**Overview of the West Virginia Teacher Performance Assessment (WVTPA)**

The West Virginia Teacher Performance Assessment (TPA) is a collaboratively developed assessment that is completed by all Resident Teachers during the Year Long Residency Program.  The TPA requires that Resident Teachers 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, Resident Teachers 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. Resident Teachers are required to plan and teach a unit (consisting of a minimum of 3-5 lessons).  Prior to beginning to prepare and teach the unit, the Resident Teacher 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, the Resident Teacher will videotape and analyze teaching episodes.  After teaching the unit, the Resident Teacher will analyze student learning, report on student progress toward the learning goals, and reflect upon and evaluate the effectiveness of teaching as related to student learning.

The TPA guidelines should be discussed with the Cooperating Resident Teacher and will be evaluated by university-based faculty.  The TPA will be the focal point of the required seminars for Second Semester Resident Teachers. The four-point rating scale on each rubric reflects the same descriptors that are used by beginning teachers in West Virginia.  The scoring on the TPA uses the same scale used for evaluating in-service teachers in West Virginia. The Resident Teacher must score “Emerging” or “2 points” on each descriptor in each rubric in order to satisfactorily complete the TPA and complete the requirements for the Year Long Residency Program.  Resident Teachers 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 Resident Teacher left out a Task component of the TPA, the judgment of the faculty will determine how the Resident Teacher is to remediate the issue. Performance on the TPA will be used to provide evidence for program completion.  In addition, the completed document can be used to showcase the qualifications of the Resident Teacher as a potential applicant for a teaching position.

Tables, charts, graphs, assessment instruments, lesson plans, and samples of student work and a short video from lessons that have been taught must be included.  Each of these are a required part of the TPA.  If one or more sections are omitted, the Resident Teacher will be required to remediate and re-do the TPA.  Any references to another person’s ideas or material in the narrative must include a citation for each source at the end of each task.  Any standard format may be used for references; however, the American Psychological Association (APA) style is recommended.

Do not include any student names or means of identification for students participating in the lessons in any part of your TPA.  Since students’ names may not be included on any examples of student work submitted as part of the TPA, it will be necessary to develop a method such as numbering for each student’s data/work.

The outline for the 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.

**FIRST STEPS**

This information must be discussed during the first week of the placement.

1. Discuss the TPA with the University Supervisor in each of the required seminars.
2. Discuss the TPA with the Cooperating Resident Teacher
3. Prepare and distribute the Permission Form (P-12) STUDENT INFORMATION CONSENT AND RELEASE FORM. This form is located in Appendix One – Page 1.

**FORMATTING REQUIREMENTS**

Label each main section of the document. At the beginning of each task, create a cover page with the number and title of the task. The task information that should be on each cover page are listed. One task title should be on each page at the beginning of each section:

* 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

**Your final TPA will be submitted in one document in Microsoft Word. All videos will be on the flash drive.**

**INSTRUCTIONS FOR DEVELOPMENT OF TASK ONE**

**TASK 1: Contextual Factors Template**

This task requires the Resident Teacher to provide a clear description and analysis of the factors that influence teaching and learning. Since most Resident Teachers will be in the same placement site for two semesters, it is noted that Task One will commence while enrolled in Education 426. If the Resident Teacher has a different place during the second semester, the information will have to be revised, based on the new placement site.

The TPA should include a description of all of the contextual factors that could impact instructional decision making. This section requires (1) completion of the Contextual Factors Template which is included in this section, and (2) completion of a narrative in which the Resident Teacher will discuss and analyze how each of the factors will impact what will be planned and taught in the required unit.

***Step One***

**Using the Contextual Factors Template*, provide all of the contextual factors in a list. Do not use the narrative format. List factors from each category that impact the instructional decisions in the classroom in which you are placed. Each of the categories below must be addressed:***

* Community, School and Family Factors
* Classroom Factors
* Student Factors

***Step Two***

When the contextual factors template is completed, the next step is to develop the narrative. In the narrative, analyze and discuss how each of the three areas of contextual factors impact the planning, delivery, and assessment of the unit that will be taught.

In writing the narrative, the following headings must be included in bold type and must be underlined.

* **Community, School and Family Factors**
* **Classroom Factors**
* **Student Factors**

**Using data obtained from the placement site, identify and analyze/discuss the relevant factors in each of the categories and how each impacts teaching and learning.**

**CATEGORY ONE: Community, School, and Family Factors**

In this section of the narrative, be reminded that this is to be written in paragraph format.

In the section about community, 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 and family factors to consider are the 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.

