

**West Virginia University
Music Education Area**



West Virginia Teacher Performance Assessment
Music Student Teacher Guidelines

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West Virginia Teacher Performance Assessment

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all candidates during the culminating internship/student teaching experience. The TPA requires that teacher candidates draw on pedagogical and content pedagogical knowledge to plan and deliver instruction that builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of student impact.

The TPA includes seven performance tasks that have been identified from research and best practice as fundamental to improving student learning. Professional standards and rubrics define and frame performance on each teaching process. You are required to plan and teach a unit (consisting of a minimum of 3-5 lessons). Before you begin to teach the unit, you will identify and describe contextual factors, formulate learning goals based on state and national content standards and prior research based decisions on student performance, develop an assessment plan to measure student performance before (pre-assessment), during (formative assessment) and after (post-assessment) instruction, and design an instructional plan. During instruction, you will videotape and analyze teaching episodes. After teaching the unit, you will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate your teaching as related to student learning.

The TPA will be evaluated by university-based faculty. The four-point rating scale on each rubric reflects the same descriptors you will see as a beginning teacher in West Virginia. The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia. You must score "Emerging" or "2 points" on each descriptor in each rubric in order to satisfactorily complete the TPA. Candidates who score an "Unsatisfactory" or "1 point" on any item will be required to remediate and/or re-do the TPA. Additionally, in cases where the candidate left out a Task component of the TPA, the judgment of the faculty will determine how the candidate is to remediate the issue. Your performance on the TPA will be used to provide evidence for program completion. In addition, the completed document can be used to showcase your qualifications as an applicant for a teaching position.

You will include tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that you taught. Each of these are a required part of the TPA. If one or more sections are omitted, you will be required to remediate and re-do the TPA. Any references to another person's ideas or material in your narrative must include a citation for each source at the end of each task. You may use any standard form for references; however, the American Psychological Association (APA) style is recommended. Please do not include any student names or means of identification for students participating in your lessons in any part of your TPA. While you should hide students' names on all examples of student work submitted as part of the TPA, you will need to make sure that you have a method such as numbering for each student's data/work.

The outline for your Teacher Performance Assessment is as follows:

TASK 1: Contextual Factors

TASK 2: Standards and Goals

TASK 3: Assessment Plan

TASK 4: Design for Instruction

TASK 5: Implementation and Reflection on Daily Instruction

TASK 6: Impact on Student Learning

TASK 7: Reflection and Self-Evaluation

The TPA is aligned with the Council on Accreditation for Educator Preparation (CAEP) Standard 1.1, the West Virginia Professional Teaching Standards (WVPTS), and the 2013 Interstate Teacher Assessment and Support Consortium (InTASC) Standards.

TASK 1: CONTEXTUAL FACTORS

This task requires that you provide a clear description and analysis of the factors that influence teaching and learning. The TPA should include a description of all the contextual factors that could impact your instructional decision making. In a narrative, you will discuss and analyze how each of these factors (the community, family, school, classroom and individual characteristics) will impact what you plan and teach during the unit. The Contextual Factors Template will be included in this section of your TPA and it should help you collect, describe and analyze information.

| TASK 1 | WHAT TO DO | REQUIRED ARTIFACTS |
|--|---|---|
| <p>FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY AND ANALYZE/DISCUSS RELEVANT FACTORS FOR YOUR CHOSEN CLASS AND HOW EACH IMPACTS TEACHING AND LEARNING:</p> <ol style="list-style-type: none"> 1. Community, School, and Family Factors – Identify factors such as geographic location, community and school population, socio-economic profile, unique characteristics of the population such as high school graduation rates, college degrees, annual income, racial/ethnic/cultural composition, etc. School factors to consider are school’s mission and strategic plan, the number of students enrolled, number of students on free or reduced lunch, school-wide support systems, parental involvement, political climate, community and family support for education, and other unique school characteristics. 2. Classroom Factors – Identify classroom factors such as physical features, teacher-student ratio, availability of technology equipment, the extent of parental involvement, classroom rules and routines, grouping patterns, and classroom arrangement. 3. Student Factors – Identify student characteristics (cognitive, social, emotional) you must consider as you design instruction and assess learning including age, grade level, gender, race/ethnicity, culture, students’ interests, developmental levels, learning styles and students with special needs, English language learners, and/or at-risk. | <ol style="list-style-type: none"> In the Contextual Factors Template, list factors from each category that you think are impacting instructional decisions in your classroom. <ul style="list-style-type: none"> a: community, school, and family factors; b: classroom factors; c: student factors In the narrative, analyze and discuss how each of the three areas of contextual factors you chose impact the planning, delivery and assessment of your unit. | <ul style="list-style-type: none"> - Contextual Factors Narrative -References (e.g., for the data points) |

TASK 1: Contextual Factors Template (OPTIONAL)

This template is designed to *help you organize and understand* the many factors that affect teaching and learning. The subcategories listed in each factor are just suggestions. Select subcategories (listed or not) that help you determine the instructional strategies and approaches that will support your students' learning. In this chart, **list** the distinctive factors as they relate to your teaching.

