UNCP TEACHER CANDIDATE WORK SAMPLE MANUAL

The University of North Carolina at Pembroke

Revised 8-10

UNCP TEACHER CANDIDATE WORK SAMPLE MANUAL FALL 2010 – SPRING 2011

TEACHER
EDUCATION PROGRAM

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TEACHER EDUCATION PROGRAM MISSION STATEMENT

Believing that the quality of education directly influences the quality of life both for those served and for those serving, the UNC Pembroke Teacher Education Program has as its mission to develop and nurture competent and caring communities of public school professionals who dedicate themselves to the education and welfare of all students, and whose understanding of the dynamic interrelationship among theory, practice and reflection compels them to actively influence positive change with sensitivity and integrity. The UNCP Teacher Education Program shares the University's commitment to academic excellence, cultural diversity, and lifelong learning within a balanced program of teaching, research, and service.

RELATIONSHIP TO THE UNCP TEACHER EDUCATION PROGRAM CONCEPTUAL FRAMEWORK

The UNCP Teacher Education Program is designed to prepare committed, collaborative, and competent professionals who have the knowledge, skills, and dispositions required to meet the needs of diverse PK-12 learners. The process of developing the foundations for successful teaching requires that candidates be able to make critical connections between theory and practice and to promote positive learning outcomes for ALL students. The senior internship component of the teacher education program provides candidates with the opportunity to learn the work of a teacher by working cooperatively with experienced practitioners in public school settings and in partnership with parents and other caregivers. The Teacher Candidate Work Sample (TCWS) is the means by which teacher candidates demonstrate that they are able to make informed, principled decisions about student learning that result in positive learning gains for diverse P-12 learners.

THE TEACHER EDUCATION PROGRAM STANDARDS

Beliefs about what a teacher should know and be able to do frame the curriculum for the teacher education program and the basis for judgments about the teacher candidate's ability to perform the work of a teacher. The areas selected for summative evaluation are aligned with the structure and content of the teacher candidate's program of study. All curricular components—courses, field experience, the internship, the integrated curricular threads, and affiliation with the professional community—are addressed in a set of six performance standards. The standards define the specific levels of proficiency used to mark the end of the first phase of professional development for prospective teachers. Modeled after the INTASC standards, each standard is presented with a summary of corresponding knowledge, dispositions, and abilities.

Standard 1
The teacher candidate commands essential knowledge and understandings of the academic discipline(s) from which school subject matter is derived and integrates that knowledge into personally meaningful frameworks.

Standard II
The teacher candidate has acquired a professional knowledge base about public schooling in a democratic society, learners, language, learning, and learning environments and integrates that knowledge into personally meaningful frameworks.

Standard III
The teacher candidate commands essential knowledge and understandings about curriculum, instruction, and evaluation in the subject matter area(s) and integrates that knowledge into personally meaningful frameworks.

Standard IV
The teacher candidate commands essential knowledge and understandings of instructional technology and integrates that knowledge into personally meaningful frameworks.

Standard V
The teacher candidate has a clearly defined sense of professional identity (roles, responsibilities, ethics, and dispositions), professional purpose, and affiliation with the professional community.

Standard VI
The teacher candidate uses content, pedagogical, and professional knowledge, skills, and dispositions to design, implement, and evaluate meaningful learning experiences for all students in a clinical setting.

INTRODUCTION

Congratulations!!!

You are progressing through your teacher education program at UNCP, and you are approaching your internship semester, the culminating experience in your preparation program. As a student teacher, you will have the opportunity to demonstrate your teaching ability with real students over a period of several months.

During your internship semester, under the direction of your clinical teacher and with guidance from your program coordinator, you will design and develop instructional units, daily lesson plans, and teaching materials. In order to determine how well you facilitated learning for <u>all</u> students, you will assess student learning before, during, and after instruction. You will reflect on your teaching experiences to promote your ongoing professional growth and development.

The internship activities listed in the above paragraph probably did not surprise you. Obviously, those activities are ones in which teachers routinely engage as they go about their day-to-day work with students. You will be involved in those very same activities as you develop your Teacher Candidate Work Sample (TCWS) during your internship semester. The Teacher Candidate Work Sample is just what the title implies—a sample of your work as a teacher.

What is the Teacher Candidate Work Sample?

The Teacher Candidate Work Sample (TCWS) is the capstone product for the teacher education program. As an intern, you will plan, implement, and evaluate a unit of study designed to meet the needs of a specific group of learners in a PK-12 public school setting. Simply stated, a "teacher candidate work sample" is an implemented unit of study. The purpose of the TCWS is an important one—to determine whether or not you can have a positive impact on *all* students' learning.

All Teacher Candidate Work Samples should contain common components: (1) cover page, (2) table of contents, (3) professional profile, (4) mission statement, (5) conceptual framework for teaching and learning, (6) description of the context for student learning, (7) purpose of the unit, (8) rationale statement for the unit, (9) graphic organizer, (10) goals of the unit, (11) learning objectives/outcomes, (12) unit overview, (13) assessment plan, (14) lesson plans, (15) data analysis, (16) reflective essay, and (17) appendices. More information about these components is provided within this manual.

The TCWS is based on the clinical teacher's curriculum and your normal teaching assignment as an intern. The instructional purpose of the unit, the content of the unit, the kind of unit, the duration of the unit, the plan for pre- and post-assessment, the lesson plan format, and the implementation schedule will be determined collaboratively by you, the clinical teacher, and the program coordinator.

The evaluation processes for the TCWS is described in this manual under the heading, Evaluation. In addition, copies of the rubrics used for evaluation are included.

What support is available as I go through the process of developing my TCWS?

This manual contains information and resources that should be helpful as you begin the TCWS process. Your program coordinator will collaborate closely with you and your clinical teacher as you plan and develop your TCWS. ***Do not hesitate to seek assistance!***

An Important Reminder:

Always remember to enjoy the process as you undergo an exciting and challenging transformation from being a "teacher candidate" to becoming a "real teacher."

OVERVIEW OF THE TCWS ASSIGNMENT

Assignment: Plan a unit of instruction for a specific group of students and implement it. Assess the learners. Reflect on the experience.

Purpose: Answer the question, "Can I facilitate learning for all students?"

Definition of Unit: A coherent, sequenced series of lessons related to central topic, theme, issue, or problem.

Types of Units:

(1) *conventional unit*—each lesson builds on previous lessons, all aimed at mastery of knowledge and skills on which the unit is centered;

(2) *integrated unit*—a themed unit which combines learning from one or more disciplines;

(3) *self-instructional unit*—also known as a modular unit, this unit is designed for independent, self-paced, self-monitored instruction;

(4) *contract unit*—an individualized unit of instruction for which a student agrees to carry out certain activities; this unit usually has built-in letter grade agreement.

Length of the Unit: Units vary in time from a few days to several weeks. Unit duration depends on the nature of the topic, the complexity of the goals to be achieved, the prior knowledge and skills of the students, and the unit's relative value in the context of the whole curriculum.

Unit Components: Cover Page, Table of Contents, Professional Profile, Mission Statement, Conceptual Framework for Teaching and Learning (i.e., Philosophy of Education), Context for Student Learning, Purpose, Rationale, Graphic Organizer, Goals, Objectives/Outcomes, Overview, Assessment Plan, Lesson Plans, Data Analysis, Reflective Essay, and Appendices (see the following pages for more detailed information about the unit components.)

Lesson Plan Format The lesson plan format will be jointly decided upon by the intern, the clinical teacher, and the program coordinator. Usually, the learning objectives (or learning outcomes) for each lesson influence the format that is chosen for that particular lesson plan. A blueprint for writing a lesson plan is included in the "Resources" section of this manual. In addition, you will find examples of lesson plan formats in the *UNCP School of Education Student Intern Handbook*.