**CATEGORY TWO: Classroom Factors**

In this section, which must be written in paragraph format, the Resident Teacher must 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.

**CATEGORY THREE: Student Factors**

In this section which must be written in paragraph format, the Resident Teacher must identify student characteristics (cognitive, social, emotional) that must be considered as instruction is designed. In the assessment of learning assess learning, the following must be addressed: age, grade level, gender, race/ethnicity, culture, students’ interests, developmental levels, learning styles and students and students with special needs, English language learners, and/or at risk.

The Rubric for Task One is included for reference and should be used as a guide for achieving the target score.

**TASK 1: Contextual Factors Template**

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.

|  |  |
| --- | --- |
| **Types of Factors** | **Contextual Factors** |
| **Community**  *(e.g., urban, suburban, or rural; census data for the community, race/ethnicity, family structure; socio-economic information; community’s school support)*  **School**  (*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)*  **Family**  (e.g., percent of families with college degrees, annual income; parental involvement in classroom; support for education; family configuration; socio-economic profile) |  |
| **Classroom Factors**  *(e.g., classroom arrangement; classroom rules and routines; extent of parental involvement; scheduling; availability of technology; content specific materials)* |  |
| **Student Factors** **(In terms of the whole class and individual students)**  *(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)* |  |

**TASK 1 RUBRIC: Contextual Factors**

(The Rubric for Task One is included for reference and should be used as a guide for achieving the target score.)

|  | **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 Resident Teacher   * 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 Resident Teacher   * 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 Resident Teacher   * identifies community, school, and family factors and   their potential impact on **student learning**. | The Resident Teacher   * 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 Resident Teacher   * 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 Resident Teacher   * identifies the classroom factors and   their potential impact on teaching and learning for the **whole class** and **individual students**. | The Resident Teacher   * identifies the classroom factors and   their potential impact on **student learning** | The Resident Teacher   * 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. |
| **Implications of Individual Student Factors**  WVPTS 2A, InTASC 1, CAEP 1.1 | The Resident Teacher   * 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.** | The Resident Teacher   * identifies the individual student factors and   their potential impact on teaching and learning for the **whole class** and **individual students**.  . | The Resident Teacher   * identifies individual factors and   their potential impact on **student learning** | The Resident Teacher   * 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. |

**INSTRUCTIONS FOR DEVELOPMENT OF TASK TWO**

**Task Two: Standards and Goals**

This task provides the framework for the Resident Teacher to begin to structure a unit plan by identifying the big idea, standards and learning goals. The Resident Teacher will analyze measurable goals to ensure the inclusion of multiple domains and the appropriate use of higher order thinking skills.

**Step One**

This step will be completed in the table format. Use the **Task 2: Unit Framework Template** to complete this step. **THE RESIDENT TEACHER WILL COMPLETE THE TEMPLATE TO CREATE A FRAMEWORK FOR THE REQUIRED UNIT. THE RESIDENT TEACHER MUST 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:**

1. **In the Unit Framework Template:**
   1. **Identify the Big Idea. (**Big Idea - Identify a broad or transferrable concept or principle central to the unit. It anchors or connects all of the smaller ideas in a lesson.)
   2. **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). The Resident Teacher must 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.)**
      * 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. List and number the goals that have been created that correspond to each of the standards. *Number each goal so they can be referenced later in the* ***Assessment Plan and Unit Outline in Task Three.***
   4. Identify the appropriate level for each goal (e.g., Bloom’s – analysis). The Resident Teacher must identify the level of higher order thinking skills for each goal (e.g., Bloom’s Taxonomy, Anderson, Marzano.) See Resources

**Step Two—Writing the Narrative**

Complete the narrative in paragraph format. In this section there will be two headings: **EXPLANATION OF GOALS and ANTICIPATED STUDENT CHALLENGES**. Use these headings in writing the narrative.

* **Explanation of Goals**

In this section the Resident Teacher must explain how the goals for the lesson deepen student understanding.

* **Anticipated Student Challenges**

In this section the Resident Teacher will discuss and analyze in more detail the student challenges related to the content of each goal. Additionally, in this section, the Resident Teacher must analyze the misconceptions, lack of prior knowledge, skill sets, and differing abilities that might hinder achievement of each goal.

The Rubric for Task Two is included for reference and should be used as a guide for achieving the target score.