| Contextual Factors | |
|--|--|
| Types of Factors | |
| <p>Community</p> <p><i>(e.g., urban, suburban, or rural; census data for the community, race/ethnicity, family structure; socio-economic information; community's school support)</i></p> <p>School</p> <p><i>(e.g., enrollment; percent of students receiving free or reduced lunch; AYP data; ethnicities; percent of students with IEPs; percent of ELL students; teacher-student ratio; schedule)</i></p> <p>Family</p> <p><i>(e.g., percent of families with college degrees, annual income; parental involvement in classroom; support for education; family configuration; socio-economic profile)</i></p> | |
| <p>Classroom Factors</p> <p><i>(e.g., classroom arrangement; classroom rules and routines; extent of parental involvement; scheduling; availability of technology; content specific materials)</i></p> | |
| <p>Student Factors (In terms of the whole class and individual students)</p> <p><i>(e.g., identify the cognitive, social, emotional characteristics such as grade level, age, gender; language needs; special needs; race/ethnicity; achievement/developmental levels; approaches to learning; prior learning and experiences; academic proficiencies/behavioral differences; areas of interest; learning styles; students' skill levels)</i></p> | |

TASK 1 RUBRIC: Contextual Factors

| | | Distinguished (4 points) | Accomplished (3 Points) | Emerging (2 Points) | Unsatisfactory (1 point) |
|--|--|--|--|--|--|
| Implications of Community, School, & Family Factors WVPTS 2A, InTASC 2, CAEP 1.1 | The candidate <ul style="list-style-type: none"> demonstrates an understanding of the community, school, and family factors and their potential impact on teaching and learning for the whole class and individual students. considers these factors combined with other contextual factors to create a classroom where all learners' differences are respected and valued. | The candidate <ul style="list-style-type: none"> identifies community, school, and family factors that influence teaching and learning and their potential impact on teaching and learning for the whole class and individual students. | The candidate <ul style="list-style-type: none"> identifies community, school, and family factors and their potential impact on student learning. | The candidate <ul style="list-style-type: none"> identifies community, school, and family factors that may impact teaching and learning, but is unable to use contextual information in meaningful ways to create a classroom environment where all students can learn. | |
| | Implications of the Classroom Factors WVPTS 2F, InTASC 3, CAEP 1.1 | The candidate <ul style="list-style-type: none"> demonstrates an understanding of the classroom factors and their potential impact on teaching and learning for the whole class and individual students. considers these factors combined with other contextual factors to create a classroom where all learners' differences are respected and valued. | The candidate <ul style="list-style-type: none"> identifies the classroom factors and their potential impact on teaching and learning for the whole class and individual students. | The candidate <ul style="list-style-type: none"> identifies the classroom factors and their potential impact on student learning | The candidate <ul style="list-style-type: none"> identifies classroom factors that may impact teaching and learning, but is unable to use contextual information in meaningful ways to create a classroom environment where all students can learn. |

| | | | | |
|---|--|--|--|--|
| <p>Implications of Individual Student Factors</p> <p>WVPTS 2A, InTASC 1, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> • demonstrates an understanding of the individual student factors and • their potential impact on teaching and learning for the whole class and individual students. • considers these factors combined with other contextual factors to create a classroom where all learners' differences are respected and valued. | <p>The candidate</p> <ul style="list-style-type: none"> • identifies the individual student factors and • their potential impact on teaching and learning for the whole class and individual students. | <p>The candidate</p> <ul style="list-style-type: none"> • identifies individual factors and • their potential impact on student learning | <p>The candidate</p> <ul style="list-style-type: none"> • identifies individual factors that may impact teaching and learning, but is unable to use contextual information in meaningful ways to create a classroom environment where all students can learn. |
|---|--|--|--|--|

TASK 2: STANDARDS AND GOALS

This task allows you to begin to structure a unit plan by identifying the big idea, standards, and learning goals. You will analyze measurable goals to ensure the inclusion of multiple domains and that higher order thinking skills are used appropriately. Use the Unit Framework Template to begin creating your unit and write a narrative using the prompts below.

| TASK 2 | WHAT TO DO | REQUIRED ARTIFACTS |
|--|--|--|
| <p>YOU WILL COMPLETE THE TEMPLATE TO CREATE A FRAMEWORK FOR YOUR UNIT. YOU WILL PROVIDE AND JUSTIFY GOALS THAT ARE LOGICALLY ORGANIZED AND THAT MOVE STUDENTS TOWARD ACHIEVING THE BIG IDEA. USE THE FOLLOWING PROMPTS TO GUIDE WHAT THE FRAMEWORK MUST INCLUDE:</p> <ol style="list-style-type: none"> 1. Big Idea - Identify a broad concept or principle central to the unit. It anchors or connects all of the smaller ideas in a lesson. Big Ideas are transferrable to other contexts. 2. Standards – Cite the state and/or national standard(s)/objective(s) used as a basis for the unit goal with all reference numbers and complete wording. 3. Learning Goals (Measurable skills from the unit that move the student toward achieving the big idea.) <ol style="list-style-type: none"> A. Identify at least three goals that move students toward achieving the big idea. The goals should identify what students are expected to know and be able to do in order to demonstrate mastery. Number each goal so you can reference them later in the Assessment Plan and Unit Outline. B. Identify the level of higher order thinking skills for each goal (e.g., Bloom’s Taxonomy, Anderson, Marzano) 4. Anticipated Student Challenges – Analyze the misconceptions, lack of prior knowledge, skill sets, and differing abilities that might hinder achievement of each goal. | <ol style="list-style-type: none"> 1. In the Unit Framework Template, <ol style="list-style-type: none"> a. identify the big idea. b. COPY and PASTE into the template, the complete state and/or national standard(s), including number and complete wording. Provide references for standards(e.g., NCTM, WV Content Standards). c. list and number the goals you have created that correspond to each of the standards. d. identify the appropriate level for each goal (e.g., Bloom’s – analysis). 2. In the narrative, <ol style="list-style-type: none"> a. explain how the goals you created for the lesson deepen student understanding. b. discuss and analyze in more detail anticipated student challenges related to the content of each goal. | <ul style="list-style-type: none"> ● Unit Framework Template ● Narrative ● References |