OUTLINE OF TCWS COMPONENTS

1. Cover Page*

2. Table of Contents

3. Professional Profile/Resume

3.1. brief profile of yourself as an educator, approximately one page in length and, ideally, including a photo or resume (note: program areas may require one or the other)

4. Mission Statement*

4.1. concise, clear, and coherent statement of what you seek to accomplish as an educator and a list of six to eight statements of your core beliefs, which should reflect your particular program of study (e.g., elementary education, physical education, English education).

5. Conceptual Framework for Teaching and Learning (Philosophy of Education)*

5.1. the articulation of a defensible conceptual framework for teaching and learning that builds on the knowledge base you have acquired about the educational process and the learning experiences you have had during your preparation program. This statement should represent your deeply held personal beliefs about education, which serve to inform all decisions and guide all aspects of your practice.

6. Description of the Context for Student Learning*

6.1. narrative description and demographic profile of the community, school system, school, and classroom

7. Purpose of the Unit (*What* the students will learn)

7.1. a concise, one or two sentence statement describing what students will learn by the end of the unit

8. Unit Rationale (*Why* the learning is important)

8.1. explain why the topic, theme, problem, issue is important to learner growth in the subject matter area

8.2. explain how the unit relates to learner developmental levels, needs, interests, and abilities

8.3. explain how the unit relates to the SCOS

9. Graphic Organizer

9.1. a visual representation of the unit, showing how the concepts/ideas/skills to be taught are inter-related

10. Goals of the Unit

10.1. formulate general goals for the unit

10.2. align the goals with the SCOS

10.3. align the goals with the unit rationale

11. Learning Objectives/Outcomes

11.1. specific knowledge, skills, and dispositions to be learned

11.2. degree of mastery

12. Unit Overview

12.1. organization of content and sequence of lessons

13. Assessment Plan

13.1. includes plan for pre-assessing student learning

13.2. includes plan for post-assessing student learning using multiple measures

13.3. includes plan for formative assessment at the lesson plan level

**These components will be completed during Pre-internship semester.*

OUTLINE OF TCWS COMPONENTS *(continued)*

14. Lesson Plans

14.1. format varies with instructional design

14.2. include description of formative assessment measure(s)

14.3. include modifications for special needs students

14.4. indicate how students will be organized for learning

14.5. specify methods of instruction

14.6. identify student projects and other products of learning

14.7. incorporate multiple instructional strategies and varied technologies

15. Data Analysis

15.1. graphic display of pre-/post-assessment differences and learning gains

15.2. analysis of data for individuals and groups (e.g. disaggregated by ethnicity, gender, special needs)

15.3. calculation and charting of learning gains for individuals and groups

15.4. summary and interpretation of the data analysis

15.5. conclusions about the impact of the unit on student learning

15.6. plan for addressing needs of learners who did not do well

16. Reflective Essay

16.1. identifying discrepancies between what was intended and what occurred

16.2. acknowledging what worked and what didn't; providing evidence to support conclusions

16.3. determining what was learned from the experience

16.4. seeing how to apply what was learned to future teaching experiences

16.5. identifying knowledge, skills, or dispositions for focus of professional development

17. Appendices

17.1. sample student work (labeled and annotated)—required

17.2. assessment instruments—required

17.3. instructional materials—required

17.4. completed “NC Technology Competencies Evaluation Form”—required

17.5. artifacts for advanced technology competencies—required for competencies not documented in lesson plans

17.6. bibliography/references—optional

17.7. candidate written reflections during professional semester—required

17.8. photos—optional

17.9. attestations (e.g., from students, parents, administrators) —optional

SUGGESTED PROCEDURES FOR DEVELOPING THE TCWS

Phase I. Conceptualization

Preliminary Preparation and Planning

Revisit your *professional profile*, *mission statement*, and *conceptual framework for teaching and learning* and revise and edit them, as needed, or create those documents, if necessary.

Select a focus for the unit with your clinical teacher and program coordinator.

Explore possible resources for the unit.

Review the evaluation rubrics for the TCWS.

Think about ways to integrate technology into your TCWS.

Describe the *context* for student learning.

Write a statement or two describing the overall *purpose* of the unit.

Develop a one-paragraph *rationale* for the unit.

Conceptually organize the unit content in a *graphic organizer* (create a draft graphic organizer at first and then revise, as needed, as you continue to plan and organize your unit).

Formulate general *goals* for the unit that are aligned with your rationale and with the SCOS.

Formulate specific *learning objectives* (or learning outcomes) related to each goal.

Plan how the unit content will be organized and sequenced (revise your graphic organizer, if necessary).

Place your professional profile, your mission statement, your conceptual framework for teaching and learning, the context description, the rationale, the goals, the graphic organizer, the learning objectives, and the graphic organizer in a 3-ring binder.

Phase II. Planning

Designing of Assessment Plan

Select or create assessment instruments to determine what students already know about the goals and objectives you plan to address in the unit (pre-instructional assessment).

Select or create assessment instruments to determine what was actually learned during the unit of study and who learned it (post-instructional assessment).

Consider how to monitor student learning on a day-to-day basis (formative, or during instruction assessment) before developing specific lesson plans in order to adjust plans accordingly.

Lesson Planning

Develop preliminary (draft version) daily lesson plans based on the decisions made earlier about how the content will be organized and sequenced.

Design meaningful learning experiences for diverse learners, including modifications, as appropriate, for special needs students.

Determine how you will organize students for learning in various ways for various instructional purposes.

Consider ways to enhance student learning by using a variety of instructional strategies and various technologies.

Incorporate into your lesson plans a variety of authentic formative assessment strategies to enable you to monitor student learning on an ongoing basis.

Include a variety of authentic summative assessment strategies to determine learning gains.

Place the assessment plan and the lesson plans in the 3-ring binder.

SUGGESTED PROCEDURES FOR DEVELOPING THE TCWS *(continued)*

Phase III. Implementation

Assessment and Teaching

Administer the pre-assessment instrument(s).

Analyze the data to determine if modifications need to be made to your unit plan in part or whole, or if modifications need to be made for specific learners or groups of learners.

If necessary, modify your preliminary lesson plans in light of your pre-assessment data.

Implement the daily lessons you designed. Don't be afraid to alter plans as appropriate as you proceed through the unit.

Administer the post-assessment instruments.

Place the pre- and post-assessment instruments and student results in pocket folders, label, and place them in the appendix of your TCWS binder. Save representative copies of student work and instructional materials to include in the appendix of your TCWS binder. You also might want to take photos to document various aspects of your unit of study.

Phase IV. Reflection

Reflection on Student Learning: Data Analysis, Summary, and Interpretation

Compare the pre-assessment data and the post-assessment data for each student.

Compare the pre- and post-assessment data in order to calculate learning gains, both for individuals and for groups (e.g., disaggregated by ethnicity, gender, special needs, eligibility for free and reduced lunch)

Chart and graph the results of pre- and post-tests and learning gains, both for individuals and for groups of students. [Note: *Excel*, or similar database software, will do the calculations for you.]

Write a paragraph or two in which you summarize and interpret your findings. State your conclusions about the impact of the unit on student learning. Include a plan for addressing the needs of learners who did not do well.

Place your charts, graphs, and narrative summary in the TCWS binder.

Reflection on Your Learning: Critical Thinking about Teaching and Learning

Compare the goals and objectives formulated for the unit with the actual outcomes of the unit. Were there any discrepancies?

What worked well and how do you know?

What didn't work well and how do you know?

What did you learn from this experience?

How can you apply this learning to the next lesson or unit?

What do you need to know or understand or learn how to do next in order to continue to grow professionally?

Place your edited and proofread reflective essay in the TCWS binder.

SUGGESTED PROCEDURES FOR DEVELOPING THE TCWS *(continued)*

Phase V Evaluation

Preparation of Unit (Work Sample) for Review

Review evaluation rubrics for the TCWS; align your product as needed.

Proofread all materials.

