



INDIANA WESLEYAN UNIVERSITY
Exceptional Needs Education Teacher Work Sample—2012 CEC Standards

Administration and Purpose. The Teacher Work Sample (TWS) is planned and administered during the student teaching semester in either the first or second experience. The TWS is a unit of instruction in a subject area that fits within the normal scope and sequence of your regular student teaching duties.

The overarching purpose of the Teacher Work Sample is to determine the degree to which you can teach to student mastery by using assessment data to modify your planned instruction so that all students accomplish planned learning outcomes. The TWS also has these related purposes:

- The demonstration of your ability to create inter-related learning outcomes, instruction and instructional activities and assessments.
- The documentation of your ability to write high-quality assessments: informal assessments to determine student learning progress, and formal assessments to measure the degree to which students have mastered the planned learning outcomes.
- Your ability to use data to make instructional decisions.
- The degree to which you can modify initial instructional plans based on individual student characteristics, and adapt planned instruction based on data analysis of student learning.

Note that you will want to use multiple artifacts from your Teacher Work Sample as evidence in your student teaching portfolio.

Content of Assessment. The Teacher Work Sample is divided into three sections. The first is the instructional plan. You will write a unit of instruction that includes the content you will teach, along with individual lesson plans that cover the scope and sequence of the unit. The second section is the assessment plan. Your plan will include an initial pre-test designed to determine students' knowledge of the planned content before you begin teaching the unit; informal assessments used to monitor student learning progress as you teach the unit; and a post-test to determine your students' mastery of the content at the conclusion of the unit. The final section of the Teacher Work Sample is a discussion of the quality control measures you employed to ensure that your assessments were fair, accurate, consistent, and as free from bias as possible.

The Teacher Work Sample also contains the following alignments:

- Council for Exceptional Children (CEC) 2012 standards. The IWU Exceptional Needs Education program is recognized by the CEC; this assessment is one of several used to affirm the strength of our program by that organization.
- Interstate New Teacher Assessment and Support Consortium (InTASC). The InTASC Standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. The ten InTASC Standards are incorporated into this assessment, and are divided into four categories:
 - ✓ Learner and Learning (InTASC Standards 1, 2 and 3)
 - ✓ Content (InTASC Standards 4 and 5)
 - ✓ Instructional Practice (InTASC Standards 6, 7 and 8)
 - ✓ Professional Responsibility (InTASC Standards 9 and 10)
- Diversity Thread. Teacher candidates are expected to teach all students well.
- Technology Thread. Teacher candidates are expected to integrate technology into their teaching as a means to improve student learning.

Criterion for Success. *Candidates must achieve a rating of Competent to pass this assessment. For this assessment, Competent is defined as 80% or more of all rubric elements scored as competent or higher. No domain or assessment element may be scored as Needs Improvement*

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Assignment Description. The purpose of this assignment is to provide pre-service teachers with the opportunity to develop and evaluate a unit of instruction for students with exceptional needs. The assignment will guide candidates through the process of examining their student's (or students') background, strengths, and needs, developing learning experiences to engage and challenge specific students, and using formative and summative assessment to guide decision making and evaluate instruction. This assignment is completed in conjunction with EDS 386, Special Education Practicum II, or equivalent field experience.

CEC Indicator(s) Addressed	Teacher Work Sample Assessment Element
Standard 1.1	Response to Student Needs
Standard 1.2	Response to Student Needs
Standard 4.1	Assessment
Standard 4.2	Decision Making
Standard 5.1	Development of Unit Goals Learning Experiences
Standard 5.6	Lesson Plans Impact on Student Learning