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

| 1. BIG IDEA: | | |
|---------------------|---------------------------|--|
| 2. STANDARDS | 3A. LEARNING GOALS | 3B. LEVEL OF GOALS <small>(e.g., Bloom's – analysis)</small> |
| 1. | | |
| 2. | | |

TASK 2 Rubric: Standards and Goals

| | | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|--|--|--|--|--|---|
| Alignment of Standards and Learning Goals WVPTS 1C, InTASC 7, CAEP 1.1 | The candidate <ul style="list-style-type: none"> writes appropriate learning goals based on state and national standards and the needs of each student. | The candidate <ul style="list-style-type: none"> writes learning goals based on state standards and the needs of the students. | The candidate <ul style="list-style-type: none"> writes learning goals based on state standards. | The candidate <ul style="list-style-type: none"> is unable to write learning goals based on state standards and the needs of the students | |
| | Learning Goals WVPTS 1C, InTASC 7, CAEP 1.1 | The candidate <ul style="list-style-type: none"> writes learning goals that are measurable, relevant, rigorous, and developmentally appropriate. Goals promote higher order thinking skills that result in a deeper understanding of content and provides varied options to support individual learning goals. | The candidate <ul style="list-style-type: none"> writes learning goals that are measurable, rigorous, developmentally appropriate, and address higher and lower order thinking skills. | The candidate <ul style="list-style-type: none"> writes learning goals that are measurable, developmentally appropriate and address, both, higher and lower order thinking skills. | The candidate <ul style="list-style-type: none"> writes learning goals that may or may not be measurable and only address lower order thinking skills. |

| | | | | |
|--|--|---|--|---|
| <p>Anticipated Student Challenges</p> <p>WVPTS 2A, InTASC 1, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> identifies student challenges that focus on aspects of content and skill needs, and articulates how those challenges will impact whole class learning, and addresses challenges of individual students and articulates the types of support/accommodations needed for all students to achieve mastery. | <p>The candidate</p> <ul style="list-style-type: none"> identifies student challenges that focus on aspects of content and skill needs, and articulates how those challenges will impact whole class learning, and addresses challenges of individual students. | <p>The candidate</p> <ul style="list-style-type: none"> identifies student challenges that focus on aspects of content and skill needs, and articulates how those challenges will impact whole class learning. | <p>The candidate</p> <ul style="list-style-type: none"> identifies student challenges but is unable to articulate how those challenges will impact student learning. |
|--|--|---|--|---|

TASK 3: ASSESSMENT PLAN

You must design an assessment plan aligned with multiple goals to evaluate student learning before, during and after instruction. Your design should include **multiple assessment methods** that may include constructed response, selected response (i.e., multiple-choice tests, true or false), essay, performance assessment (i.e., reading aloud, performance event, musical composition, communicating conversationally in a second language, carrying out a specific motor activity in physical education), and personal communications (i.e., questions posed and answered during instruction). In addition, this task requires you to write a narrative that provides evidence of your overall assessment plan.

| TASK 3 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|--|---|
| <p>YOU WILL DESIGN A DEVELOPMENTALLY APPROPRIATE ASSESSMENT PLAN TO MONITOR STUDENT PROGRESS BASED ON THE GOALS FROM TASK 2. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:</p> <ol style="list-style-type: none"> 1. Review Learning Goals – See Task 2. 2. Assessment Plan <ol style="list-style-type: none"> a. Alignment with Learning Goals – Identify the learning goal alignment to the pre-, formative, and summative assessments. b. Assessment Criteria – Identify the scoring procedures and the instructions for the student to complete the assignment. These criteria would include identification of a level of mastery (the level or score achieved by the student that indicates mastery of the goal for the pre-, formative, and post-assessments). c. Balance of Assessments - Your instructional sequence should include a variety of assessment methods and strategies (modes of assessment) suited for the interest/developmental level of the students and the learning goals. These assessments include: <ol style="list-style-type: none"> 1. Before Instruction (pre-assessments) 2. During Instruction (formative or interim assessment), 3. After Instruction (post or summative assessments). 3. Rationale – Justify your selection of your pre-, formative, and summative (post) assessments to show that the student has met the learning goal in the Assessment Plan Template. | <p>You will provide an Assessment Plan (Template optional) and write a narrative explaining your overall assessment plan.</p> <ol style="list-style-type: none"> 1. Copy and paste the learning goals from your Task 2, 3A into the Assessment Plan Template, column #1. 2. In the Assessment Plan Template use the correct labeled column to: <ol style="list-style-type: none"> a. indicate the assessments used to evaluate student performance relative to each learning goal. Include a variety of methods and strategies to ensure you have a balance of assessments. b. indicate the level of mastery for each learning goal on each assessment. 3. In the narrative, explain your overall assessment plan, including your rationale for choosing each assessment. | <ul style="list-style-type: none"> • Assessment Plan Template (optional) • Narrative • Documents containing formative and summative assessment materials and/or descriptions of those materials (provide hard copies, if applicable) • Student and teacher directions for each assessment • Criteria for scoring student performance (i.e., scoring rubrics, observation checklists, rating scales, answer keys) |

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

**Use of template is optional as long as information is presented in a manner that is clear, concise, and organized

| LEARNING GOAL (from Task 2, 3A) | ASSESSMENTS (Methods matched to outcome types and content area. For each goal include one or more assessment where appropriate. The same assessment can provide evidence of learning for multiple goals, provided that the parts of the assessment are aligned with the appropriate goal.) | LEVEL OF MASTERY (e.g., 75%, 9 out of 10) |
|---|--|---|
| 1. | Pre-Assessment | |
| | Formative | |
| | Post-Assessment | |
| 2. | Pre-Assessment | |
| | Formative | |
| | Post-Assessment | |
| 3. | Pre-Assessment | |
| | Formative | |
| | Post-Assessment | |