Create a cover page (name, date, program area, grade level, school, clinical teacher, and program coordinator)

Organize, divide, and label sections clearly.

Paginate.

Create table of contents. Format correctly and accurately.

Create appendices. Format correctly and accurately.

Complete checklist (located on the next page of this manual) and sign.

Submit your TCWS to your program coordinator for review.

TCWS CONTENTS CHECKLIST AND VERIFICATION FORM

Check

_____ Cover Page*

_____ Table of Contents

_____ Professional Profile/Resume*

_____ Mission Statement*

_____ Conceptual Framework for Teaching and Learning (Philosophy of Education)*

_____ Description of Context for Student Learning*

_____ Unit Purpose

_____ Unit Rationale

_____ Graphic Organizer

_____ Unit Goals

_____ Learning Objectives/Outcomes

_____ Unit Overview

_____ Assessment Plan

_____ Lesson Plans

_____ Data Analysis

_____ Reflective Essay

_____ Appendices:

Sample Student Work (labeled and annotated)—*required*
Assessment Instruments—*required*
Instructional Materials—*required*
Technology Competencies Evaluation Form –*required*
Completed "NETS-T"—*required*
Artifacts for NETS-T Competencies—*required* for competencies not documented in lesson plans
Bibliography/References—*optional*
Candidate written reflections during professional semester—required
Photos—*optional*
Attestations (e.g., from Students, Parents, Administrators) —*optional*

Verification of Completed Product:

_____ **Date** _____

(Candidate)

Forward your work sample to your Program Coordinator for review.

**These components will be completed during pre-internship semester.*

EVALUATION

Evaluation of the Teacher Candidate Work Sample

Because the Teacher Candidate Work Sample (TCWS) is the capstone product for the UNCP Teacher Education Program, successful completion of the assignment is a requirement for all teacher education majors. Because the primary purpose of the Teacher Candidate Work Sample is for the intern to demonstrate that he or she can affect positive learning gains for all diverse learners, the TCWS is completed during the internship semester.

Pre-Internship

While the TCWS is the capstone product for the UNCP Teacher Education Program, the process of creating the TCWS should begin prior to the start of your internship placement. Rough drafts of the following components are to be submitted to your program coordinator prior to the start of the internship: 1) Cover Page, 2) Professional Profile/Resume, 3) Mission Statement, 4) Conceptual Framework for Teaching and Learning, and 5) Description of Context of Student Learning (at the community and school level). The deadline for submitting the rough drafts will be provided by your program coordinator. At the time of the review, the program coordinator will determine whether you are making satisfactory progress or not on these components. The program coordinator will complete the Assessment of Teacher Candidate Work Sample form, which is included on the following pages of this manual. Based on your progress, the program coordinator will make a recommendation as to whether you should begin your internship. If the program coordinator determines that you have not made satisfactory progress, you will not be allowed to begin your internship until you have resubmitted the components and received a satisfactory rating from the coordinator. Any delay in beginning your internship placement will result in an extension of the internship.

Final Evaluation

The TCWS is evaluated using two rubrics—analytic and holistic. Each of the two types of rubrics is included on the following pages of this manual. The intern must receive a mean score of 2.0 or better on each subsection of the analytic rubric to earn a passing score; an overall mean calculated from the subsection means must also be 2.0 or better to pass. An overall mean score of 2.0 or better must be received on the holistic rubric. Receiving a rating of 0, or *unsatisfactory*, on any single criterion of either rubric, requires revision and re-evaluation. The intern will have an opportunity to make revisions in the product and resubmit it within the prescribed timeframe for a second evaluation (see below). Failure to correct any deficiency will result in the assignment of a grade of "incomplete" or "fail" for the internship semester as determined by internship grading policy. For a complete description of the assessment process for UNCP interns, see the *UNCP School of Education Student Intern Handbook*.

Important: Prior to submitting the TCWS to the formal evaluation team, the intern must complete both of the evaluation rubrics (analytic and holistic) as a self-assessment. The self-assessment rubrics must be submitted along with the TCWS on the applicable due dates.

Evaluation of the Required NETS-T Competencies

The NETS-T technology competencies are evaluated using the NC Technology Competencies Evaluation Form.

Evidence of meeting the National Education Technology Standards for Teachers (NETS-T) competencies is a requirement for licensure as a teacher in North Carolina. This also is a requirement for completion of the UNCP Teacher Education Program.

The *NC Technology Competencies Evaluation Form* is structured by six standards and their respective performance indicators. The candidate must receive a score of 2.0 or higher on **each performance indicator for all six standards** to earn a passing score. Receiving a rating of 0 (*missing*) or 1 (*revision required)* on any single performance indicator requires revision and re-evaluation. The candidate will have an opportunity to make revisions in the product and resubmit it within the prescribed timeframe for a second evaluation. Failure to correct any deficiency will result in the assignment of a grade of "incomplete" or "fail" for the internship semester as determined by internship grading policy.

Timetable for Submission

The due dates for the TCWS will be provided by your program coordinator.

Composition of Evaluation Team

The intern's Teacher Candidate Work Sample is evaluated by teacher education faculty members from the intern's certification area and, whenever possible, an individual from the public schools.

ASSESSMENT OF TEACHER CANDIDATE WORK SAMPLE
(TCWS) COMPONENTS TO BE COMPLETED PRIOR TO INTERNSHIP

Directions: Make an appointment with your program coordinator. Print a hard copy of the following components of the TCWS: 1) cover page, 2) professional profile, 3) mission statement, 4) conceptual framework, 5) description of context for student learning (community, school system, and school). Take the copies to your program coordinator for review and verification. Your program coordinator will submit the completed form to the Office of University-School Programs. If a rating of "unsatisfactory" is received on any element of the rubric, the deficiency must be corrected before you will be allowed to begin your internship.

Teacher Candidate's Name: _____ SS#:_____

Licensure Area/Major:_____

Date:_____

TCWS Components to be completed prior to Internship	
The teacher candidate has prepared a cover page for the TCWS.	satisfactory unsatisfactory
The teacher candidate has prepared a professional profile for the TCWS.	satisfactory unsatisfactory
The teacher candidate has prepared a mission statement for the TCWS.	satisfactory unsatisfactory
The teacher candidate has prepared a conceptual framework for the TCWS.	satisfactory

	unsatisfactory
The teacher candidate has prepared a description of the context for student learning (community, school system, and school) for the TCWS.	satisfactory unsatisfactory
Recommendation to begin internship based upon completion of TCWS components only	approved conditional approval denied

Comments:

Program Coordinator's Signature: _____ Date: _____

Program Coordinators: Please forward this form to the Office of University-School Programs when completed.

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—ANALYTIC

TERM: _____

Candidate _____ Major _____

School: _____ District: _____

Rating Categories: *0 = missing* *1 = needs improvement* *2 = good* *3 = excellent*

Criteria	*rating*
Professionalism	
1. The candidate's mission statement reflects a professional commitment to teaching and learning in the public school context.	0 1 2 3

2. The candidate's conceptual framework is informed by various professional knowledgebases and clearly articulated.	0 1 2 3
3. The candidate's professional profile or resume is professional in both content and presentation.	0 1 2 3
subtotal *mean*	_____ (point total _____ (point total / 3)

Criteria	*rating*
Context:	
4. The candidate knows the socio-cultural context in which the school is situated and understands how the context influences learners and learning environments.	0 1 2 3
5. The candidate knows the classroom learning environment—rules, procedures, and other relevant factors influencing teaching and learning.	0 1 2 3
6. The candidate knows the learners as diverse individuals with unique needs and can use this knowledge to predict the need for individual accommodations.	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 3)

Purpose of the Unit:	
7. The candidate has a conceptually sound, clearly articulated sense of purpose to guide the development, implementation, and evaluation of the unit.	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 1)

Rationale:	
8. The candidate knows why the unit is important to learner growth and development in the subject matter area.	0 1 2 3
	0 1 2