**TASK 2: UNIT FRAMEWORK TEMPLATE** (Expand table as necessary; minimum of TWO learning goals)

|  |  |  |
| --- | --- | --- |
| * + 1. **BIG IDEA:** | | |
| **2.  STANDARDS** | **3A.  LEARNING GOALS** | **3B.  LEVEL OF GOALS**  (e.g., Bloom’s – analysis) |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |

**TASK 2 Rubric: Standards and Goals**

(The Rubric for Task Two is included for reference and should be used as a guide for achieving the target score.)

|  | **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 Resident Teacher   * writes appropriate learning goals based on state and **national standards** and the needs of **each** student. | The Resident Teacher   * writes learning goals based on state standards and the **needs of the students**. | The Resident Teacher   * **writes learning goals based on state standards**. | The Resident Teacher   * 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 Resident Teacher   * 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 Resident Teacher   * writes learning goals that are measurable, **rigorous\***, developmentally appropriate, and address higher and lower order thinking skills. | The Resident Teacher   * **writes learning goals that are measurable, developmentally appropriate and address, both, higher and lower order thinking skills.** | The Resident Teacher   * writes learning goals that may or may not be measurable and only address lower order thinking skills. |
| **Anticipated Student Challenges**  WVPTS 2A, InTASC 1,  CAEP 1.1 | The Resident Teacher   * 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**. | The Resident Teacher   * 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.** | The Resident Teacher   * identifies student challenges that **focus on aspects of content and skill needs,** and * **articulates** how those challenges will impact whole class learning. | The Resident Teacher   * identifies student challenges but is unable to articulate how those challenges will impact student learning. |

\*Definition provided in the TPA Glossary

**INSTRUCTIONS FOR DEVELOPMENT OF TASK THREE**

**TASK 3 RUBRIC: Assessment Plan**

Using the Assessment Plan Template, the Resident Teacher must design an assessment plan aligned with multiple goals to evaluate student learning before, during and after instruction. The design must include **multiple assessment methods** that may include constructed responses (i.e., reading aloud, performance event, 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 required a written narrative that provides evidence of the overall assessment plan.

1. **Review Learning Goals** – See Task 2.

**2. Assessment Plan**

1. **Alignment with Learning Goals –** Identify the learning goal alignment to the pre-, formative, and summative assessments.
2. **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).
3. **Balance of Assessments -** The 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:
   * Before Instruction (pre-assessments)
   * During Instruction (formative or interim assessment),
   * After Instruction (post or summative assessments).
4. **Rationale –** Justify the selection of the pre-, formative, and summative (post) assessments to show that the student has met the learning goal in the Assessment Plan Template.

**IN THIS TASK, THE RESIDENT TEACHER 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:**

**Step One**

**Complete the Assessment Plan Template following these instructions:**

* Copy and paste the learning goals from your ***Task 2, 3A*** into the Assessment Plan Template, column #1.
* In the Assessment Plan Template use the correct labeled column to:
* 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.
* indicate the level of mastery for each learning goal on each assessment.

The following artifacts are required to complete Task Three:

* 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)

Step Two: Write a narrative, in paragraph form, which provides evidence of the overall assessment plan. In the narrative, the overall assessment plan must be explained and must include the rationale for choosing each assessment. Use the Assessment Plan Template to frame the narrative.

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

|  |  |  |  |
| --- | --- | --- | --- |
| **LEARNING GOAL**  **(from Task 2, 3A)** | **ASSESSMENTS**  **(Methods matched to outcome types and content area. For each goal include one or more assessments 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**

(The Rubric for Task Three is included for reference and should be used as a guide for achieving the target score.)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Alignment with Learning Goals**  WVPTS 1E, InTASC 6, CAEP 1.1 | The Resident Teacher   * 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. | The Resident Teacher   * 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).** | The Resident Teacher   * **has an assessment plan that is developmentally appropriate, mostly congruent with the cognitive level of learning goals, and contains pre-, formative, and post-assessments** | The Resident Teacher   * has an   assessment  plan that lacks congruence with learning goals |
| **Assessment Criteria/**  **Technical Soundness**  WVPTS 1E, InTASC 6, CAEP 1.1 | The Resident Teacher   * 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).** | The Resident Teacher   * 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.** | The Resident Teacher   * 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.** | The Resident Teacher   * described an assessment plan   with an inaccurate explanation of  directions,  assessment items,  or scoring**.** |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Balance of Assessments**  WVPTS 3E, InTASC 6, CAEP 1.1 | The Resident Teacher   * **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. | The Resident Teacher   * 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.** | The Resident Teacher   * plans **multiple modes of assessment to** **assess and evaluate student learning.** | The Resident Teacher   * plans for assessment but does not utilize multiple modes of assessment |

**INSTRUCTIONS FOR DEVELOPMENT OF TASK FOUR**

**Task 4 RUBRIC: Design for Instruction**

This task assesses the ability of the Resident Teacher to use contextual and student information gathered in Task One to design high quality instruction and assessment that will meet the needs of the students in the target class. In addition, the Resident Teacher is required to identify two focus students with diverse learning needs for whom differentiated instruction will be designed. The Resident Teacher is required to create a minimum of 3-5 daily lesson plans as part of the unit, complete the Focus Student Template, and write a narrative that provides evidence of the plan for instructional design.