TASK 3 RUBRIC: Assessment Plan

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|--|---|---|--|---|
| <p>Alignment with Learning Goals</p> <p>WVPTS 1E, InTASC 6, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> has an assessment plan that is developmentally appropriate, congruent with the cognitive level of learning goals, and contains pre-, formative and post- assessments and can articulate the reason for the selection of each assessment. | <p>The candidate</p> <ul style="list-style-type: none"> has an assessment plan that is developmentally appropriate, congruent with the cognitive level of learning goals, and contains pre-, formative and post- assessments and can holistically articulate the reason for the selection of the assessment(s). | <p>The candidate</p> <ul style="list-style-type: none"> has an assessment plan that is developmentally appropriate, mostly congruent with the cognitive level of learning goals, and contains pre-, formative, and post- assessments | <p>The candidate</p> <ul style="list-style-type: none"> has an assessment plan that lacks congruence with learning goals |
| <p>Assessment Criteria/ Technical Soundness</p> <p>WVPTS 1E, InTASC 6, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> described all assessments and their scoring procedures are explained and accurate. has clearly written directions and assessment items for students to understand and the level of mastery is identified for each assessment. justifies how their assessment accurately measures what it is supposed to measure (content validity). | <p>The candidate</p> <ul style="list-style-type: none"> described all assessments and their scoring procedures are explained and accurate. has clearly written directions and assessment items for students to understand and the level of mastery is identified for each assessment. | <p>The candidate</p> <ul style="list-style-type: none"> described all assessments and their scoring procedures are explained and accurate. has clearly written directions and assessment items for students to understand and the level of mastery is identified for all summative assessments. | <p>The candidate</p> <ul style="list-style-type: none"> described an assessment plan with an inaccurate explanation of directions, assessment items, or scoring. |

| | | | | |
|--|---|--|---|---|
| <p>Balance of Assessments</p> <p>WVPTS 3E, InTASC 6, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> • designs and plans multiple modes of assessment to assess and evaluate student learning for each learning goal. • Uses assessments that enable the teacher, student, and other to identify patterns or gaps in each student's learning. | <p>The candidate</p> <ul style="list-style-type: none"> • plans multiple modes of assessment to assess and evaluate student learning for each learning goal. • Uses assessments that enable identification of patterns or gaps in each student's learning. | <p>The candidate</p> <ul style="list-style-type: none"> • plans multiple modes of assessment to assess and evaluate student learning. | <p>The candidate</p> <ul style="list-style-type: none"> • plans for assessment but does not utilize multiple modes of assessment |
|--|---|--|---|---|

TASK 4: DESIGN FOR INSTRUCTION

This task assesses your ability to use contextual and student information gathered in Task 1 to design high quality instruction and assessment that will meet the needs of the students in the target class. In addition to your 3-5 lesson plans, you will write a narrative that provides evidence of your plan for instructional design.

| TASK 4 | WHAT TO DO | REQUIRED ARTIFACTS |
|---|--|---|
| <p>IN THIS TASK, YOU WILL DESIGN LESSON PLANS AFTER DETERMINING CURRENT LEVEL OF STUDENT PERFORMANCE (PRE- ASSESSMENT & OTHER FACTORS) RELATIVE TO THE LEARNING GOALS. USE THE FOLLOWING PROMPTS TO COMPLETE THE TASK:</p> <ol style="list-style-type: none"> 1. Factors in Planning -- Plan and include the lessons in your unit based on standards and goals, students' characteristics, interests, and learning context. Pre-assessment data must be used to guide the development of your unit. 2. Consultation – Describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12- school-based individuals, including classroom teachers, who assess, support, and develop a candidate's knowledge, skills, or professional dispositions at some stage in the clinical experiences). 3. Instructional Strategies -- Plan for and design for a variety of instructional strategies to be used for student learning that are evidence based and developmentally appropriate. 4. Instructional Strategy/Rationale – Identify and provide a rationale for instructional strategies chosen for each learning goal in unit. 5. Learning Resources – Identify and provide a rationale for the selected learning resources in the unit. (Include technology where appropriate.) 6. Differentiated Instruction -. Plan instruction that is differentiated to meet the varied needs of all students. | <ol style="list-style-type: none"> 1. Create a minimum of 3-5 daily cohesive lesson plans as part of your unit. Formatting for the lesson plans may be adapted to the teaching context (e.g. ensemble, general music OR cooperating teacher suggestions) 2. In the narrative: <ol style="list-style-type: none"> 1. Describe how pre-assessment data influenced the design of your unit. 2. Describe how the various factors that you identified in previous tasks guided your planning of the unit and daily lessons. 3. Describe how you consulted/collaborated with your teacher and/or other school personnel to determine what to teach. 4. Identify and describe at least one instructional strategy for each learning goal that you will use when delivering your unit. 5. Provide a rationale for choosing the instructional strategies for impact on learning based on contextual factors and other evidence. 6. Identify the learning resources, including technology, used in this unit and provide a rationale for choosing each. 7. Describe how you will differentiate instruction to meet the learning needs of all students. Pay attention to differentiation needs that might be indicated for specific goals. | <ul style="list-style-type: none"> ● Include daily lesson plans from the unit (include all examples of resources in this unit except the assessments detailed in Task 3.) ● Narrative ● References |