9. The candidate knows how the unit of study relates to the SCOS.	0 1 2 3
10. The candidate knows how the unit relates to learner needs, interests, and abilities.	0 1 2 3
11. The candidate conceptually understands the central concepts of the content addressed in the unit (as evidenced in the graphic organizer).	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 4)

Goals of the Unit:	
12. The candidate is able to transform content concepts into discrete, realistic goals for diverse learners.	0 1 2 3
13. The candidate can align the goals with the SCOS.	0 1 2 3
14. The candidate can align the goals with the unit rationale.	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 3)

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—Analytic

(continued)

Candidate _____ School _____

Unit Objectives/Outcomes:	
15. The candidate translates goals into specific knowledge, skills, and dispositions for diverse learners.	0 1 2 3
16. The candidate can predetermine the desired level of proficiency for each objective/outcome and modify as needed for individual learners.	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 2)

Unit Overview:	
17. The candidate can sequence learning logically and defensibly over a sustained period of time.	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 1)

Assessment:	
18. The candidate pre-assesses student knowledge, skills, and dispositions and uses that information to plan effective instruction for diverse learners.	0 1 2 3
19. The candidate uses various authentic formative assessment strategies to monitor student learning on a daily basis.	0 1 2 3
20. The candidate uses various authentic summative assessment strategies to determine learning gains.	0 1 2 3
21. The candidate uses assessment data to make instructional decisions.	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 4)

Lesson Plans:	
22. The candidate designs meaningful learning experiences for diverse learners.	0 1 2 3
23. The candidate modifies instruction to meet the needs of individuals and groups of students.	0 1 2 3
24. The candidate articulates plans clearly and fluently, using technical (professional) language to explain ideas and procedures.	0 1 2 3

25. The candidate organizes students for learning in various ways for various instructional purposes.	0 1 2 3
26. The candidate uses a variety of instructional strategies appropriate for the learning task and specific learners.	0 1 2 3
27. The candidate uses technology to promote learning.	0 1 2 3
28. The candidate plans ways to monitor student learning.	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 7)

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—Analytic

(continued)

Candidate _____ School _____

Data Analysis:	
29. The candidate summarizes assessment data in a graphic display.	0 1 2 3
30. The candidate analyzes and interprets data for individual students and groups of students (e.g. disaggregated by ethnicity, gender, special needs, free/reduced lunch)	0 1 2 3
31. The candidate can calculate learning gains for individuals and groups of students.	0 1 2 3
32. The candidate uses assessment results to plan remediation for individual students.	0 1 2 3
33. The candidate has a positive impact on all learners.	0 1 2 3
subtotal *mean*	_____ (point total) _____ (point total / 5)

Critical Reflection:	

34. The candidate identifies discrepancies between what was intended and what occurred.	0 1 2 3
35. The candidate acknowledges what worked and what didn't.	0 1 2 3
36. The candidate learns from experience.	0 1 2 3
37. The candidate sees how to apply what was learned to future teaching experiences.	0 1 2 3
38. The candidate identifies knowledge, skills, or dispositions for focus of future professional development.	0 1 2 3
subtotal	_____ (point total)
mean	_____ (point total / 5)

SCORE SUMMARY

Section	1-3	4-6	7	8-11	12-14	15-16	17	18-21	22-28	29-33	34-38
means											
										overall mean	_____

Evaluated by: _____ Date: _____

Evaluated by: _____ Date: _____

Date Returned to student for revision: _____

Date Resubmitted to Program Coordinator: _____

Re-evaluated by: _____ Date: _____

Re-evaluated by: _____ Date: _____

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—HOLISTIC

TERM: _____

Candidate _____ Major _____

School: _____ District: _____

Program Standards	unsatisfactory 0	below standard 1	at standard 2	above standard 3	Rating and Action
Standard I **The candidate uses essential knowledge and understandings of the academic discipline(s) from which school subject matter is derived to design, implement, and evaluate meaningful learning experiences for all students.**	the work sample selected as evidence does not address subject matter learning the targeted concepts in the work sample were clearly not understood by the candidate no content concepts were targeted in the work sample	the work sample selected as evidence reveals conceptual confusion about targeted content concepts or superficial treatment of targeted content the work sample is a theme-related collection of activities or a duplication of textbook chapter activities	the work sample selected as evidence targeted key concepts that were clearly understood by the candidate the work sample evidences the ability to transform abstract concepts into ideas accessible to diverse learners	the work sample evidences the candidate's ability to use discipline specific tools of inquiry and knowledge of related resources to enhance, extend, or enrich student learning the work sample evidences conceptual connections to other disciplines	
Standard II **The candidate uses essential professional knowledge and understandings of learners, development, learning, and language to design, implement, and evaluate meaningful learning experiences for all students.**	the work sample selected evidences little or no awareness of diverse learners, their needs, interests, or abilities, or their various stages of development the work sample shows no evidence of understanding learning as a process the work sample shows no opportunity for students to use language to learn	the work sample evidences a uniform approach to the learning of all students regardless of needs, interests, abilities, learning styles, or diverse cultural backgrounds accommodations for special needs students are not mentioned the work sample shows few opportunities for students to talk or write about what is learned	the work sample selected evidences knowledge of students' diverse backgrounds, needs, interests, and abilities; and a conscientious attempt to use that knowledge to strengthen learning instructional decisions are based on learning principles students have ample opportunity to talk and write about what they are learning	the work sample evidences multiple pathways to learning based on knowledge of individual learners and groups of learners accommodations for special needs students were specified instructional design shows evidence of the conscious application of learning principles languaging is at the center of student learning	

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—HOLISTIC

(continued)

Candidate _____ School _____

Program Standards	unsatisfactory 0	below standard 1	at standard 2	above standard 3	Rating and Action
Standard III **The candidate uses essential knowledge and understandings about curriculum, instruction, and evaluation in the subject matter area(s) to design, implement, and evaluate meaningful learning experiences for all students.**	the work sample selected evidences no relationship to long-range curricular goals or the SCOS no structure to lessons no assessment measures or ways of monitoring students' learning	the work sample selected evidences exclusive focus on short-range curricular goals the same lesson design is used over and over one single measure is used to assess student learning	clearly articulated long and short range goals aligned with SCOS various instructional strategies are employed pre and post collection of data for lesson or unit is specified; the data is analyzed, summarized, and interpreted	clearly articulated long and short range goals aligned with SCOS various instructional strategies employed; multiple assessment instruments for both short and long-range goals; action plans for students who do not show sufficient learning gains	
Standard IV **The candidate uses essential knowledge and understandings of instructional technology to design, implement, and evaluate meaningful learning experiences for all students.**	the work sample selected does not require teacher use of technology or student use of technology	the work sample selected utilizes teacher use of traditional technologies	the work sample selected requires both teacher and student use of various technologies to support student learning evidence that technology is used for instructional purposes	the work sample evidences a conscientious attempt to use instructional technology to strengthen student learning while simultaneously helping students advance their own technology knowledge and skills	

Standard V **The candidate has a clearly defined sense of professional identity, professional purpose, professional ethics, and affiliation with the professional community.**	candidate seems to have no sense of direction or professional purpose candidate's conduct or attitude toward learning and learners is unprofessional candidate does not model lifelong learning	candidate is dependent on textbooks and other perceived authorities for purposes candidate's attitude toward learning and learners is passive/neutral candidate lacks professional self-efficacy	candidate has a well-defined sense of professional purpose candidate's approach to learning and learners is positive and ethical candidate models lifelong learning	candidate is purposeful and self-reliant candidate honors the ethical dimensions of teaching and learning candidate is not only a model for lifelong learning, but also inspires a love of learning in students	

TEACHER CANDIDATE WORK SAMPLE EVALUATION RUBRIC—HOLISTIC

(continued)

