Successful Education Specialist: Mild/Moderate Disabilities teacher candidates support learning by designing a Teacher Work Sample (TWS) that employs a range of strategies and builds on each student’s strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning by meeting the following TWS and Education Specialist Mild Moderate Disabilities Level II standards:

• The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.

• The teacher sets significant, challenging, varied, and appropriate learning goals.

• The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction.

• The teacher designs instruction to accomplish specific learning goals based upon student characteristics and needs and learning contexts.

• The teacher uses ongoing, regular and systematic evaluations of student learning to make instructional decisions.

• The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.

• The teacher reflects on his or her instruction and student learning in order to improve teaching practice.

Education Specialist: Mild/Moderate Disabilities Level II Standards:

13 Data Based Decision Making
18 Assessment of students
19 Curriculum and Instruction

The Teacher Work Sample (TWS) contains seven teaching processes identified by research and best practice as fundamental to improving student learning. Each teaching process is followed by a Standard, the Task, and a Prompt. The Standards and final rubric will be used to evaluate your TWS. The Prompts (or directions) help you document the extent to which you have met each of the Standards. You are required to teach a comprehensive unit. Before you teach the unit, you will describe contextual factors, identify learning goals based on your state or district content standards, create an assessment plan designed to evaluate student performance before (pre assessment), during (formative assessment) and after (post-assessment), and plan for your instruction. After you teach the unit, you will analyze student learning and then reflect upon and evaluate your teaching as it relates to student learning. Submit all lesson plans and evidence.
Teaching Processes Assessed by the Teacher Work Sample
Standards and Indicators

Contextual Factors
The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
Knowledge of community, school, and classroom factors
Knowledge of characteristics of students
Knowledge of students' varied approaches to learning
Knowledge of students' skills and prior learning
Implications for instructional planning and assessment

Learning Goals
The teacher sets significant, challenging, varied and appropriate learning goals.
Significant, challenge, and variety
Clarity
Appropriateness for students
Alignment with national, state, or local standards

Assessment Plan
The teacher uses multiple assessment modes and approaches aligned to the learning goals to assess student learning before and after instruction.
Alignment with learning goals and instruction
Clarity of criteria for performance
Multiple modes and approached
Technical soundness
Adaptations based on the individual needs of students

Design for Instruction
The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts
Alignment with learning goals
Accurate representation of content
Lesson and unit structure
Use of a variety of instruction, activities, assignments and resources
Use of contextual information and data to select appropriate and relevant activities assignments and resources
Use of technology
Instructional Decision Making
The teacher uses ongoing analysis of student learning to make instructional decisions.
• Sound professional practice
• Adjustments based on analysis of student learning
• Congruence between modifications and learning goals

Analysis of Student Learning
The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.
• Clarity and accuracy of presentation
• Alignment with learning goals
• Interpretation of data
• Evidence of impact on student learning

Reflection and Self-Evaluation
The teacher reflects on his or her instruction and student learning in order to improve teaching practice
Interpretation of student learning
Insight on effective instruction and assessment
Alignment among goals, instruction and assessment
Implications for future teaching
Implications for professional development

The following information is presented to scaffold your development of the Teacher Work Sample. Each component of the TWS is described in detail and includes the Task, Prompt and a suggested page length.

Contextual Factors

Standard: The teacher uses information about the learning-teaching context and student individual differences to set learning goals and plan instruction and assessment.
Task: Discuss relevant factors and how they may affect the teaching-learning process. Include any supports and challenges that affect instruction and student learning.
Prompt: In your discussion, include:
• Community, district and school factors. Address geographic location, community and school population, socio-economic profile and race/ethnicity. You might also address such things as stability of community, political climate, community support for education, and other environmental factors.
• Classroom factors. Address physical features, availability of technology equipment and resources and the extent of parental involvement. You might also discuss other relevant factors such as classroom rules and routines, grouping patterns, scheduling and classroom arrangement.
• Student characteristics. Address student characteristics you must consider as you design instruction and assess learning. Include factors such as age, gender, race/ethnicity, special needs, achievement/developmental levels, culture, language, interests, learning styles/modalities or students’ skill levels. In your narrative, make sure you address student’s skills and prior learning that may influence the development of your learning goals, instruction and assessment.
• Instructional implications. Address how contextual characteristics of the community, classroom and students have implications for instructional planning and assessment. Include specific instructional implications for at least two characteristics and any other factors that will influence how you plan and implement your unit.