Task 4 RUBRIC: Design for Instruction

| | | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|--|---|---|---|---|
| Factors in Planning WVPTS 1A, InTASC 4, CAEP 1.1 | | The candidate <ul style="list-style-type: none"> identifies contextual factors, uses pre- assessment data and other student performance data to plan lessons based on students' prior knowledge and individual student needs, learning styles, and differences that maximize learning for each individual. provides evidence of integration of these factors in lesson plans throughout the unit. | The candidate <ul style="list-style-type: none"> identifies contextual factors and uses pre-assessment data to plan lessons based on students' prior knowledge and individual differences. provides evidence of integration of these factors in lesson plans throughout the unit. | The candidate <ul style="list-style-type: none"> identifies contextual factors and uses pre-assessment data to plan lessons based on students' prior knowledge. | The candidate <ul style="list-style-type: none"> identifies contextual factors and students' prior learning, but is unable to use this knowledge to design lessons that facilitate learning for each individual. |
| | | The candidate <ul style="list-style-type: none"> documents consultation with multiple clinical educators for lesson planning and describes the consultation /collaboration process. | The candidate <ul style="list-style-type: none"> documents consultation with multiple clinical educators for lesson planning. | The candidate <ul style="list-style-type: none"> documents consultation with one clinical educator for lesson planning. | The candidate <ul style="list-style-type: none"> does not document consultation with a clinical educator for planning. |
| | | The candidate <ul style="list-style-type: none"> designs diverse, evidence-based instructional strategies for each learning goal that is student-centered and progressively moves each student toward independent learning. | The candidate <ul style="list-style-type: none"> designs diverse, evidence-based instructional strategies for each learning goal that is student-centered and may result in student learning. | The candidate <ul style="list-style-type: none"> designs evidence-based instructional strategies for each learning goal that may result in student learning. | The candidate <ul style="list-style-type: none"> designs instructional strategies that do not scaffold learning or are not evidence-based. |
| Consultation WVPTS 4B, InTASC 10, CAEP 1.1 | | | | | |
| Instructional Strategies WVPTS 1D, InTASC 5, CAEP 1.1 | | | | | |

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|--|---|---|--|---|
| Rationale for Instructional Strategies WVPTS 1C, InTASC 7, CAEP 1.1 | The candidate <ul style="list-style-type: none"> provides a meaningful rationale for instructional strategies that facilitates learning for the whole class and each individual based on all contextual factors. | The candidate <ul style="list-style-type: none"> provides a meaningful rationale for instructional strategies that facilitates learning for the whole class based on all contextual factors. | The candidate <ul style="list-style-type: none"> provides a meaningful rationale for instructional strategies that facilitates student learning based on some contextual factors. | The candidate <ul style="list-style-type: none"> provides a rationale that is not based on contextual factors. |
| Learning Resources (including technology) WVPTS 2D, InTASC 3, CAEP 1.1 | The candidate <ul style="list-style-type: none"> integrates a variety of instructional resources and materials, including technology, into instruction that are appropriate for the whole class and differentiated for individual learners. uses technology to enhance teacher/student learning and to track/manage student performance data. | The candidate <ul style="list-style-type: none"> integrates a variety of instructional resources and materials, including technology, into instruction to facilitate students' and teacher learning and manage/track student data. | The candidate <ul style="list-style-type: none"> uses resources and materials, including technology, to facilitate learning for self or students (not both), as well as to track and manage student data. | The candidate <ul style="list-style-type: none"> includes little integration of technology to expand learners' experiences or facilitate learning. does not use technology to track and/or manage student performance data. |

| | | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
|---|---|---|---|---|--------------------------|
| Differentiated Instruction WVPTS 3F, InTASC 2, CAEP 1.1 | The candidate <ul style="list-style-type: none"> considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of all students and plans strategies that are fair, flexible, challenging, and engage all students in meaningful learning. | The candidate <ul style="list-style-type: none"> considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of any student with an IEP, and other groups of learners. plans strategies that differentiate learning for multiple groups of students. | The candidate <ul style="list-style-type: none"> considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of any student with an IEP. plans strategies that differentiates for some but not all students. | The candidate <ul style="list-style-type: none"> articulates the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of students, but is unable to use this knowledge to plan strategies that lead to individual learning. | |
| | | | | | |

TASK 5: IMPLEMENTATION AND REFLECTION ON DAILY INSTRUCTION

This task requires that candidates refer to previous tasks (2, 3, and 4), videotape lessons, and submit a narrative of the video. Implementation of the unit includes creating a positive learning environment that engages and motivates students. Exhibiting effective communication skills and modeling verbal and nonverbal behaviors are also an important part of delivering your unit. You will reflect on each lesson after you teach it on the Daily Lesson Plan form that will be submitted with Task 4. You will also include a narrative to accompany the video in this task that will provide an opportunity for you to review and analyze your teaching.

It is important that candidates obtain required permission for videotaping. Before recording make sure that you have the appropriate permissions from the parents/guardians of your students and from the adults who appear in the video. Adjust the camera angle to exclude students for whom you lack permission. Make sure the video(s) you submit includes all the required elements listed in the Task 5 “WHAT TO DO” column.