Candidate _____ School _____

Program Standards	unsatisfactory 0	below standard 1	at standard 2	above standard 3	Rating and Action
Standard VI **The candidate uses content, pedagogical, and professional knowledge, skills, and dispositions to design, implement, and evaluate meaningful learning experiences for all students.**	no evidence of learning gains for individual students or groups of students no evidence of attempt to increase learner self-esteem or attitude toward learning	evidence of learning gains for some students based on a single measure of performance evidence of failure to learn for some students based on a single measure and no evidence of attempt to remediate	evidence of learning gains for all students, including special needs students, as indicated on pre-post measures of performance evidence of student personal engagement in the learning process via original products of learning	evidence of learning gains for all students, including special needs students, as indicated on multiple measures of performance	
			point total / 6 = ____ (2.0 or better = Pass)	**SCORE**	

Evaluated by: _____ Date: _____

Evaluated by: _____ Date: _____

Date Returned to student for revision:_____

Date Resubmitted to Program Coordinator:_____

Re-evaluated by: _____ Date: _____

Re-evaluated by: _____ Date:_____

NC Technology Competencies Evaluation Form

Intern_____ Date of Submission_____

Licensure Program_____ Program Coordinator_____

Directions for the Candidate:

Identify the evidence location (page number) for each indicator. Place this form in the Teacher Candidate Work Sample for the Program Coordinator to evaluate.

1	**TECHNOLOGY OPERATIONS AND CONCEPTS** Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:	**Evidence Location** (page number)	**Evaluation** *0 = missing* *1= revision required* *2 = good* *3 = excellent*
A.	Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).		0 1 2 3
B	Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.		0 1 2 3
		Subtotal Mean	____ (point total) ____ (point total/2)

2	**PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES** Teachers plan and design effective learning environments and experiences supported by technology. Teachers:	**Evidence Location** (page number)	**Evaluation** *0 = missing* *1= revision required* *2 = good* *3 = excellent*
A	Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.		0 1 2 3
B	Apply current research on teaching and learning with technology when planning learning environments and experiences.		0 1 2 3
C	Identify and locate technology resources and evaluate them for accuracy and suitability.		0 1 2 3
D	Plan for the management of technology resources within the context of learning activities		0 1 2 3
E	Plan strategies to manage student learning in a technology-enhanced environment		0 1 2 3
		Subtotal *Mean*	____ (point total) ____ (point total/5)

3.	**TEACHING, LEARNING, AND THE CURRICULUM** Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:	**Evidence Location** (page number)	**Evaluation** *0 = missing* *1= revision required* *2 = good* *3 = excellent*
A	Facilitate technology-enhanced experiences that address content standards and student technology standards.		0 1 2 3
B	Use technology to support learner-centered activities that address the diverse needs of students.		0 1 2 3
C	Apply technology to develop student's higher order thinking skills.		0 1 2 3
D	Manage student learning activities in a technology enhanced environment.		0 1 2 3
		Subtotal Mean	____ (point total) ____ (point total/4)

4	**ASSESSMENT AND EVALUATION** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:	**Evidence Location** (page number)	**Evaluation** *0 = missing* *1= revision required* *2 = good* *3 = excellent*
A	Apply technology in assessing student learning of subject matter using a variety of assessment techniques.		0 1 2 3
B	Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.		0 1 2 3
C	Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.		0 1 2 3
		Subtotal Mean	____ (point total) ____ (point total/3)

5	**PRODUCTIVITY AND PROFESSIONAL PRACTICE** Teachers use technology to enhance their productivity and professional practice. Teachers:	**Evidence Location** (page number)	**Evaluation** *0 = missing* *1= revision required* *2 = good* *3 = excellent*
A	Use technology resources to engage in ongoing professional development and lifelong learning.		0 1 2 3
B	Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.		0 1 2 3
C	Apply technology to increase productivity.		0 1 2 3
D	Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.		0 1 2 3
		Subtotal *Mean*	____ (point total) ____ (point total/4)

6	***SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES*** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 and apply that practice and understanding. Teachers:	**Evidence Location** (page number)	**Evaluation** *0 = missing* *1= revision required* *2 = good* *3 = excellent*

A	Model and teach legal and ethical practice related to technology use.		0 1 2 3
B	Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.		0 1 2 3
C	Identify and use technology resources that affirm diversity.		0 1 2 3
D	Promote safe and healthy use of technology resources.		0 1 2 3
E	Facilitate equitable access to technology resources for all students.		0 1 2 3
		Subtotal *Mean*	____ (point total) ____ (point total/5)

SCORE SUMMARY

Section	**1**	**2**	**3**	**4**	**5**	**6**
means						
					Overa	**_____**

Evaluated by: _____
Date:_____

Evaluated by: _____
Date:_____

Date Returned to student for revision:
_____

Date Resubmitted to Program Coordinator:
_____

REVISED SCORE SUMMARY

Section	**1**	**2**	**3**	**4**	**5**	**6**
means						
					Overa	**_____**

Re-evaluated by: _____

Date:_____

Re-evaluated by: _____
Date:_____

CANDIDATE ARTIFACTS AND REFLECTIONS ON EVIDENCE (CARE)
PROGRAM EXIT ASSESSMENT
Semester _____

Product: CARE Matrix, Appendix A, TCWS
Evaluator: Program Coordinator or Designee
Policy: The teacher candidate must receive a rating of 2 or better on every standard. Any standard receiving a rating of 0 or 1 must be revised and resubmitted.

SS#:_____

Teacher Candidate's Name: _____

Licensure Area/Major: _____ Date: _____

0 Rating : One or more artifacts and /or reflections is missing for one or more of the standard's performance indicators.
1 Rating: One or more artifacts and /or reflections is irrelevant or insufficient for one or more of the standard's performance indicators.
2 Rating: Artifacts and reflections are provided for all performance indicators. The teacher candidate's reflections evidence conceptual understanding of the standard.
3 Rating: The teacher candidate's reflections evidence awareness of the relationship between program expectations and his or her own professional development.

Ratings: 0 = missing; 1 = insufficient/revision required; 2 = sufficient expectations met; 3 = excellect exceeds expectations

Criteria & Ratings	0 missing	1 insufficient / revision required	2 sufficient / expectations met	3 excellent / exceeds expectations
Standard I Content Knowledge				
Standard II Professional Knowledge				
Standard III Pedagogical Knowledge				
Standard IV Technology Knowledge				
Standard V Professional Dispositions				
Standard VI Student Learning				

Summary:
The candidate received 1 or more ratings of 0

The candidate received one or more ratings of 1.
The candidate received a rating of at least 2 for every standard.
The candidate received several ratings of 3.

Recommendation:

The candidate has NOT satisfied CARE program requirement.

The candidate has satisfied CARE program requirement.

PROGRAM COORDINATOR OR DESIGNEE: _____ DATE: _____

Evaluated by: _____
DATE:_____

Date Returned to student for revision:
_____

Date Resubmitted to Program Coordinator:_____

RE-EVALUATED BY:_____ **DATE**: _____

RESOURCES

APPENDIX A: GLOSSARY OF TERMS

The glossary defines terms and concepts presented in this manual as components of the TCWS.

Analytic rubric: A scoring or grading system that specifies the criteria that identify and assess individual components of a finished product/performance. Rather than receiving a single score for a product/ performance, individual components of the product/performance are scored separately.

Assessment: The process and procedures used to gather data utilizing a variety of factors about student performance. In the classroom, some of the assessment tools used to collect information include projects, portfolios, homework, presentations, and tests.

Data analysis: Analysis is the examination of quantitative and qualitative data for the purpose of drawing conclusions. Teachers analyze data for individuals and groups of students to determine learning gains.

Demographic profile: A demographic study examines populations based on a set of indicators such as education, income, gender, race, living conditions, and occupation. For the classroom teacher, demographic data will help them create a positive and supportive classroom environment by delivering the curriculum that is culturally inclusive and relevant for all students.