Tasks and Procedures

1. With the guidance of your supervising teacher, select an individual or group of students in your practicum setting and an anticipated instructional need, which you will attempt to address in your unit.
2. Using observation, interviews with your student(s), and information provided by your supervising teacher, thoroughly describe your student's cultural and ethnic background, primary interests, strengths, and apparent educational needs.
3. After describing your student's background and needs, describe your own cultural and ethnic background, interests, and strengths. Reflect on the similarities and differences between your student and yourself, and describe assumptions you may hold that could affect your teaching. Describe how you recognized those assumptions and responded to your student's needs in order to provide a culturally-responsive learning experience for your student.
4. With the guidance of your supervising teacher, select or develop a valid assessment of the academic or functional skill you plan to address in your unit. Identical versions of this assessment should be used as the pre- and post-tests for your unit, unless changes in details are necessary to avoid practice effect as a confounding variable.
 - a. Explain how your assessment is fair, or that students have been taught the concepts or skills upon which they are being tested. Create an alignment chart to show instruction and assessment aligned to each unit goal.
 - b. Explain how your assessment is accurate, or measures what it is supposed to measure. Specifically, identify specific ways in which you have ensured that your assessment measures your student's attainment of the concept or skill at hand, including how you used performance-based or authentic assessment, accommodations, assistive

- technology, and/or augmentative or alternative communication to avoid unnecessary barriers due to the student's disability or other factors.
- c. Explain how your assessment is consistent, or produces dependable results that would remain constant on repeated trials. Include descriptions of all conditions under which your assessment took place, including time of day, location, factors internal to the student (e.g. physiological needs, affective state, etc), level of prompting, and other relevant factors.
 - d. Explain how your assessment is free from bias, or free from contextual distractions that could confound your results. Include a description of the process by which you ensured that your questions and prompts were easily understood by the student, free from cultural or ethnic bias, free from cultural microaggressions or other forms of insensitivity, and otherwise free of distracting or confusing elements that would mitigate the validity of your assessment results.
5. Administer your pre-test to your student or students. Based on the results of your assessment, make necessary adjustments to your alignment chart. Develop your first lesson plan.
 6. Deliver each planned lesson (minimum three) to your student or students. After each lesson, reflect on your teaching and formative assessment results and make necessary adjustments to your alignment chart and subsequent lessons. Your final report should include all post-lesson reflections, all versions of your alignment chart, the date of each change, and an explanation of each change.
 7. Administer your post-test.
 8. Examine student assessment results. Create at least two graphic representations of data: an overall comparison of pre- and post-test results, and a comparison of pre- and post-test results broken down by unit goal (unless your unit contained only a single goal).
 9. Calculate and reflect on the degree (percentage or otherwise) of growth your student showed during the course of your unit. Explain possible reasons for student performance, including factors that may have promoted or limited success.
 10. Turn in a final report that includes the following sections:
 - a. Student Characteristics (with personal reflection)
 - b. Unit Overview and Rationale (with attention to personal and cultural responsiveness)
 - c. Alignment Chart (all versions, with dates and explanations of changes)
 - d. Assessment Plan
 - i. Pre-Test
 - ii. Formative Assessment (from each lesson plan)
 - iii. Post-Test
 - iv. Quality Control Reflection
 - e. Lesson Plans (with post-lesson reflections)
 - f. Assessment Results (with reflection)