**Step One:**

Create a minimum of 3-5 daily lesson plans as part of the unit. The lesson plans should be designed after determining current level of student performance (pre-assessment and other factors) relative to the learning goals. The following factors will be used to complete the task:

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.

1. **Consultation** – Describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12school-based individuals, including classroom teachers, who assess, support, and develop a Resident Teacher’s knowledge, skills, or professional dispositions at some stage in the clinical experiences).

1. **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.

1. **Instructional Strategy/Rationale** – Identify and provide a rationale for instructional strategies chosen for each learning goal in unit.

1. **Learning Resources** – Identify and provide a rationale for the selected learning resources in the unit. (Include technology where appropriate.)
2. **Differentiated Instruction** - Choose and describe two Focus Students who reflect diverse learning needs and any other students for whom you will need to differentiate instruction including those with IEPs.

**Step Two**: Use the Focus Students Template to identify two focus students and outline what will be done to differentiate instruction to meet the learning needs of each identified student.

**Step Three**: Write the narrative in paragraph format to complete the following tasks:

1. Describe how pre-assessment data influenced the design of the unit. (**Use Heading: Pre-Assessment Data Influence on Unit Design).**

1. Describe how the various factors which were identified in previous tasks guided the planning of the unit and daily lessons. **(Use Heading: Identification of Various Factors for Planning of Unit and Daily Lessons).**
2. Describe how you consulted/collaborated with your teacher and/or other school personnel to determine what to teach. **(Use Heading: Consultation/Collaboration with Cooperating Resident Teacher and School Personnel)**. In this section the Resident Teacher must describe the process of consulting with other clinical educators (i.e., all educator preparation provider (EPP) and P-12school-based individuals, including classroom teachers, who assess, support, and develop a Resident Teacher’s knowledge, skills, or professional dispositions at some stage in the clinical experiences).
3. Identify and describe at least one instructional strategy for each learning goal that will be used when delivering the unit. **(Use Heading: Identification and Description of an Instructional Strategy). Note: It is important that the Resident Teacher share how the instructional strategy is evidence based, developmentally appropriate, and can be used to facilitate student learning.**
4. Provide a rationale for choosing the instructional strategies for impact on learning based on contextual factors and other evidence. **(Use Heading: Rationale for Selection of Instructional Strategies). In this section of the narrative, the Resident Teacher should identify and provide a rationale for instructional strategies chosen for each learning goal in the unit.**
5. Identify the learning resources, including technology, used in this unit and provide a rationale for choosing each. **(Use Heading: Identification of and Rationale for Learning Resources and Technology). In this section of the narrative, the Resident Teacher must identify and provide a rationale for the selected learning resources in the unit.**
6. Describe how instruction will be differentiated to meet the learning needs of the two focus students and other students who would benefit from differentiation. Pay attention to differentiation needs that might be indicated for specific goals. **(Use Heading: Differentiation of Instruction to Meet Needs of Focus Students). In this section of the Narrative, the Resident Teacher must choose and describe two Focus Students who reflect diverse learning needs and any other students for whom instruction will have to be differentiated. Do not forget to include those students with IEPs.**
7. **Note that daily lesson plans from the unit must be included. Include all examples of resources in this unit except the assessments detailed in Task Three.**

**TASK 4:  Focus Students Template**

|  |  |
| --- | --- |
| **Identify two focus students with diverse learning needs. Provide your reasoning for choosing the two students.** | **Rationale for Focus Student 1:** |
| **Rationale for Focus Student 2:** |
| **Describe what you will do to differentiate instruction for each focus student.** | **Focus Student 1:** |
| **Focus Student 2:** |

**Task 4 RUBRIC: Design for Instruction**

(The Rubric for Task Four is included for reference and should be used as a guide for achieving the target score.)