Graphic organizer: Graphic organizers are structures or diagrams that visually represent information. They can be used in all phases of learning (e.g., brainstorming to generate ideas, analyzing and organizing information, presenting findings). Teachers frequently use graphic

organizers to show relationship patterns and to express ideas and concepts to convey meaning.

Holistic rubric: The desired features of the product are described, and levels of performance are differentiated by *traits* that characterize the performance range. A student's product and/or performance are assessed with a single score for the work as a whole.

Lesson plan: A detailed instructional plan that defines the objectives, the resources and materials to be used for instruction, the plans for grouping the children, the sequence for delivery of content, and the assessment strategies.

Objective: Clearly defines what students are supposed to learn – what they should know and be able to do as a result of instruction.

Outcomes: Specifies what is expected as a consequence of being in school and taking part in the planned curriculum. Learning outcomes generally describe actions, processes, and products that the student will accomplish in a given period.

Appendix A: GLOSSARY OF TERMS *(continued)*

Performance Assessment: Performance assessment requires a *demonstration* as evidence of learning (e.g. delivering a speech, writing an essay, conducting a science experiment, creating a work of art) with a clearly articulated set of criteria to serve as a basis for evaluation.

Post-instructional assessment: Measurement of student achievement (performance) at the end of a learning experience. When compared with a pre-test, the data serves as an indicator of how much students actually have achieved as a result of instruction.

Pre-instructional assessment: A diagnostic tool used to determine what students know before they begin study of a topic. A pre-test can provide direction for the shape of a unit by identifying students' interests and gaps or misconceptions in their knowledge.

Rationale: The rationale explains *why* the unit is being taught.

Reflection: Reflection provides an opportunity to determine what was learned from an experience and to consider how to apply what was learned to future teaching experiences.

Rubric: Scoring rubrics organize and sequence criteria for evaluating the quality of student work. A rubric employs detailed descriptions of the specific levels of mastery the teacher hopes the students will attain.

Statement of Purpose: The statement defines *what* learners will understand at the conclusion of the unit.

TCWS: The TCWS is the capstone product for the internship semester. The TCWS centerpiece is a unit of study designed to meet the needs of a specific group of learners in a PK-12 public school setting.

Unit: A coherent, sequenced series of lessons related to central topic, theme, issue, or problem. A unit is an instructional plan that covers a period of time from several days to several weeks, during which time the class studies a topic on an ongoing basis. The plan is a way of organizing resources, lessons, and activities for such an extended study.

RESOURCES *(continued)*

APPENDIX B: CONTEXT FOR STUDENT LEARNING— GENERAL GUIDELINES AND SAMPLE PROFILE

General Guidelines for this Component of the Teacher Candidate Work Sample

Create a profile of the community, school system, school, and classroom where you will be developing your Teacher Candidate Work Sample. The report should be a narrative description of community, school system, school, and classroom combined with tables created to display the statistical information. Websites that will help you locate statistical data for the profile are listed in the box on the next page.

Part I – Introduction

Provide a brief overview of your teaching context.

Part II – The Community

Describe the community where the school is located. The following information must be included in the report. You are encouraged to include additional information about the community to provide a comprehensive profile.

- Population
    - County and/or city/town total
    - Population disaggregated by race/ethnicity/gender
- Average income
- Major employers
- Available post-secondary educational opportunities
- Educational attainment of population

Part III – The School and the School System

Describe the demographic characteristics of the school and of the school system to which you have been assigned for the internship. Also, compare demographic data for the school with the data for the school system. Most of this information is available on the websites listed below, or you can request the information from school and/or school system personnel. The report is not limited to, but should include the following information about both the school and the school system (except as noted):

- Student population by race/ethnicity/gender

- % of students receiving free/reduced lunch
- % of students receiving special education services (for school—ask school personnel for this information)
- Demographic profile of the teaching staff (e.g., race/ethnicity/gender, highest degree earned, years of teaching experience)
- Per pupil expenditure (for system)

Appendix B: CONTEXT FOR STUDENT LEARNING—General Guidelines *(continued)*

Part IV – The Classroom

Provide a narrative description of the classroom setting. Include general information such as the grade level, the subject(s) taught, the number of students, and the organization of the classroom and the students for instruction. Briefly describe the ways in which the needs of diverse learners are met, such as accommodations made for special needs students and how advanced learners are challenged (additional details should be in your lesson plans). Also, provide an overview of the rules, procedures, and policies that govern interaction within the classroom environment.

Next, describe the demographic characteristics of the classroom learning community. The information about the classroom will be available from school personnel. The report is not limited to, but should include the following information about the classroom:

- Classroom membership by race/ethnicity/gender
- % of students receiving free/reduced lunch
- % of students receiving special education services
- Description of students with special needs and the resource support available

Part V – Reflection

Reflect upon your experience collecting and compiling the demographic data. Discuss how describing the community, school system, school, and classroom helped you to create a supportive classroom environment that was culturally inclusive and relevant to all students.

The following websites will assist you in the preparation of the profile.

http://www.census.gov/main/www/cen2000.html----- 2000 Census

http://dir.yahoo.com/Regional/U_S__States/North_Carolina/Counties_and_Regions/ ----- county websites

http://statelibrary.dcr.state.nc.us/iss/ncdataresources.html ---- NC demographic & statistical data sources

http://www.ncpublicschools.org/fbs/resources/data/ ----- North Carolina Statistical Profile – page 4 of the document lists tables that will be helpful to in completing the report.

http://www.ncreportcards.org/src/ ----- gateway to school district websites

http://www.ncpublicschools.org/data/reports/----- NC Department of Public Instruction website

http://www.ncpublicschools.org/docs/fbs/resources/data/statisticalprofile/2006profile.pdf ------ 2006 North Carolina Statistical Profile

http://abcs.ncpublicschools.org

Appendix B: CONTEXT FOR STUDENT LEARNING—Sample Profile *(continued)*

Sample Profile (Fictional County)

The sample profile below addresses the information required for the "Context for Student Learning" component of the TCWS. The format combines a narrative description with the statistical information presented in tables.

Part I – Introduction

My internship, the culminating experience for the Elementary Education degree program, was completed at Handley Primary School in Vinton, North Carolina. Vinton is located in Athens, County. I was fortunate to work with a National Board certified teacher, Mrs. Smith, and her class of twenty-four delightful fourth graders. The total school population at Handley is 750.

Part II – The Community

Athens County contains about 251 square miles and has a population of approximately 235,000. It is located in the mountain region of the state and is adjacent to the counties of Frederick, Baldwin, Bedford, Franklin, and Walton. The county is home to the city of Livingston and the towns of Vinton and Columbus.

The population of the county is fairly evenly split by gender, as shown in the table below.

County Population by Gender

Males	48%

Females	52%

The county is culturally diverse with 52% of the residents identifying themselves as white, and the remaining 48% of the residents identifying themselves as American Indian, Black/African-American, Asian, or Latino/Hispanic. The chart below shows that the white population represents the single largest group of residents.

County Population by Race & Ethnicity

American Indian	8.5%
Asian	13%
Black or African-American	17%
Latino or Hispanic	10%
White	52%

The median family income for the residents of Athens County is $42,000. There are a variety of post-secondary employment opportunities available in the county. The Chamber of Commerce website lists the top five employers in the county as General Electric, DuPont, Lexington State University, Lewis-Gale Hospital, and Janstan Computers. In addition to Lexington State University, Athens Community College and Hanford College (a private school) are located in the county.

Appendix B: CONTEXT FOR STUDENT LEARNING—Sample Profile *(continued)*

The 2000 Census data indicates that the presence of three colleges in the area contributes to the significant percentage of residents who have completed college degrees. The latest census data shows that 45% of the residents over the age of 25 have enrolled in post-secondary educational programs. The educational level of the residents of Athens County is outlined in the chart below.

