

Evidence 1.2.8 Teacher Work Sample Process

Appendix

Instructional Unit or Lesson Plan Progression
Task A: Designing the Instructional Unit or Lesson Plan Progression

Directions for Completing Task A

After selecting the content (topic, knowledge, skills), for the lesson plan progression; write a description of the connection across lessons. You will design a minimum of five (5)* lesson plans. The lesson plan progression and objectives that you select must be directly related to the Kentucky Academic Standards, with the option of including the Program of Studies. Based on an analysis of student data design your lesson objectives. Use your available resources such as the KDE Website, your district curriculum maps, PLC groups, and/or 21st Century Skills school improvement plan.

*This will include a full lesson plan and post-observation reflection for all five (5) lessons taught

*If this is a challenge in the current teaching situation, discuss with University Clinical Supervisor.

Appendix

Instructional Unit or Lesson Plan Progression		
Task A: Designing the Unit or Lesson Plan Progression		
Teacher Candidate's Name:	Date:	
# of Students:	Age/Grade Level:	Content:
Unit Title:	Unit Duration:	
Respond to the following items:		
1. Identify objectives.		
2. Indicate the knowledge, reasoning, performance skills, and/or products that underpin the standard(s) addressed by the unit objectives.		
3. Describe the characteristics of your students, identified in the Context section of the lesson plan, who will require differentiated instruction to meet their diverse needs. *Expectations for supporting students with diverse needs, not just students with identified labels.		
4. Provide an overview of technology that will be integrated to enhance instruction and demonstrate P-12 student use of technology.		

Instructional Unit or Lesson Plan Progression
Task B: Designing Instructional Strategies and Activities

Directions for Completing Task B

Design a set of learning strategies and activities that will enable all students in your class to achieve the learning outcomes, including activities for differentiation.

Lesson Plan Progression Design Template

Using the Task C Unit Organizer template, outline **all** the lessons designed to facilitate student learning of the unit objectives. Your lessons should include a variety of appropriate instructional strategies and activities you believe will best enable all students in your class to achieve. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

For each lesson:

- Identify the unit objective addressed (by number only).
- Describe the specific lesson objective/learning target that is aligned to the unit objective.
- Describe the formative assessment(s) that will be utilized for the objective.
- Describe the differentiated assessment plan.
- Describe the strategies/activities you plan to use.
- Describe the differentiated strategies/activities to meet diverse student needs.
- Describe the media/technologies/resources used for the lessons.
- Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning.

Pre-Assessment Plan - EXAMPLE

Lesson #	Unit Objectives	Lesson Objectives/ Learning Targets	Formative Assessment (s)	Instructional Strategies/Activities
1	Students will demonstrate how entrepreneurs are part of an interdependent web of economic activity in the local, state, national, and international economy.	Students will identify the interdependent nature of entrepreneurs and businesses in their local community.	<p><i>Assessment Description:</i> On demand writing tasks:</p> <p>a. Create a ripple diagram to demonstrate the impact of an entrepreneur on the local economy</p> <p>b. Create a slogan or jingle that identifies the attributes of your business community and why it is a good place to do business as an entrepreneur</p> <p><i>Differentiation Assessment Plan:</i> Have students dictate a letter to the local Chamber of Commerce describing their vision of future opportunities for economic development</p>	<p><i>Strategies/Activities:</i> Brainstorming Individual/small group</p> <p><i>Differentiated Strategies/Activities:</i> Partners Computer assisted brainstorming</p>

*If this is a challenge in the current teaching situation, discuss with University Clinical Supervisor.

Appendix

Instructional Unit or Lesson Plan Progression				
Task B: Designing Instructional Strategies and Activities				
Lesson#	Unit Objective#	Lesson Objectives/ Learning Target	Formative Assessment(s)	Instructional Strategies/Activities
1			Assessment Description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/ Activities: Media/Technologies/ Resources:
2			Assessment Description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/ Activities: Media/Technologies/ Resources:
3			Assessment Description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/ Activities: Media/Technologies/ Resources:
4			Assessment Description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/ Activities: Media/Technologies/ Resources:

5			Assessment Description: Differentiated Assessment Plan:	Strategies/Activities: Differentiated Strategies/ Activities: Media/Technologies/ Resources:
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Use of Technology for Instruction

Describe how you will use technology to enhance instruction.