|  | | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| --- | --- | --- | --- | --- | --- |
| **Factors in Planning**  WVPTS 1A,  InTASC 4,  CAEP 1.1 | | The Resident Teacher   * 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 Resident Teacher   * 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 Resident Teacher   * identifies contextual factors and **uses pre-assessment data to plan lessons based on students’ prior knowledge.** | The Resident Teacher   * identifies contextual factors   and students’ prior learning,  but is unable to use this  knowledge to design lessons  that facilitate learning for  each individual. |
| **Consultation**  WVPTS 4B,  InTASC 10,  CAEP 1.1 | The Resident Teacher   * documents consultation with multiple clinical educators for lesson planning and **describes the consultation /collaboration process**. | The Resident Teacher   * documents consultation with **multiple clinical educators for lesson planning**. | The Resident Teacher   * documents consultation with **one clinical** **educator for lesson planning.** | The Resident Teacher   * does not document   consultation with a  clinical educator for planning. |
| **Instructional Strategies**  WVPTS 1D,  InTASC 5,  CAEP 1.1 | The Resident Teacher   * designs diverse, evidence-based instructional strategies for each learning goal that is student-centered and **progressively moves each student toward independent learning.** | The Resident Teachers   * designs **diverse, evidence-based** instructional strategies for each learning goal that is **student-centered** and may result in student learning. | The Resident Teacher   * **designs evidence-based instructional strategies for each learning goal that may result in student learning.** | The Resident Teacher   * designs instructional strategies   that do not scaffold learning  or are not evidence-based. |
| **Rationale for Instructional Strategies**  WVPTS 1C,  InTASC 8,  CAEP 1.1 | The Resident Teacher   * provides a meaningful rationale for instructional strategies that facilitates learning for the whole class and **each individual** based on all contextual factors. | The Resident Teacher   * provides a meaningful rationale for instructional strategies that facilitates learning for the **whole class** based on **all** contextual factors. | The Resident Teacher   * **provides a meaningful rationale for instructional strategies that facilitates student learning based on some contextual factors.** | The Resident Teacher   * provides a rationale   that is not based on  contextual factors. |
| **Learning Resources (including technology)**  WVPTS 2D,  InTASC 3,  CAEP 1.1 | The Resident Teacher   * 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 Resident Teacher   * **integrates a variety** of instructional resources and materials, including technology, **into instruction** to facilitate students’ **and** teacher learning and manage/track student data. | The Resident Teacher   * **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 Resident Teacher   * includes little integration   of technology to expand  learners’ experiences or  facilitate learning.   * does not use technology to   track and/or manage student  performance data. |
| **Differentiated Instruction**  WVPTS 3F,  InTASC 2,  CAEP 1.1 | The Resident Teacher   * 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 Resident Teacher   * considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) of **the two focus students, any student with an IEP, and other groups of learners.** * plans strategies that differentiate learning for multiple groups of students. | The Resident Teacher   * considers the individual needs/differences (e.g., interests, learning styles, cultural heritage, gender, environment) **of the two focus students and any student with an IEP**. * plans strategies that differentiates for some, but not all students. | The Resident Teacher   * 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. |

**INSTRUCTIONS FOR DEVELOPMENT OF TASK FIVE**

**Task Five: Implementation and Reflection on Daily Instruction**

This task requires that Resident Teachers 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 the unit. The Resident Teacher will reflect on each lesson after it is taught; reflections may be submitted with Task 4 or 5. The Resident Teacher must also include a narrative to accompany the video in this task that will provide an opportunity to review and analyze their teaching.

It is important that Resident Teachers obtain required permission for videotaping. Before recording be certain that the appropriate permissions are obtained from the parents/guardians of the students and from the adults who appear in the video. Adjust the camera angle to exclude students for whom permission has not been received. Be certain that the video(s) that are submitted include all of 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 content is delivered and how to actively engage students. The Resident Teacher may want to videotape several lessons to ensure that evidence is provided to justify the responses. Verify the video quality and video sound quality. If only a portion of the clip is inaudible, a transcript should be provided which includes a timestamp or captions can be inserted in the video. Use first names only for the individuals included in the clip. If images are captured of individuals who have not provided permission for the taping, the Resident Teacher must use software to blur the individual’s face. Other portions of the clip should remain undistorted.

Instructions: Teach and Videotape the unit. Complete a daily reflection of each lesson that is taught. Select two or more video clips totaling a maximum of 15 minutes that document your ability to deliver content and actively engage students.