County Educational Attainment (for population over 25 years of age)

Less than 9th grade	6%
9th-12th grade, no diploma	10%
High school graduates	22%
Some college, no degree	17%
Associate Degree	11%
Bachelor's Degree	22%
Graduate or Professional Degree	12%

Part III– The School and the School System

The North Carolina Statistical Profile provides data on public school students, personnel, and finances. The statistical data presented in the tables below is from the 2002 Profile Book. The statistical data for Handley Primary was available on the school's website.

The Athens County School System has four comprehensive high schools, five middle schools, and nine elementary schools with a total enrollment of 14,070. As shown in the following chart, slightly more females than males make up the student population of the school system, while at Handley Primary, the male students outnumber the females.

Population of School System and School by Gender

	Males	**Females**	**Total**
School System	6842	7228	14,070
Handley Primary	395	355	750

The student population for the entire school system mirrors the census data regarding the race and ethnicity of the general population of Athens County. The chart below shows the diversity among the students attending schools in the county. The student body at Handley Primary is more diverse than the statistics reported for the system.

Population of School System and School by Race & Ethnicity

	System Total	**Handley Primary**
American Indian	1190	11
Asian	11820	80
Black or African-American	2380	142
Latino or Hispanic	1400	117
White	7280	390

Appendix B: CONTEXT FOR STUDENT LEARNING—Sample Profile *(continued)*

The teaching staff of the school system does not reflect the diversity among the students. There are 2241 teachers in county for grades Pre-K-12. Handley has a teaching staff of 38.

Teacher Diversity for School System and School

	System Total	**Handley Primary**
White	2047	25
Black	124	6
Other	70	7
Totals	***2241***	***38***

The per- pupil expenditures for students in county school rank sixth in the state of North Carolina. This is a community that values education, with 45% of the population having an Associate's Degree, a Bachelor's Degree, or higher. Athens County annually spends $8485.53 per student, compared to the state average expenditure of $6654.10 per student.

The community that surrounds Handley Primary is frequently categorized as affluent, and this fact is borne out by the data. The number of students receiving free lunch or reduced is only 22%, compared to 36% for the entire school system.

Part IV – The Classroom

The twenty-four students in my fourth grade classroom are all unique individuals who bring a variety of experiences into the classroom. There are equal numbers of males and females in the classroom. Four of the children receive free or reduced lunch. The children present five racial and ethnic groups, as shown in the table below.

Race & Ethnicity of Students in the Classroom

American Indian	1
Asian	3
Black or African-American	7
Latino or Hispanic	4
White	9
Total	***24***

Appendix B: CONTEXT FOR STUDENT LEARNING—Sample Profile *(continued)*

Parents are very active in this classroom, supporting the classroom teacher in a variety of ways ranging from preparing teaching materials to tutoring the children. Two of the children have been identified as gifted and participate in the after-school enrichment program. Several children (5) have been identified as special needs students, and each has an IEP that spells out the accommodations the child needs. These students receive services through the special needs resource support structure in place at the school and additional help in the classroom from the parent volunteers. There are two special education resource teachers in the building, and an ESL teacher spends two days a week at Handley. The children who need these services are pulled out of class at appointed times during the week.

[And so on and so forth…] See the "General Guidelines for Part IV.

Part V – Reflection

You will need to compose your response to this section based on your particular internship experience. The task for Part V was:

Reflect upon your experience collecting and compiling the demographic data. Discuss how describing the community, school system, school, and classroom helped you to create a supportive classroom environment that was culturally inclusive and relevant to all students.

RESOURCES *(continued)*

APPENDIX C: SAMPLE PURPOSE AND RATIONALE STATEMENTS

When planning a unit of study it is important to think about the content that you intend for students to learn and the reasons why teaching this content to these students at this time is important. These considerations will be presented in your TCWS in the form of a ***Statement of Purpose*** and the ***Rationale*** for the unit of study.

****

Statement of Purpose: A one or two sentence description of what students will learn by the end of the unit; a long-range goal statement that guides the development, implementation, and evaluation of the unit.

Ask yourself:

- What concepts and skills will students learn?

Sample Statement of Purpose:

Upon completion of this unit, the learners will understand the causes of pollution and the challenges we face in protecting the environment.

****

Rationale: The reason for teaching the unit; why the unit is important to learner growth and development in the subject matter area.

Ask yourself:

- Why is it important for my students to learn this material?

Sample Rationale:

As discussed in the North Carolina Standard Course of Study, middle grade students need to see a direct relationship between science education and their daily lives. They are motivated by participating in investigations designed to help them learn about themselves and their world. This unit will help learners to make personal connections to scientific challenges and to develop their ability to use appropriate scientific principles and processes in making personal decisions. More specifically, this unit will provide opportunities for students to (1) analyze the role of humans in the natural world using issues that concern the environment; and (2) interpret the interconnectedness of all organisms in an ecosystem and the effect of disturbing parts of a

system.

Middle school learners like to know that they can make a difference in making our world a better place. This unit will help learners develop an appreciation for the world in which they live and the importance of protecting the planet from further decay. The unit also provides an excellent opportunity for the learners to reflect on how the actions and behaviors of people affect the environment in positive and negative ways. The knowledge gained from this unit of study can be taken beyond the classroom and translated into action to help protect the environment. The knowledge and skills that students develop will enable them to become better stewards of the natural environment.

RESOURCES *(continued)*

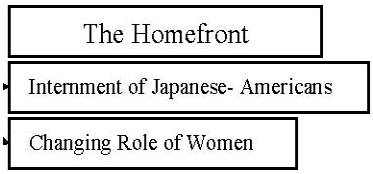
APPENDIX D: SAMPLE GRAPHIC ORGANIZER

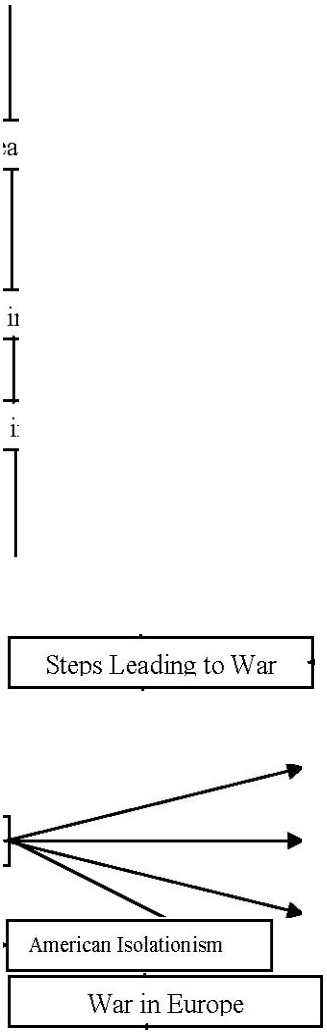
A graphic organizer is a diagram showing how key concepts are related. Graphic organizers are effective tools for teachers to use when building a unit to show the relationships between topics in order to plan instruction and design a meaningful unit of study. Graphic organizers can take many forms, such as tree diagrams, flowcharts, or concept maps (e.g., bubble maps).

The purpose of the graphic organizer in your TCWS is to provide a visual depiction of the content to be addressed in the unit. After the selection of a unit topic and preparation of a statement of purpose and unit rationale, the next step would be the creation of a graphic organizer to visually represent the main <u>concepts/ideas/skills</u> to be taught in the unit and to show how they are inter-related. (Note: Do not show *activities* or *assignments* in the organizer; instead, focus on *concepts/ideas/skills* and connections between and among them.)

Sample Graphic Organizer *(abbreviated form)*

The sample below lists the four major topics to be addressed in the study of World War II (i.e., the steps to war, the war in Europe, the war in the Pacific, and the homefront). The abbreviated sample also shows the sub-topics that would be addressed during the study of two of the major topics.