Provide two or more video clips totaling a maximum of 15 minutes. The video clips should illustrate how you deliver content and actively engage students. **You may want to videotape several lessons to ensure you have the evidence you need to justify your responses.** Verify the video quality and video sound quality. If only a portion of the clip is inaudible you should provide a transcript with a timestamp or insert captions in the video. Use first names only for the individuals included in the clip. If you inadvertently captured images of individuals who have not provided permission for the taping, you may use software to blur the individual’s face. Other portions of the clip should remain undistorted.

| TASK 5 | WHAT TO DO | REQUIRED ARTIFACTS |
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| <p>TEACH AND VIDEOTAPE YOUR UNIT. COMPLETE A DAILY REFLECTION OF EACH LESSON THAT YOU TEACH, SELECT TWO OR MORE VIDEO CLIPS TOTALING A MAXIMUM OF 15 MINUTES THAT DOCUMENT YOUR ABILITY TO DELIVER CONTENT AND ACTIVELY ENGAGE STUDENTS.</p> <ol style="list-style-type: none"> Daily Reflection—Include a daily reflection to each lesson plan after teaching (Note: The lesson plans that include the daily reflection will actually be included in Task 4) Teaching Video Narrative Explaining Video Clip(s)-Provide a narrative explaining why you chose the video clip(s) and provide a description of what the reviewer is watching and how this video provides evidence of your ability to deliver content and actively engage students. You may refer to the video, prior daily reflections and other sections of the TPA to construct the narrative. The reviewer should also have some idea of how you organize and manage a classroom including a statement regarding materials used in the classroom, classroom | <ol style="list-style-type: none"> Following the delivery of each lesson in your unit, write a daily reflection how the lesson went. The reflection should succinctly summarize your perceptions of teaching the lesson. You should identify strengths and weaknesses as well as what you need to change in the following lesson(s). Note: Be sure that the lesson plans that you submit in Task 4 include the daily reflections. Provide two or more video clips totaling a maximum of 15 minutes. In the narrative, analyze how the video clip(s) documents your ability to effectively <ol style="list-style-type: none"> organize the classroom, deliver content, actively engage students (ability to use questioning strategies), manage classroom behavior, | <ul style="list-style-type: none"> Teaching video Daily reflections on each lesson taught as part of your unit (will be included in Task 4) Verification of permission to video Narrative describing and analyzing the video clips. |

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| and behavior management strategies, and use of questioning strategies. | e. make adjustments to instruction (flexibility). | |
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TASK 5 RUBRIC - Implementation and Reflection on Daily Instruction

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
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| Classroom Set-up and Organization WVPTS 2B, InTASC 3, CAEP 1.1 | In the video, the candidate <ul style="list-style-type: none"> has the classroom and materials prepared in advance of lesson execution. organizes the classroom to support lesson goals, instructional activities and the needs of each student. | In the video, the candidate <ul style="list-style-type: none"> has the classroom and materials prepared in advance of lesson execution. organizes the classroom to support lesson goals, instructional activities and the needs of the class in general. | In the video, the candidate <ul style="list-style-type: none"> has the classroom materials readily available. may not efficiently organize the classroom for optimal learning. | In the video, the candidate <ul style="list-style-type: none"> does not have the classroom organized or materials readily available. |
| Classroom and Behavior Management WVPTS 2E, InTASC 3, CAEP 1.1 | In the video and narrative, the candidate <ul style="list-style-type: none"> establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions, and is proactive and anticipates potential behavior issues, preventing disruptions before they occur to maximize learning for all students. | In the video and narrative, the candidate <ul style="list-style-type: none"> establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions. utilizes behavior management strategies for problems and deals with disruptions as they occur so that teaching and learning are not interrupted. | In the video and narrative, the candidate <ul style="list-style-type: none"> establishes rules, routines, proximity and transitions that are used during instruction to minimize disruptions. utilizes behavior management strategies for problems after they occur. | In the video and narrative, the candidate <ul style="list-style-type: none"> establishes rules, routines, proximity and transitions but they are inconsistently applied and reinforced during instruction. often relies on punishment strategies that interfere with student learning. |

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| Flexibility WVPTS 3F, InTASC 2, CAEP 1.1 | In the video and narrative, the candidate | In the video and narrative, the candidate | In the video and narrative, the candidate | In the video and narrative, the candidate |
| | <ul style="list-style-type: none"> adapts instruction, according to student responses and questions, frequently checks for understanding and capitalizes on teachable moments throughout the lesson. | <ul style="list-style-type: none"> adapts instruction according to student responses and questions, checks for understanding and may utilize teachable moments. | <ul style="list-style-type: none"> adapts instruction according to student responses and questions, but may not attempt to check for understanding until the end of the lesson. | <ul style="list-style-type: none"> delivers instruction based on the lesson plan but there is no attempt to check for understanding regardless of students' responses. |

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| Questioning Strategies WVPTS 3C, InTASC 5, CAEP 1.1 | In the video, the candidate | In the video, the candidate | In the video, the candidate | In the video, the candidate |
| | <ul style="list-style-type: none"> uses a combination of questioning strategies that promote higher order thinking and challenge assumptions of real world problems, | <ul style="list-style-type: none"> uses a combination of questioning strategies that elicit lower-level and higher-order responses. | <ul style="list-style-type: none"> uses questioning strategies that are lower-level and may elicit narrow responses. | <ul style="list-style-type: none"> rarely uses questioning strategies during instruction. |
| Student Engagement WVPTS 2C, InTASC 5, CAEP 1.1 | In the video and narrative, the candidate | In the video and narrative, the candidate | In the video and narrative, the candidate | In the video and narrative, the candidate |
| | <ul style="list-style-type: none"> provides relevant and challenging activities and assignments that encourage collaboration between all learners to understand, question, and analyze ideas in order to facilitate mastery of the content leading to independent learning. | <ul style="list-style-type: none"> provides relevant and challenging activities and assignments that encourage engagement of all learners to link prior knowledge to new knowledge leading to mastery of the content. | <ul style="list-style-type: none"> provides relevant activities and assignments that are developmentally appropriate and engage students towards mastery of the content. | <ul style="list-style-type: none"> provides activities and assignments but students are not intellectually engaged. |