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| --- | --- | --- |
| **TASK FIVE MUST INCLUDE**  **THESE COMPONENTS** | **WHAT TO DO** | **REQUIRED**  **ARTIFACTS** |
| 1.**Daily Reflection**: Include a daily  Reflection to each lesson plan after teaching. (NOTE: Daily reflections may be included in Task 4 or 5.  **INSTRUCTIONS:**  **Teach and videotape the unit. Complete a daily reflection of each lesson that is taught. Select two or more video clips totaling a maximum of 15 minutes that document your ability to deliver content and actively engage students.** | 1.Following the delivery of each lesson in the unit, write a daily reflection based on how the lesson went. The reflection should succinctly summarize the Resident Teacher’s perception of teaching the lesson. Strengths and weaknesses should be identified, as well as what needs to be changed in the following lessons. NOTE: Daily reflections are included in Task 4 or 5. | Verification of permission to video.  Daily reflections on each lesson taught as part of the unit (will be included in Task 4 or 5). |
| 2.**Teaching Video** | Provide two or more video clips totaling a maximum of 15 minutes.` | Teaching Video |
| 3.**Narrative Explaining Video Clips:**  Provide a narrative, which is written in paragraph format, explaining why you chose the video clips and provide a description of what the reviewer is watching; explain how this video provides evidence of your ability to deliver content and actively engage students.  The Resident Teacher 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 and behavior management strategies, and use of questioning strategies. | 3.In the narrative, analyze how the video clips document your ability to effectively:   1. organize the classroom 2. deliver content 3. actively engage students (ability to use questioning strategies) 4. manage classroom behavior 5. make adjustments to instruction (flexibility)   In writing this narrative, do no use a table format. Label each of the sections with one of the headings which are listed above. | Narrative in which the video clips are described and analyzed. |

**NOTE: THERE IS NO TABLE THAT WILL BE SUBMITTED FOR TASK FIVE. ALL SUBMITTED INFORMATION MUST BE IN NARRATIVE FORMAT WITH PARAGRAPHS.**

**TASK 5 RUBRIC - Implementation and Reflection on Daily Instruction**

(The Rubric for Task Five is included for reference and should be used as a guide for achieving the target score.)

|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | | **Unsatisfactory**  **(1 point)** |
| --- | --- | --- | --- | --- | --- |
| **Classroom Set-up and Organization**    WVPTS 2B,  InTASC 3,  CAEP 1.1 | In the video, the Resident Teacher   * 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 Resident Teacher   * 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 Resident Teacher   * has the **classroom materials readily available.** * **may not efficiently organize the classroom for optimal learning.** | In the video, the Resident  Teacher   * 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 Resident Teacher   * 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 Resident Teacher   * 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 Resident Teacher   * 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 Resident Teacher   * 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. | |
| **Flexibility**    WVPTS 3F,  InTASC 2,  CAEP 1.1 | In the video and narrative, the Resident Teacher   * adapts instruction, according to student responses and questions, **frequently** checks for understanding and **capitalizes on teachable moments throughout the lesson.** | In the video and narrative, the Resident Teacher   * adapts instruction according to student responses and questions, **checks for understanding and may utilize teachable moments.** | In the video and narrative, the Resident Teacher   * **adapts instruction according to student responses and questions, but may not attempt to check for understanding until the end of the lesson.** | In the video and narrative,  the Resident Teacher   * delivers instruction   based on the lesson  plan but there is no  attempt to check for  understanding,  regardless of students’  responses. | |
| **Questioning** **Strategies**  WVPTS 3C, InTASC 5, CAEP 1.1 | In the video, the Resident Teacher   * uses a combination of questioning strategies that **promote higher order thinking and challenge assumptions of real world problems,** | In the video, the Resident Teacher   * uses a **combination** of questioning strategies that elicit lower-level and **higher-order responses.** | In the video, the Resident Teacher   * **uses questioning strategies that are lower-level and may elicit narrow responses.** | In the video, the Resident  Teacher   * rarely uses questioning   strategies during instruction. | |
| **Student Engagement**  WVPTS 2C, InTASC 5, CAEP 1.1 | In the video and narrative, the Resident Teacher   * 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.** | In the video and narrative, the Resident Teacher   * 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.** | In the video and narrative, the Resident Teacher   * provides **relevant** activities and assignments that are **developmentally appropriate and engage students towards mastery of the content.** | In the video and narrative,  Resident Teacher   * provides activities and   assignments, but  students are not  intellectually engaged. | |

**INSTRUCTIONS FOR DEVELOPMENT OF TASK SIX**

**Task Six: Impact on Student Learning**

The ultimate success of instruction is determined by (1) whether or not instruction led to student success in meeting the identified goals and (2) the extent to which meeting these will prepare students to use their new learning in the future. In this task, the Resident Teacher will graphically represent assessment data from the prepared unit and analyze students’ progress and achievement of the goals. The Resident Teacher will complete the **Impact on Student Learning Template** and will use this template to guide the preparation of the narrative which will describe the data analysis on impact to student learning.