Suggested length: 1-2 pages

Learning Goals

Standard: The teacher sets significant, challenging, varied and appropriate learning goals.

Task:
Provide and justify the learning goals for the unit.

Prompt:
• List the learning goals (not the activities) that will guide the planning, delivery and assessment of your unit. These goals should define what you expect students to know and be able to do at the end of the unit. The goals should be significant (reflect the big ideas or structure of the discipline) challenging, varied and appropriate. Number or code each learning goal so you can reference it later.
• Show how the goals are aligned with local, state, or national standards. (identify the source of the standards).
• Describe the types and levels of your learning goals.
• Discuss why your learning goals are appropriate in terms of development; pre-requisite knowledge, skills; and other student needs.

Suggested length: 1-2 pages

Assessment Plan

Standard: The teacher uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

Task:
Design an assessment plan to monitor student progress toward learning goal(s). Use multiple assessment modes and approaches aligned with learning goals to assess student learning before, during, and after instruction. These assessments should authentically measure student learning and may include performance-based tasks, paper-and-pencil tasks, or personal communication. Describe why your assessments are appropriate for measuring learning.

Prompt:
• Provide an overview of the assessment plan. For each learning goal include: assessments used to judge student performance, format of each assessment, and adaptations of the assessments for the individual needs of students based on pre-assessment and contextual factors. The purpose of this overview is to depict the alignment between learning goals and assessments and to show adaptations to
meet the individual needs of students or contextual factors. You may use a visual organizer such as a table, outline or other means to make your plan clear.

- Describe the pre- and post-assessments that are aligned with your learning goals. Clearly explain how you will evaluate or score pre- and post-assessments, including criteria you will use to determine if the students’ performance meets the learning goals. Include copies of assessments, prompts, and/or student directions and criteria for judging student performance (e.g., scoring rubrics, observation checklist, rating scales, item weights, test blueprint, answer key).

- Discuss your plan for formative assessment that will help you determine student progress during the unit. Describe the assessments you plan to use to check on student progress and comment on the importance of collecting that particular evidence. Although formative assessment may change as you are teaching the unit, your task here is to predict at what points in your teaching it will be important to assess students’ progress toward learning goals.

**Suggested length:** 2 or more pages plus pre- and post-assessment instruments, scoring rubrics/keys, and assessment plan table

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**Design for Instruction**

**Standard:** The teacher designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

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

**Prompt:**
- Results of pre-assessment. After administering the pre-assessment, analyze student performance relative to the learning goals. Depict the results of the pre-assessment in a format that allows you to find patterns of student performance relative to each earning goal. You may use a table, graph, or chart. Describe the pattern you find that will guide your instruction or modification of the learning goals.

- Unit overview. Provide an overview of your unit. Use a visual organizer such as a block plan or outline to make your unit plan clear. Include the topic or activity you are planning for each day/period. Also indicate the goal or goals (coded from your Learning Goals section) that you are addressing in each activity. Make sure that every goal is addressed by at least one activity and that every activity relates to at least one goal.

- Activities. Describe at least three unit activities that reflect a variety of instructional strategies/techniques and explain why you are planning those specific activities. In your explanation for each activity, include:
  - how the content relates to your instructional goal(s),
  - how the activity stems from your pre-assessment information and contextual factors,
  - what materials/technology you will need to implement the activity, and
  - how you plan to assess student learning during and/or following the activity (i.e., formative assessment).

- Technology. Describe how you will use technology in your planning and/or instruction. If you do not plan to use any form of technology, provide your clear rationale for its omission.

**Suggested length:** 3 or more pages plus a visual organizer
Reflection and Self-Evaluation

**Standard:** The teacher analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

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

**Prompt:**
- Select the learning goal where your students were most successful. Provide two or more possible reasons for this success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control.
- Select the learning goal where your students were least successful. Provide two or more possible reasons for this lack of success. Consider your goals, instruction, and assessment along with student characteristics and other contextual factors under your control. Discuss what you could do differently or better in the future to improve your students’ performance.
- Reflection on possibilities for professional development. Describe at least two professional learning goals that emerged from your insights and experiences with the TWS. Identify two specific steps you will take to improve your performance in the critical area(s) you identified.

**Suggested length:** 2 pages