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	Needs Improvement	Emerging Competence	Competent	Outstanding
<p>Development of Unit Goals</p> <p>Standard 5.1</p> <p>INTASC 2(g)</p> <p>Diversity</p>	<p>The candidate does not satisfactorily consider individual abilities, interests, learning environment, or cultural and linguistic factors in the selection and development of learning goals for the students in question. The candidate misaligns unit goals and learning experiences with identified student needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The candidate conducts shallow reflection on students' abilities, interests, learning environment, and cultural and linguistic factors in the selection and development of learning goals. The candidate aligns unit goals imprecisely with identified student needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>As evidenced by the student characteristics section and the unit overview, the candidate gives consideration to the abilities, interests, learning environment, and cultural and linguistic factors in the selection and development of learning goals. The candidate aligns unit goals with identified student needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>As evidenced by the student characteristics section and unit overview, the candidate thoroughly considers the individual abilities, interests, learning environment, and cultural and linguistic factors in the selection and development of learning goals for the student(s) this unit is designed to serve. The candidate aligns unit goals with precision to identified student needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>
<p>Response to Student Needs</p> <p>Standard 1.1</p> <p>Standard 1.2</p> <p>INTASC 7(j)</p>	<p>The candidate does not satisfactorily consider how language, culture, and family background are likely to influence student learning; the candidate creates unit elements that are ill-aligned to student needs.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>The candidate reflects on how language, culture, and background may influence student learning, but creates goals and learning experiences that only correlate to such factors on a surface level. The candidate defends unit decisions but does not completely account for student needs in such decisions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>As evidenced by the student characteristics section and unit overview, the candidate gives consideration to how language, culture, and background are likely to influence student learning. The candidate uses this consideration to create goals and learning experiences that correlate to student needs, and the candidate accounts for identified needs in major unit decisions.</p> <p style="text-align: center;"><input type="checkbox"/></p>	<p>As evidenced by the student characteristics section and unit overview, the candidate thoroughly considers how language, culture, and family background are likely to influence student learning. The candidate uses this understanding to create goals and learning experiences that are highly correlated to student needs. The candidate accounts for identified needs in each unit decision.</p> <p style="text-align: center;"><input type="checkbox"/></p>

<p>Assessment</p> <p>Standard 4.1</p> <p>INTASC 6(k)</p>	<p>The candidate selects technically unsound assessments and/or administers assessments in ways that risk bias. The candidate's assessment results are unlikely to accurately represent student performance. <input type="checkbox"/></p>	<p>The candidate selects and uses formal and informal assessments that, while technically sound for some purposes, may create bias or other confounding factors for the student or students served by this unit. <input type="checkbox"/></p>	<p>As evidenced by the assessment plan, the candidate selects and uses technically sound formal and informal assessments that do not create obvious bias. The candidate's assessment results are likely to represent student learning with few confounding factors. <input type="checkbox"/></p>	<p>As evidenced by the assessment plan, the candidate selects and uses technically sound formal and informal assessments that minimize bias. The candidate's assessment results are highly likely to accurately represent student learning. <input type="checkbox"/></p>
<p>Decision Making</p> <p>Standard 4.2</p> <p>INTASC 6(l)</p>	<p>The candidate uses unsound measurement principles and/or practices to interpret assessment results. The candidate's decisions are disconnected from and/or contrary to assessment results. The candidate does not satisfactorily justify instructional decisions or changes. <input type="checkbox"/></p>	<p>The candidate uses poorly conceived measurement principles to interpret assessment results and to guide decisions for the student(s) this unit is designed to serve. The candidate attempts to explain instructional decisions and changes using lesson reflection and assessment results but is unable to do so clearly. <input type="checkbox"/></p>	<p>As evidenced by the alignment chart, assessment plan, and lesson plans, the candidate uses generally sound measurement principles and practices to interpret assessment results and to guide decisions for the student(s) this unit is designed to serve. The candidate explains instructional decisions and changes using lesson reflection and assessment results. <input type="checkbox"/></p>	<p>As evidenced by the alignment chart, assessment plan, and lesson plans, the candidate uses sound measurement principles and practices to interpret assessment results and to guide decisions for the student(s) this unit is designed to serve. The candidate thoroughly justifies all instructional decisions and changes using lesson reflection and assessment results. <input type="checkbox"/></p>
<p>Lesson Plans</p> <p>Standard 5.1</p> <p>Standard 5.6</p> <p>INTASC 2(h)</p> <p>INTASC 8(k)</p> <p>Diversity</p>	<p>The candidate creates lesson plans that show lack of consideration for students' abilities, interests, and/or cultural and linguistic factors. The candidate structures lesson plans in a "coverage" or other model that does not respond to student need, promote mastery, or promote generalization. <input type="checkbox"/></p>	<p>The candidate reflects on students' abilities, interests, and cultural and linguistic factors in the creation of learning experiences but imprecisely accounts for those factors. The candidate structures lesson plans in order to allow mastery and generalization but does not sufficiently promote them. <input type="checkbox"/></p>	<p>As evidenced by the lesson plans, the candidate considers students' abilities, interests, and cultural and linguistic factors in the creation of learning experiences. The candidate structures lesson plans in order to teach to mastery and promote the generalization of learning. <input type="checkbox"/></p>	<p>As evidenced by the lesson plans, the candidate thoroughly considers students' abilities, interests, and cultural and linguistic factors in the creation of learning experiences. The candidate structures lesson plans in ways likely to enable students to achieve mastery and generalization. <input type="checkbox"/></p>