TASK 6: IMPACT ON STUDENT LEARNING

The ultimate success of instruction is determined by whether or not instruction led to student success in meeting the identified goals and the extent to which meeting these will prepare students to use their new learning in the future. In this task, you will graphically represent assessment data from your unit and analyze students' progress and achievement of the goals. You will share evidence of student learning in a manner that is logical and appropriate for the assessment. This evidence will guide your narrative describing your data analysis on impact to student learning.

| TASK 6 | WHAT TO DO | REQUIRED ARTIFACTS |
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| <p>REPORT THE RESULTS OF YOUR PRE- AND POST- ASSESSMENTS USING GRAPHS AND A NARRATIVE TO IDENTIFY THE PERFORMANCE OF THE WHOLE CLASS AND INDIVIDUAL STUDENTS.</p> <p>1. WHOLE CLASS – Graph and analyze performance for each student and whole class on pre- and post- assessments on each learning goal. Use the Impact on Student Learning Template to show every student and his/her performance on pre- and post-assessments on each learning goal.</p> | <ol style="list-style-type: none"> 1. Create a bar graph or similar graphic representation for each learning goal that shows: <ol style="list-style-type: none"> a. Individual student performance on pre- and post-assessments, and b. Whole class performance on pre- and post-assessments. 2. In the narrative: <ol style="list-style-type: none"> 1. Analyze the performance of the whole class on the <i>pre</i>-assessment on each learning goal. 2. Analyze the performance of the whole class on the <i>post</i>-assessment on each learning goal. 3. Report how many students met or did not meet the learning goals and analyze the progress (changes in performance) of the whole class from the pre-assessment to the post-assessment? 4. Describe and analyze the circumstances/conditions that you could control, that contributed to the successful or unsuccessful achievement of the whole class. 5. Discuss the next steps that will provide targeted support to individuals and groups of learners who did not meet mastery. 6. Describe differentiation specific to individual students on the pre- and post-assessments. 7. Describe and analyze the circumstances/conditions that contributed to the successful or unsuccessful achievement of the students. | <ul style="list-style-type: none"> • Graphs for pre- and post-assessment (individual and whole class) • Narrative |

TASK 6 RUBRIC: Impact on Student Learning

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
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| <p>Clarity and Representation of Evidence</p> <p>WVPTS 1E, InTASC 6, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> provides clear graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class. provides complete data. includes charts and graphs that are clear, concise, and presented in a way that does not interfere with the reader's ability to understand. | <p>The candidate</p> <ul style="list-style-type: none"> provides clear graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class. provides complete data or, if incomplete, addresses why it is incomplete. includes charts and graphs that are clear, concise, and presented in a way that does not interfere with the reader's ability to understand. | <p>The candidate</p> <ul style="list-style-type: none"> provides graphic representation of evidence for each learning goal to determine the level of mastery of each student and the whole class. includes charts and graphs that are easily understood. | <p>The candidate</p> <ul style="list-style-type: none"> provides graphs that are not representative of the whole class and are not easily understood. provides incomplete data. |
| <p>Interpretation of Data</p> <p>WVPTS 3E, InTASC 6, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> analyzes formative and summative data to evaluate learning for each student. Interprets and documents comprehensive next steps. Derives meaningful and appropriate conclusions regarding student gains from the data. | <p>The candidate</p> <ul style="list-style-type: none"> analyzes formative and summative data to evaluate learning related to the whole class and/or groups of learners. Identifies next steps based on the data. Interprets meaningful and appropriate conclusions. | <p>The candidate</p> <ul style="list-style-type: none"> analyzes evidence of student learning. provides technically accurate interpretations, but conclusions are missing or not fully supported by data. | <p>The candidate</p> <ul style="list-style-type: none"> analyzes evidence of student learning for students from whom data was collected. is unable to evaluate learning progress for all students or interpretation is inaccurate, and conclusions are missing. |

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| <p>Evidence of Impact</p> <p>WVPTS 3E, InTASC 6, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> provides evidence, including data, of impact on patterns of learning for the whole class and each individual learner for each learning goal. factors contributing to these patterns are well- described and conclusions are supported with clear evidence. | <p>The candidate</p> <ul style="list-style-type: none"> provides evidence, including data, of impact on learning for the whole class and each individual learner. uses appropriate examples to highlight patterns of learning for the class as a whole relative to each learning goal. | <p>The candidate</p> <ul style="list-style-type: none"> provides evidence of impact on learning for individual students and the whole class. highlights patterns of learning for the class as a whole relative to each learning goal. | <p>The candidate</p> <ul style="list-style-type: none"> attempts to provide evidence of impact on student learning, but does not provide appropriate evidence of student growth and learning. |
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TASK 7: REFLECTION AND SELF-EVALUATION

This task requires that you provide a clear description and analysis of your student teaching experience. Throughout the teaching experience, effective teachers analyze their teaching practices to improve future instruction. Effective teachers must demonstrate a deep understanding of content, effective methodologies, quality assessment strategies, critical thinking skills, and professional dispositions. Reflection and honest self-evaluation are critical for effective teachers. You will include a reflection narrative in this task.

