B. 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.	

Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
C. Appropriateness For Students	Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.	Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs	Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.	
D. Alignment with National, State or Local Standards	Goals are not aligned with national, state or local standards.	Some goals are aligned with national, state or local standards.	Most of the goals are explicitly aligned with national, state or local standards.	
III. Assessment Plan The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction. CT Common Core Teaching Skills: 3.1; 3.4; 5.1; 5.2; 5.3 CT TEAM Module 4 Performance Skills: <ul style="list-style-type: none"> • Uses formative and summative assessments for pre- and post-assessment data to continuously inform, adjust and differentiate instruction for individual student needs and provide students an opportunity to learn from their performance. • Assessments are designed to provide students with alternative ways to demonstrate their learning. • Assessments continually measure knowledge, skills and critical concepts in the content area. • Compiles data on student growth, based on multiple measures which includes specific information and analysis about successes or struggles with course curriculum, literacy, or organizational, behavioral, social/emotional skills, with detailed evidence and examples of performances. 				
A. 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.	
B. 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.	
C. 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 integration of knowledge, skills and reasoning ability.	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.	

Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
D. 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	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.	
E. Adaptations Based on the Individual Needs of Students	Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students.	Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students.	
IV. Design for Instruction The teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts. CT Common Core Teaching Skills: 3.2; 3.3; 3.6; 3.7; 3.8; 3.9; 4.1; 4.2; 4.5 CT TEAM Module 4 Performance Skills: <ul style="list-style-type: none"> Criteria are clearly communicated to students prior to an assignment or assessment, include rubrics or exemplars of student work, and involve students in developing the evaluation criteria or their own goals for achievement/progress. Students evaluate their own work or the work of their peers. 				
A. 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	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.	
B. 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.	
C. 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	

Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
D. Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided.	Teacher uses technology but it does not make a significant contribution to teaching and learning OR teacher provides limited rationale for not using technology.	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning OR provides a strong rationale for not using technology.	
V. Analysis of Student Learning The teacher candidate uses assessment data to profile student learning and communicate information about student progress and achievement. CT Common Core Teaching Skills: 4.7; 5.4; 5.5; 5.6; 6.4; 6.5; 6.6 CT TEAM Module 4 Performance Skills: <ul style="list-style-type: none"> Analyzes data to inform design of specific intervention strategies, enrichment, departmental/grade level curriculum changes, or school-wide behavioral strategies to support growth of individual students and groups of students. Pro-actively communicates student assessment data with team and/or colleagues and collaborates to improve grade level or departmental instructional or assessment strategies to meet school-wide as well as individual students' needs. Feedback, in writing or orally, describes strengths and weaknesses in the student performance and includes suggestions for improvements. Regularly communicates expectations and performance results and immediately addresses needs with student, families and/or other colleagues, providing detailed, in- depth information. Proactively enlists the support of other educators and/or families in addressing academic or behavioral needs for support or enrichment and develop performance expectations. 				
A. Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the data.	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of representation.	
B. 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 individuals.	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.	
C. Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or unsupported by data.	Interpretation is technically accurate, but conclusions are missing or not fully supported by data.	Interpretation is meaningful, and appropriate conclusions are drawn from the data.	

Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
D. 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.	
VI. Instructional Decision-Making The teacher candidate uses on-going analysis of student learning to make instructional decisions. CT Common Core Teaching Skills: 3.7; 4.6; 5.8 CT TEAM Module 4 Performance Skills: <ul style="list-style-type: none"> • Uses multiple sources of data and seeks support from specialists to monitor students progress and to design or refine interventions, including differentiated instruction. • If applicable, regularly assists team and contributes assessment data, academic and/or behavioral, in the development of individualized educational programs. 				
A. Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically sound.	Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound.	Most instructional decisions are pedagogically sound (i.e., they are	
B. Modifications Based on Analysis of Student Learning	Teacher treats class as “one plan fits all” with no modifications.	Some modifications of the instructional plan are made to address individual student needs,	Appropriate modifications of the instructional plan are made to address	
C. 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.	
VII. Reflection and Self-Evaluation The teacher candidate analyzes the relationship between his or her instruction and student learning in order to improve teaching practice. CT Common Core Teaching Skills: 5.1; 5.7; 6.1; 6.2				
A. Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.	Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.	

Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
B. 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.	
C. Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.	Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.	
D. Implications for Future Teaching	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.	
E. Implications for Professional Development	Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.	Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.	Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.	
Scoring Key Target = 70 – 84 Acceptable = 56 – 69 Unacceptable = 55 and Below (or any 1s)			Total Score	

Teacher Work Sample Portfolio GUIDING RUBRIC

TEAM Module	CT Common Core 2010	Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
Module 1 Classroom Environment, Student Engagement and Commitment to Learning;	2.1; 2.2; 3.7	Section I. Contextual Factors				
		The teacher candidate uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.				
		A Knowledge of Community, School and Classroom Factors	Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of	Teacher displays some knowledge of the characteristics of the community, school, and	Teacher displays a comprehensive understanding of the characteristics of the community, school,	
		B Knowledge of Characteristics of Students	Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences	Teacher displays general knowledge of student differences (e.g., development, interests, culture)	Teacher displays general & specific understanding of student differences (e.g., development, interests, culture)	
Module 2 Planning for Active Learning	4.3; 4.4; 5.1; 5.2	C. Implications for Instructional Planning and Assessment	Teacher does not provide implications for instruction and assessment based on student individual	Teacher provides general implications for instruction and assessment based on student individual	Teacher provides specific implications for instruction and assessment based on student individual differences and community, school.	
		II. Learning Goals				
		The teacher candidate sets significant, challenging, varied, and appropriate learning goals.				
		A. Significance, Challenge and Variety	Goals reflect only one type or level of learning.	Goals reflect several types or levels of	Goals reflect several types or levels of learning and are	
		B. Clarity	Goals are not stated clearly and are activities rather than	Some of the goals are clearly stated as learning outcomes.	Most of the goals are clearly stated as learning outcomes.	
		C. Appropriateness For Students	Goals are not appropriate for the development; pre-requisite	Some goals are appropriate for the development; pre-requisite	Most goals are appropriate for the development; pre-requisite knowledge.	
		D. Alignment with National, State or Local	Goals are not aligned with national, state or	Some goals are aligned with national, state or	Most of the goals are explicitly aligned with national, state	
Module 4 Assessment for Learning	3.1; 3.4; 5.1; 5.2; 5.3	III. Assessment Plan				
		The teacher candidate uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.				

TEAM Module	CT Common Core 2010	Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
#3 Selecting appropriate assessment strategies to monitor ongoing student progress.		A. Alignment with Learning Goals and Instruction	Content and methods of assessment lack congruence with learning goals or lack sensitivity	Some of the learning goals are assessed through the assessment plan, but many are not congruent with the assessment plan	Each of the learning goals is assessed through the assessment plan; assessments are congruent with the assessment plan	
		B. Clarity of Criteria and Standards for Performance	The assessments contain no clear criteria for measuring student performance	Assessment criteria have been developed, but they are not clear or are not linked to the learning goals	Assessment criteria are clear and are explicitly linked to the learning goals	
		C. 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)	The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research)	
		D. Technical Soundness	Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written	Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written	Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written	
		E. Adaptations Based on the Individual Needs of	Teacher does not adapt assessments to meet the individual needs of	Teacher makes adaptations to assessments that are appropriate to	Teacher makes adaptations to assessments that are appropriate to meet	
Module 3 Instruction for Active Learning	3.2; 3.3; 3.6; 3.7; 3.8; 3.9; 4.1; 4.2; 4.5	IV. Design for Instruction The teacher candidate designs instruction for specific learning goals, student characteristics and needs, and learning contexts.				
		A. Accurate Representation of Content	Teacher's use of content appears to contain numerous inaccuracies. Content seems to be viewed more as	Teacher's use of content appears to be mostly accurate. Shows some awareness of the big ideas or	Teacher's use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure	