Describe how students will use technology to enhance/facilitate their learning.

Classroom Teaching

Task C1: Lesson Plan

* 5 lesson plans will be created

Directions for Completing Task C1:

Select one lesson from this unit to be observed by your university clinical educator. Include the full lesson plan, with completed post observation reflection information, as well as the completed observation form. You must use the official KTIP lesson plan provided.

Source of Evidence: Lesson Plan

Teacher Candidate Name: Ages/Grades of Students: Number of Students having IEP/504: Number of Students who are ELL:	Date of Observation: Number of Students in Class: Number of Gifted Students:
Lesson Title:	
Context: Describe the students for which this lesson is designed. Identify your students' background, special needs, cultural differences, interested, and language proficiencies.	
Lesson Learning Target(s)/Objectives <ol style="list-style-type: none"> a. Previous lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. b. Current lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. c. Next lesson's learning targets/objectives (connect each target/objective to the appropriate state curriculum/content area standards. 	
Students' Baseline Knowledge and Skills Describe and include the pre-assessment(s) used to establish students' baseline knowledge and skills for this lesson.	
Formative Assessment Describe and include the formative assessment(s) to be used to measure student progress during this lesson.	
Resources Identify the resources and assistance available to support your instruction and facilitate students' learning.	
Lesson Procedures – Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students' needs, interests, and abilities. <ol style="list-style-type: none"> a. provide a detailed outline of your lesson b. describe the differentiated strategies/activities and/or assessments designed to meet the needs and strengths of the students present in your classroom (e.g., ELL, students with disabilities, gifted/talented, different cultural/ethnic backgrounds, various socioeconomic backgrounds) c. identify the questions you will use to promote higher order thinking and understanding and encourage discussion of all students 	
Co-Teaching Will this lesson be co-taught (yes or no)? (A “yes” answer is mandatory during clinical experiences). If yes, which co-teaching approach will be used? (One teach/one observe; one teach/one assist; station teaching; parallel teaching; alternative; team teaching) How did you co-plan your lesson with your P-12 clinical educator? Explain why this co-teaching approach is an appropriate instructional choice for this class and content.	

Classroom Teaching

Task C2: Lesson Analysis and Reflection
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Task overview: For each lesson, organize and analyze the student performance data so that you can reflect on and evaluate student learning and the effectiveness of your instruction. Your data analyses and reflection will be the basis for identifying ways to improve instruction and student learning. Interns are also asked to describe efforts to communicate progress with students and parents.

You will need student data to identify those who are below criteria, meet criteria, or exceed criteria. Exceeding does not mean they received 100% on an activity. This category allows you to identify those who are gifted or complete the form in that area and differentiate strategies for those in need of more challenging activities or new content. Work with your PK-12 Clinical Educator to appropriately identify your gap group for the data analysis portion of the lesson.

Standard 5 – Assesses and Communicates Learning Results (IECE Standard 4)

Standard 7 – Reflects on and Evaluates Teaching and Learning (IECE Standard 5)

*One reflection for each lesson plan will be completed.

Classroom Teaching

Task C2: Post-Observation Reflection

Name: _____ Date: _____ Cycle: _____

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **each night after the lesson is taught.**

1. Use the formative assessment data for each lesson objective/learning target to sort the students' performance into the following categories:

Whole Class

Gap Group (same info for whole class) –

(complete for 1st day of lesson only)

a. Below criteria _____ # of students

Below criteria _____ # of students

b. Meeting criteria _____ # of students

Meeting criteria _____ # of students

c. Exceeding criteria _____ # of students

Exceeding criteria _____ # of students

Attach a copy of the formative assessment with the criteria or rubric used to determine the students' performance on each of the lesson's learning targets/objectives.

2. Based on the formative assessment data, how successful was the lesson? What commonalities did you identify from this data? Did the students achieve the learning target(s)? What will you do for those students who did not achieve the learning target criteria? For those students who exceeded the criteria?