| TASK 7 | WHAT TO DO | REQUIRED ARTIFACTS |
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| <p>FOR EACH OF THE FOLLOWING CATEGORIES, IDENTIFY, ANALYZE, AND REFLECT UPON YOUR TEACHING EXPERIENCE. USE THESE CATEGORIES TO ORGANIZE YOUR REFLECTIONS:</p> <ol style="list-style-type: none"> 1. Insights on Teaching and Learning-- Identify and analyze the most and least successful experiences while teaching this unit. 2. Professional Collaborative Practice-- Reflect on the collaboration that occurred in the student teaching experience. 3. Implications for Future Teaching-- Identify the personal and professional knowledge (what you know), skills (what you do), and dispositions (what you value and feel) that you believe are critical for effective teaching. 4. Professional Growth--Reflect on your performance and identify future professional goals that could improve your teaching and guide your professional growth in the next several years. | <ol style="list-style-type: none"> 1. Use the prompts to reflect on the implementation of your unit. <ol style="list-style-type: none"> a. Identify and explain the most successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on specific experiences. Examples include successful experiences with planning, assessment, a teaching method, and/or engagement of students. b. Identify and explain the least successful part of teaching this particular unit in your student teaching experience. This should be an in depth reflection on a specific experience. Examples include unsuccessful experiences with engaging students, assessment, teaching, or classroom management. 2. Using the prompts, reflect on the collaborative practice in which you engaged during the student teaching experience. <ol style="list-style-type: none"> a. Personalize your reflection by describing the collaboration between you and other clinical educators that occurred throughout student teaching thus far in your experience. b. Explain how you used the ideas and feedback from others, and how others used your insights to improve teaching and learning. Give examples (e.g., collaborative sessions where discussion focused on feedback regarding planning, teaching, and/or assessment data). | <ul style="list-style-type: none"> • Narrative |

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| | <p>3. Using the prompts, write an in-depth reflection on your personal and professional knowledge, skills and dispositions as a beginning teacher.</p> <p>a. Reflect on what your experiences reveal with respect to your need to improve professional knowledge, skills and/or dispositions. Examples include consideration of the depth of your content knowledge to effectively disseminate information to a diverse set of students, consideration of your skills to engage learners, management of classroom behaviors, and/or consideration of your dispositions that align or do not align to personal bias.</p> <p>4. Using the prompts, reflect on your professional growth.</p> <p>a. Identify and justify the professional development goals that emerged from your insights on teaching and learning. This narrative may include the justification of the goals as needed to improve student achievement deficits or teacher deficits in knowledge, skills or dispositions identified in teaching the unit.</p> <p>b. Identify and describe professional development opportunities attended during your student teaching experience or potential opportunities, that may improve teaching and learning or facilitate professional growth.</p> | |
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TASK 7 RUBRIC: Reflection and Self-Evaluation

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
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| <p>Insights on Teaching and Learning</p> <p>WVPTS 4D, InTASC 10, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> identifies strengths and weaknesses from his/her practice and reflects holistically on the entire student teaching experience. makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified and directly relates these insights to the educational literature and opportunities for professional development. | <p>The candidate</p> <ul style="list-style-type: none"> identifies strengths and weaknesses from his/her practice, and reflects holistically on the entire student teaching experience. makes connections to the narrative from prior tasks to explain the selection of the specific strengths and weaknesses identified. | <p>The candidate</p> <ul style="list-style-type: none"> is able to identify strengths and weaknesses from his/her practice while teaching the lessons and unit. | <p>The candidate</p> <ul style="list-style-type: none"> is unable to identify strengths and weaknesses from his/her practice. |
| <p>Professional Collaborative Practice</p> <p>WVPTS 4B, InTASC 10, CAEP 1.1</p> | <p>The candidate</p> <ul style="list-style-type: none"> documents collaboration with multiple clinical educators on teaching and learning. consistently contributes to group learning, utilizes the knowledge and skills gained and provides evidence of other clinical educators implementing their suggestions or ideas. | <p>The candidate</p> <ul style="list-style-type: none"> documents collaboration with multiple clinical educators on teaching and learning. consistently contributes to group learning, and utilizes the knowledge and skills gained. | <p>The candidate</p> <ul style="list-style-type: none"> documents collaboration with one clinical educator on teaching and learning. | <p>The candidate</p> <ul style="list-style-type: none"> does not document collaboration with a clinical educator on teaching and learning. |

| | Distinguished (4 points) | Accomplished (3 points) | Emerging (2 points) | Unsatisfactory (1 point) |
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| Implications for Future Teaching WVPTS 4C, InTASC 9, CAEP 1.1 | The candidate <ul style="list-style-type: none"> analyzes feedback related to his/her professional knowledge, skills, and/or dispositions to improve the practice of teaching for self and others. | The candidate <ul style="list-style-type: none"> analyzes feedback related to his/her professional knowledge, skills, and/or dispositions to implement specific changes to improve classroom practice. | The candidate <ul style="list-style-type: none"> analyzes feedback related to his/her professional knowledge, skills, and/or dispositions to indicate a general change and need for improvement of classroom practice | The candidate <ul style="list-style-type: none"> identifies feedback, but is unable to make connections with his/her knowledge, skills, and dispositions to improve classroom practice. |
| Professional Growth WVPTS 4A, InTASC 9, CAEP 1.1 | The candidate <ul style="list-style-type: none"> engages in critical self-examination of professional practice to design and justify a multi- year, continuous professional growth plan. | The candidate <ul style="list-style-type: none"> identifies and justifies multiple professional development goals based on lessons learned from this student teaching experience that will improve teaching and learning. | The candidate <ul style="list-style-type: none"> identifies and justifies a professional development goal based on lessons learned from this student teaching experience. | The candidate <ul style="list-style-type: none"> has generic professional development plans based on convenience and availability that may or may not impact professional growth. |