<p>Impact on Student Learning</p> <p>Standard 5.6</p> <p>INTASC 6(1)</p>	<p>The candidate does not teach to mastery. Student results show that the candidate does not pursue each objective to mastery before moving on, resulting in insufficient background to support student achievement. <input type="checkbox"/></p>	<p>The candidate attempts to teach to mastery, but imprecise adjustments or reasoning create barriers to student achievement. Student results show that the candidate may have moved on or continued with a line of instruction without considering student achievement. <input type="checkbox"/></p>	<p>As evidenced by the reporting of student results and reflection on student performance, the candidate teaches to mastery. Student results show that the candidate pursues each unit objective to student mastery, making changes as needed, before moving on. <input type="checkbox"/></p>	<p>As evidenced by the reporting of student results and reflection on student performance, the candidate teaches to mastery, making constant adjustments to promote student achievement. Student results show that the candidate pursues each unit objective to student mastery, making changes as needed, before moving on, leading to high levels of student achievement. <input type="checkbox"/></p>
<p>Reporting Results</p> <p>InTASC Standard 8</p>	<p>Significant elements are missing in this section. Data tables and descriptions are not clear; students' pre-test and post-test scores are not paired or are not displayed appropriately. Group summary statistics are missing. <input type="checkbox"/></p>	<p>Most elements are included, Data tables and descriptions are confusing and/or not consistently clear; group summary statistics are included in the final report. <input type="checkbox"/></p>	<p>All required elements in this section are included. Data tables and descriptions are clear and appropriate; students' pre-test and post-test scores are paired; group summary statistics are appropriate and well-displayed. <input type="checkbox"/></p>	<p>All required elements are included; additional elements document an extended analysis of student-learning data. Group summary statistics include results of analyses to determine significance of paired pre- and post-test data. <input type="checkbox"/></p>
<p>Integration of technology</p> <p>InTASC Standard 8</p> <p>Technology Thread</p>	<p>The candidate does not use technologies to plan the TWS unit of study; no technology integration is apparent, even when it is apparent that such integration would be useful to improve teaching and learning. <input type="checkbox"/></p>	<p>The candidate uses technologies to plan the TWS unit of study; the results are not consistently appropriate or useful. <input type="checkbox"/></p>	<p>The candidate uses appropriate technologies to plan the TWS unit of study. <input type="checkbox"/></p>	<p>Technological resources are used to investigate content and pedagogical materials and strategies; technology-based resources, materials and strategies are an integral part of the TWS. <input type="checkbox"/></p>

InTASC Progressions

The intended use of these progressions is as a support tool for improving instruction. Their purpose is to provide descriptions of graduated levels of sophistication of teaching practice. Used in this way, they can be a formative assessment tool. The word “assessment” is derived from the Latin *ad sedere*, meaning “to sit down beside.” As the etymology implies, assessment (in contrast to evaluation) is primarily concerned with providing guidance and feedback for growth. The progressions provide a pathway and common language from which teachers can talk about their practice. The purpose of the progressions is to generate information for teachers to self-assess against and reflect upon, and for mentors and coaches to use to provide feedback in order to improve professional practice.