Changing Role of Women

Internment of Japanese- Americans

Wage & Price Controls

The Homefront

Rise of Dictatorships

American Isolationism

Steps Leading to War

Battle of Britain

Pearl Harbor

War in Europe

War in Pacific

RESOURCES *(continued)*

APPENDIX E: BLUEPRINT FOR WRITING A LESSON PLAN

The intern, the clinical teacher, and the program coordinator will jointly decide upon the lesson plan format to use for the TCWS. Presented here is a generic lesson plan format that can be used for the lessons within the unit of instruction that you will document for the TCWS. In general, each of the lesson plans for the unit of study should include most, if not all, of the components outlined in the blueprint below. However, the learning objectives/learning outcomes for each lesson may influence the format that is chosen for that particular lesson plan. The guiding questions given in this blueprint will help you to think about important aspects of your lesson.

Lesson Topic: Specify the topic of this lesson, its sequence within the instructional unit, and the timeframe for the lesson (e.g., one day, two days).

NC Standard Course of Study:
Content Areas to be Addressed in the Unit (e.g., English language arts, science, mathematics)
Competency Goals from the Standard Course of Study (i.e., *"The learner will…."*)
Objective(s) from the Standard Course of Study (include both the numbers and the words)

Learning Objective(s)/Learning Outcome(s) for this Lesson: What do ***you, the teacher,*** intend for the learners to know and be able to do as a result of the learning experience?

Prior Learning and/or Prerequisite Knowledge/Skills: How will you determine if the students possess the knowledge and/or skills necessary in order to be ready for today's lesson?

Materials: List all materials/supplies/equipment to be used by teacher and/or learners.

Lesson Implementation: Clearly describe in sufficient detail the instruction and learning activities that will occur during the lesson so that another teacher could teach from your plan.

General Considerations:
Think about the following issues both *before* and *throughout* the lesson. These issues should be addressed in your descriptions of the three major stages of lesson implementation outlined

on the next page (i.e., **Beginning, Middle, End**).

Differentiation of Instruction for Diverse Student Needs: Discuss the ways you will use what you know about your students (e.g., readiness, interests, learning preferences) to vary instruction (e.g., content, learning tasks, and/or products) in order to meet the needs of all students (e.g., special needs learners, ESL learners, struggling learners, advanced learners).

Assessment: Specify how you will monitor and assess student learning *during* instruction.

Technology: Describe how technology will be used in the lesson to deliver instruction and/or to support student learning.

Organization for Instruction: Define grouping arrangements (e.g., whole group, small group, cooperative learning groups, individualized instruction) and physical arrangement of classroom. For example, if the students are working in groups, define the size of the groups and the roles of group members.

Transitions: Discuss your plans for making the lesson flow smoothly (e.g., when and how materials, supplies, and/or equipment will be used; ways of handling transitions and managing student movement).

Appendix E: BLUEPRINT FOR WRITING A LESSON PLAN *(continued)*

Use the questions below to guide you as you describe the major stages of lesson implementation. *Note: Be sure to address the **general considerations** listed on the previous page, as appropriate.*

Beginning: The opening of the lesson should ready the students for instruction.

- How will you capture the learners' attention and motivate them to be actively engaged in learning?
- How will you activate learners' existing background knowledge?
- Do you need to introduce new vocabulary?

Middle: In this section, describe the learning experiences the class will engage in during the lesson. Specify what *you* will do and what *the students* will do.

- What are the seating arrangements? Are students to be grouped, and if so, how?
- What are some possible questions that you might ask (e.g., discussion starters, checking for understanding)?
- What content do you plan to share with the students? A brief, but detailed, outline of the content should be included in the plan. A statement such as *"share with the students information about the oceans"* is not sufficient.
- What procedures will be followed for moving through the lesson (e.g., the sequence of activities, the directions you will provide for students, the ways of managing transitions and student movement)?
- As the lesson progresses, how will you know if ***all*** students are learning what you intended?

End: A lesson should be closed with a summary/review of the major knowledge/skills/concepts addressed in the lesson.

- How will you tie together the lesson and bring the lesson to a close?

- What kinds of follow-up activities and/or tasks will be used to reinforce, apply, and extend students' knowledge/skills/concepts?

Evaluation of Student Learning: Specify the methods and criteria you will use to determine if ALL students have achieved the instructional objectives for this lesson.

- What types of student work samples (e.g., written assignments, projects, presentations, demonstrations, performances, products, quizzes/tests, portfolios) will you use to assess learning?
- If you use informal assessments, such as observations or oral responses to questions, how will you document what is to observed or how will you track student responses to questions (e.g., checklists, anecdotal records)?
- What criteria will you use for evaluating the quality of student work (e.g., rubrics, checklists)? How will you provide feedback to students about their learning?

Appendix E: BLUEPRINT FOR WRITING A LESSON PLAN *(continued)*

Reflection: Think back on the experience of teaching this lesson.

- Did the lesson go as you had planned?
- What worked well and how do you know? What didn't work well and how do you know?
- Did all of the students accomplish the learning objective for the lesson? What did you see students doing or hear them saying to show you that they were learning/successful (or not learning/not successful)?
- What was it about your teaching strategy that produced the outcomes?
- What did you learn from teaching this lesson that will help you as you teach tomorrow's lesson and other lessons in the future?

RESOURCES *(continued)*

APPENDIX F: WEEKLY REFLECTIONS FOR STUDENT INTERNS

Student Intern: Week Ending:
Placement: Clinical Teacher(s):

If you did not teach a full load this week, please indicate which subjects you taught.

1. The main discoveries that I made from teaching this week are:

2. When I think about being a teacher, I am concerned about:
(try to write at least three statements)

3. I feel...

4. Questions I have after working this week are:

5. I rate my experience this week as:

Inadequate		Marginal		Excellent				
1		2		3		4		5

6. Other reactions:

7. After discussing this week with my clinical teacher(s), next week I will focus on:

RESOURCES *(continued)*

APPENDIX G: STUDENT INTERN'S SELF-EVALUATION OF A LESSON

Student Intern: Date of Lesson:
Placement: Clinical Teacher(s):
Subject & Lesson Title:

I. Feelings: Describe the feelings that you experienced while teaching this lesson.

II. Learning Outcomes:

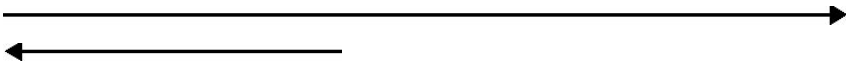
1. What was the evidence that the learning outcomes were met?

2. If the learning outcomes were not met, what will I do?

3. What interfered with the learning outcomes being met?

III. Classroom Management:

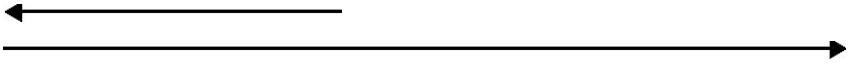
1. My classroom management:
Interfered Supported
with lesson the lesson



2. What needs to be changed?

IV. Teaching Skill/Focus:

1. The teaching skill that I was focusing on was:
Missed
Demonstrated Completely



Evidences:

2. Changes I will make to better demonstrate the above teaching focus and/or the new teaching skill I want to work on.

V. Special Concerns I Have or Want to Discuss:

VI. Mini-Conference with Clinical Teacher:

1. Did the clinical teacher feel that the learning outcomes were met? If not, what were his/her suggestions for ensuring that the learning outcomes were achieved?

2. Did the clinical teacher feel that the intern's classroom management support or interfere with the lesson? What were his/her suggestions for improving classroom management?

3. Did the clinical teacher feel that the intern demonstrated the focus teaching skill? What were his/her suggestions for improving the focus teaching skill? If the intern demonstrated the focus teaching skill, what are the clinical teacher(s)' ideas regarding the new area of focus?

4. What was my clinical teacher(s) response to my self-evaluation of the lesson?

5. What were my clinical teacher(s) suggestions/ideas for improving the lesson?