TEAM Module	CT Common Core 2010	Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
		B. 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	All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.	
		C. Use of a Variety of Instruction, Activities, Assignments	Little variety of instruction, activities, assignments, and resources. Heavy	Some variety in instruction, activities, assignments, or resources but with	Significant variety across instruction, activities, assignments, and/or resources. This	
		D. Use of Technology	Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate)	Teacher uses technology but it does not make a significant contribution to teaching and	Teacher integrates appropriate technology that makes a significant contribution to teaching and learning	
Module 3 Instruction for Active Learning;	3.7; 4.6; 5.8	VI. Instructional Decision-Making The teacher candidate uses on-going analysis of student learning to make instructional				
		A. Sound Professional Practice	Many instructional decisions are inappropriate and not pedagogically	Instructional decisions are mostly appropriate, but some decisions are	Most instructional decisions are pedagogically sound (i.e. they are	
		B. Modifications Based on Analysis of Student Learning	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	
		C. Congruence Between Modifications and Learning	Modifications in instruction lack congruence with learning goals.	Modifications in instruction are somewhat congruent with	Modifications in instruction are congruent with learning goals.	
Module 4 Assessment for Learning	4.7; 5.4; 5.5; 5.6; 6.4; 6.5; 6.6	V. Analysis of Student Learning The teacher candidate uses assessment data to profile student learning and communicate				
		A. Clarity and Accuracy of Presentation	Presentation is not clear and accurate; it does not accurately reflect the	Presentation is understandable and contains few errors.	Presentation is easy to understand and contains no errors of	

TEAM Module	CT Common Core 2010	Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
		B. 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	Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole	
		C. Interpretation of Data	Interpretation is inaccurate, and conclusions are missing or	Interpretation is technically accurate, but conclusions are missing or not fully	Interpretation is meaningful, and appropriate conclusions are	
		D. Evidence of Impact on Student Learning	Analysis of student learning fails to include evidence of impact on student learning in terms of	Analysis of student learning includes incomplete evidence of the impact on student learning in terms of	Analysis of student learning includes evidence of the impact on student learning in terms of	
Module 5 Professional Responsibilities and Teacher Leadership	5.1; 5.7; 6.1; 6.2	VII. Reflection and Self-Evaluation				
		The teacher candidate analyzes the relationship between his or her instruction and				
		A. Interpretation of Student Learning	No evidence or reasons provided to support conclusions drawn in "Analysis of Student	Provides evidence but no (or simplistic, superficial) reasons or hypotheses to	Uses evidence to support conclusions drawn in "Analysis of Student Learning" section. Explores	
		B. 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	Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on	
		C. Alignment Among Goals, Instruction and Assessment	Does not connect learning goals, instruction, and assessment results in the discussion of student learning and	Connects learning goals, instruction, and assessment results in the discussion of student learning	Logically connects learning goals, instruction, and assessment results in the discussion of student learning and	
		D. Implications for Future Teaching	Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and	Provides ideas for redesigning learning goals, instruction, and	Provides ideas for redesigning learning goals, instruction, and assessment and	

TEAM Module	CT Common Core 2010	Rating / Indicator	1 - Unacceptable Indicator Not Met	2 - Acceptable Indicator Partially Met	3 - Target Indicator Fully Met	Score
		E. Implications for Professional Development	Provides no professional learning goals or goals that are not related to the	Presents professional learning goals that are not strongly related to the	Presents a small number of professional learning goals that clearly emerge from the	
					Total Score	

Scoring Key**1 – Unacceptable Indicator Not Met****Target = 70 – 84****2 – Acceptable Indicator Partially Met****Acceptable = 56 – 69****3 – Target Indicator Fully Met
any 1s)****Unacceptable = 55 and Below (or**