As a tool that provides a common language about how to develop and grow effective teaching practice, the

progressions can be used by a range of stakeholders at different stages of a teacher’s career. For instance, **Preparation program providers and cooperating PK-12 teachers** can use the progressions to inform the preparation curriculum, including what content focus is included and how coursework is sequenced, how experiences during clinical practice should be scaffolded, and what should be included in a “bridge plan” for continued growth for pre-service teachers as they move to in-service and their induction period.¹

NOTE: The following InTASC progressions have been added to this Teacher Work Sample assessment rubric. These progressions describe the increasing complexity and sophistication of teaching practice for each core standard across the three developmental levels. Even though the InTASC Progressions are included in what is normally a summative assessment, their use is to be formative only. Assessors and teacher mentors should point candidates to these standards, in the process helping them both understand where their current practice places them against these expectations, and also what yet must be accomplished to improve their instructional practices.

	Needs Improvement	Progression 1	Progression 2			Progression 3		
InTASC 6.1 The candidate uses, designs or adapts multiple methods of assessment to document, monitor, and support learner progress appropriate for learning goals and objectives.	The candidate does not use formative assessments; <i>Or...</i> He or she does not use data to draw conclusion about learner progress toward learning objectives.	The candidate <ul style="list-style-type: none"> • Uses, designs or adapts a variety of formative assessments; <i>And...</i> <ul style="list-style-type: none"> • Uses data from multiple types of assessments to draw conclusions about learner progress toward meeting learning objectives and uses this analysis to meet learner needs. 	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> • Provides learners with multiple ways to demonstrate performance; <i>And...</i> <ul style="list-style-type: none"> • Uses data to guide the design of differentiated learning experiences and assessments. 			Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> • Uses formative classroom assessments to maximize the development of knowledge, critical thinking, and problem solving skills; <i>And...</i> <ul style="list-style-type: none"> • Gathers additional data needed to better understand what is affecting learner progress. 		

	Needs Improvement	Progression 1	Progression 2			Progression 3		
InTASC 6.2 The candidate uses assessment to engage learners in their own growth.	The candidate does not engage learners in examining samples of quality work; <i>Or...</i> He or she does not maintain records of learner performance.	The candidate <ul style="list-style-type: none"> • Engages each learner in examining samples of quality work; provides learners with assignment criteria to guide performance; <i>And...</i> <ul style="list-style-type: none"> • Makes digital and/or other records of learner performance to monitor each learner’s progress. 	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> • Engages learners in generating criteria for quality work; identifies key areas in the criteria on which to give individual feedback; <i>And...</i> <ul style="list-style-type: none"> • Makes digital and/or other records of performance available to learners so that they can monitor their progress and identify areas where they need additional practice and support. 			Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> • Engages learners in giving peers feedback on performance using criteria generated collaboratively; guides learners to identify how specific performance elements contribute to effectiveness; <i>And...</i> <ul style="list-style-type: none"> • Engages learners in analyzing their own records and work samples with regard to their progress toward learning objectives and to set new goals. 		

¹ Council of Chief State School Officers. 2013 INTASC Learning Progressions for Teachers, p. 12.

	Needs Improvement	Progression 1	Progression 2			Progression 3		
InTASC 6.3 The candidate implements assessments in an ethical manner and minimizes bias to enable learners to display the full extent of their learning	The candidate does not match learning goals with assessment methods or give learners multiple practice assessments; <i>Or...</i> He or she does not implement assessments in the way they were intended to be used.	The candidate <ul style="list-style-type: none"> Matches learning goals with assessment methods and gives learners multiple practice assessments to promote growth; <i>And...</i> <ul style="list-style-type: none"> Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the way they were intended to be used. 	Progression 1 <i>And...</i> The candidate <ul style="list-style-type: none"> Prepares learners for the content and cognitive demands of assessment formats; <i>And...</i> <ul style="list-style-type: none"> Modifies assessments and testing conditions to enable all learners to demonstrate their knowledge and skills. 			Progression 2 <i>And...</i> The candidate <ul style="list-style-type: none"> Uses multiple assessment methods to scaffold individual learner development toward the learning objectives; <i>And...</i> <ul style="list-style-type: none"> Works with others to minimize bias in assessment practices to ensure that all learners have a variety of opportunities to demonstrate their learning. 		
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 2013 InTASC Standards