**In this section, the Resident Teacher must clearly and accurately report the results of the Pre- and Post-Assessments, using graphs and a narrative to identify the performance of the whole class and two focus students.**

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| **TASK 6** | **WHAT TO DO** | **REQUIRED**  **ARTIFACTS** |
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| **1.WHOLE CLASS**  Graph and analyze performance for each student and whole class on pre- and post-assessments on each learning goal. Use | 1.Create a bar graph for each learning goal that shows:   1. Individual student performance on pre-and post-assessments, and 2. Whole class performance on pre-and post-assessments | **Graphs for pre-and post-assessment (individual and whole class)** |
| **2.IMPACT ON STUDENT LEARNING TEMPLATE**  Use the Impact on Student Learning Template to show every student and his/her performance on pre- and post-assessments on each learning goal. | 2.Complete the Impact on Student Learning Template. In the comments column, note any unusual circumstances that might have affected student performance (*e.g., fire drill during assessment, death in family causing multiple absences, excessive absence due to an illness)*. Indicate which students are focus students. | **Impact on Student Learning Template** |
| **TASK 6** | **WHAT TO DO** | **REQUIRED**  **ARTIFACTS** |
| **3.TWO FOCUS STUDENTS** | 3. Develop a narrative which includes all of these tasks. Please label each task with a heading:   1. Analyze the performance of the whole class on the pre-assessment on each learning goal. 2. Analyze the performance of the whole class on the post-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 the Resident Teacher could control and 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 each focus student on the pre-and post-assessments. 7. Analyze and reflect on focus students’ performance from pre- to post-assessment. 8. Describe and analyze the circumstances/conditions that contributed to the successful or unsuccessful achievement of the focus students. | **Narrative written in paragraph form with a heading for each item in a-h.** |

**PREPARATION OF NARRATIVE: EXAMPLE OF HEADINGS: This example is provided to assist in the development of headings for the narrative:**

**Task:** Analyze the performance of the whole class on the pre-assessment on each learning goal.

Suggested Heading: **Analysis of Whole Class Performance on Pre Assessment of Learning Goals**

**TASK 6: Impact on Student Learning Template (example below)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | **Pre-**  **Assessment** | **Post-Assessment** | **Gain**  **+ or -** | **GOALS MET?**  **(Learning goals from Task 2, 3A)** | | | | | | **Comments**  **(See #2)** |
| **#1** | | **#2** | | **#3** | |
| **Y** | **N** | **Y** | **N** | **Y** | **N** |
| **1. B1** | **7/21** | **20/21** | **+13** | **X** |  | **X** |  | **X** |  |  |
| **2. G1** | **7/21** | **10/21** | **+3** |  | **X** |  | **X** |  | **X** | **Shows little effort** |
| **3. G2** | **13/21** | **21/21** | **+8** |  |  |  |  |  |  |  |

**TASK 6: Impact on Student Learning Template**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Students** | **Pre-**  **Assessment** | **Post-Assessment** | **Gain**  **+ or -** | **GOALS MET?** | | | | | | **Comments** |
| **#1** | | **#2** | | **#3** | |
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**TASK 6 RUBRIC: Impact on Student Learning**

(The Rubric for Task Six is included for reference and should be used as a guide for achieving the target score.)

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| --- | --- | --- | --- | --- |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Clarity and Representation of Evidence**  WVPTS 1E, InTASC 6,  CAEP 1.1 | The Resident Teacher   * 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. | The Resident Teacher   * 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.** | The Resident Teacher   * 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.** | The Resident Teacher   * provides graphs that   are not representative  of the whole class  and are not easily  understood.   * provides incomplete   data. |
| **Interpretation**  **of Data**  WVPTS 3E, InTASC 6,  CAEP 1.1 | The Resident Teacher   * 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.** | The Resident Teacher   * 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.** | The Resident Teacher   * **analyzes evidence of student learning.** * **provides technically accurate interpretations, but conclusions are missing or not fully supported by data.** | The Resident Teacher   * analyzes evidence   of student learning  for students from  whom data were  collected.   * is unable to evaluate   learning progress  for all students or  interpretation is  inaccurate and  conclusions  are missing. |
|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| **Evidence of Impact**  WVPTS 3E, InTASC 6, CAEP 1.1 | The Resident Teacher   * provides evidence, including data, of impact on **patterns of learning** for the whole class and each individual learner (including the two focus students) **for each learning goal**. * **factors contributing to these patterns are well-described and conclusions are supported with clear evidence.** | The Resident Teacher   * provides evidence, **including data**, of impact on learning for the whole class and **each individual learner** (including the two focus students). * uses **appropriate examples** to highlight patterns of learning for the class as a whole relative to each learning goal. | The Resident Teacher   * provides evidence of impact on learning for the **two focus students and the whole class**. * **highlights patterns of learning for the class as a whole relative to each learning goal.** | The Resident Teacher   1. attempts to provide   evidence of impact on  student learning, but  does not provide  appropriate evidence  of student growth and  learning. |

**INSTRUCTIONS FOR DEVELOPMENT OF TASK SEVEN**

**Task Seven: Reflection and Self –Evaluation**

This task requires the Resident Teacher to provide a clear description and analysis of the Resident 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. This task will be presented in a reflection narrative. Each of the following categories will serve as a heading for each section of the narrative that is written. The four headings are provided in Column One of the following table:

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| **TASK 7**  **SECTION HEADINGS AND OVERVIEW** | **WHAT TO DO**  **INSTRUCTIONS FOR PREPARATION OF THE NARRATIVE OF EACH SECTION** |
| 1.**INSIGHTS ON TEACHING AND LEARNING**  In this section the Resident Teacher will identify and analyze the most and least successful teaching experiences while teaching this unit. | **Use the prompts to reflect on the implementation of the unit.**   1. Identify and explain the most successful part of teaching this particular unit in the Resident 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. 2. Identify and explain the least successful part of teaching this particular unit in the Resident 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. |
| **2.PROFESSIONAL COLLABORATIVE PRACTICE**  In this section the Resident Teacher is to reflect on the collaboration that occurred in the Resident Teaching experience. | **Using the prompts, reflect on the collaborative practice in which you engaged during the Resident Teaching experience.**   1. Personalize your reflection by describing the collaboration between you and other clinical educators that occurred throughout the Resident Teaching thus far in your experience. 2. 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). |
| **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. | **Using the prompts, write an in-depth reflection on your personal and professional knowledge, skills and dispositions as a beginning teacher.**   1. 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. |
| **TASK 7**  **SECTION HEADINGS AND OVERVIEW** | **WHAT TO DO**  **INSTRUCTIONS FOR PREPARATION OF THE NARRATIVE OF EACH SECTION** |
| **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. | **Using the prompts, reflect on your professional growth.**   1. 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. 2. Identify and describe professional development opportunities attended during your Resident Teaching experience or potential opportunities that may improve teaching and learning or facilitate professional growth. |

**TASK 7 RUBRIC:  Reflection and Self-Evaluation**

(The Rubric for Task Seven is included for reference and should be used as a guide for achieving the target score.)

|  | **Distinguished**  **(4 points)** | **Accomplished**  **(3 points)** | **Emerging**  **(2 points)** | **Unsatisfactory**  **(1 point)** |
| --- | --- | --- | --- | --- |
| **Insights on Teaching and Learning**  WVPTS 4D, InTASC 10, CAEP 1.1 | The Resident Teacher   * 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**. | The Resident Teacher   * **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.** | The Resident Teacher   * is **able** to identify strengths and weaknesses from his/her practice **while teaching the lessons and unit**. | The Resident Teacher   * is unable to identify   strengths and  weaknesses  from his/her  practice. |
| **Professional Collaborative Practice**  WVPTS 4B,  InTASC 10,  CAEP 1.1 | The Resident Teacher   * 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**. | The Resident Teacher   * documents collaboration with **multiple** clinical educators on teaching and learning. * **consistently contributes to group learning, and utilizes the knowledge and skills gained.** | The Resident Teacher   * documents collaboration with **one** clinical educator on teaching and learning. | The Resident Teacher   * does not document   collaboration with a  clinical educator on  teaching and learning.  . |
| **Implications**  **for Future Teaching**  WVPTS 4C, InTASC 9, CAEP 1.1 | The Resident Teacher   * analyzes feedback related to his/her professional knowledge, skills, and/or dispositions **to improve the practice of teaching for self and others.** | The Resident Teacher   * analyzes feedback related to his/her professional knowledge, skills, and/or dispositions to **implement specific changes to improve classroom practice**. | The Resident Teacher   * **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 Resident Teacher     * 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 Resident Teacher   * **engages in critical self-examination of professional practice to design and justify a multi-year, continuous professional growth plan**. | The Resident Teacher   * identifies and justifies **multiple** professional development goals based on lessons learned from this student teaching experience **that will improve teaching and learning.** | The Resident Teacher   * **identifies and justifies** a professional development **goal based on lessons learned from this student teaching experience.** | The Resident Teacher   * has generic professional   development plans based  on convenience and availability  that may or may not impact  professional growth. |