3. In addition to the student work witnessed by the observer, identify any other student work samples, evidence or artifacts that assisted you in making your determination regarding student achievement.

4. To what extent did classroom procedures, student conduct, and/or physical space contribute or hinder student learning?

5. Did you depart from your plan? If so, how and why?

6. What changes would you make if you were to teach this lesson again? What evidence informed the changes?

7. In consultation with your PK-12 Clinical Educator, identify a target student who would benefit from collaborative efforts for intervention. In each post-observation reflection, document student outcomes related to the plan for collaboration. *Use the template in the Appendix for documentation.

8. What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?

Directions for naming and submitting TWS and TWS Excel Sheet to the Clinical Experiences Office:

- Use the naming convention below on your TWS for submitting on Foliotek.
- Use the naming convention below for saving your Excel sheet before uploading.
- Use the naming convention below for saving your Task E-1 before uploading.
- Use the naming convention below in Blackboard under “Assessment Submission”.
- Upload your Excel sheets (class & Gap) separately, then your Task E-1 Word document to Blackboard.

Naming Convention for Teacher Work Sample Data Collection Excel Sheet

1. NAME OF PROGRAM

IECE	PE	ENG	MAT
ELEM	ART	SS	SPA
MG	MUSIC	MATH	FR
SPED	BIO	CHEM	GER

2. NKU Username

3. SEMESTER – Cap letters on program and first letter of semester

4. YEAR

5. Examples: MGniemeyerjFall2016
 ENGcoxISpring2017

Instructional Unit or Lesson Plan Progression
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Task D: Organizing and Analyzing the Results

Directions for Completing Task D-1: Organizing and Analyzing the Results

This task will be used to describe the impact on student achievement as a whole class at the conclusion of the lesson progression. Include an analysis of and a reflection upon student performance. Also provide a description of the refinement of future lesson(s) in order to improve student achievement.

After you have taught the lesson plan progression and administered the summative assessment, your next task is to organize and analyze the assessment results.

You will complete the following Excel sheets for D-1 using the two new examples (1-15-2016)

1. Organizing and Analyzing the Results (Whole class)
2. Organizing and Analyzing the Results (Gap Group)

Once completed you will also complete the section for Task D-2: Reflection on the Impact of Instruction

Excel sheet located on Blackboard.

Appendix

Unit or Lesson Plan Progression Summative Assessment

**Task D1: Organizing and Analyzing the Results
Reflecting on the Impact of Whole Class Instruction**

Name of Unit												
Grade Level												
Name of Candidate	10 points possible		10 points possible				10 points possible		10 points possible			
	Pretest Obj 1	Met Obj 1 Pre (Y or N)	Posttest Obj 1	Met Obj 1 Post (Y or N)	Gain Obj 1		Pretest Obj 2	Met Obj 1 Pre (Y or N)	Posttest Obj 2	Met Obj 2 Post (Y or N)	Gain Obj 2	Comments
Student 1	3	N	9	Y	6		1	N	7	N	6	
Student 2	3	N	9	Y	6		3	N	8	Y	5	
Student 3	5	N	9	Y	4		5	N	8	Y	3	
Student 4	1	N	9	Y	8		4	N	3	N	-1	
Student 5	6	N	9	Y	3		5	N	6	N	1	
Student 6	7	N	9	Y	2		7	N	8	Y	1	
Student 7	6	N	9	Y	3		7	N	4	N	-3	
Student 8	4	N	9	Y	5		9	Y	8	Y	-1	
Student 9	3	N	9	Y	6		7	N	6	N	-1	
Student 10	2	N	9	Y	7		9	Y	8	Y	-1	
Student 11	7	N	9	Y	2		7	N	8	N	1	
Student 12	5	N	9	Y	4		9	Y	8	Y	-1	
Student 13	8	Y	9	Y	1		6	N	9	Y	3	
Student 14	8	Y	9	Y	1		4	N	8	N	4	
Student 15	2	N	9	Y	7		9	Y	8	N	-1	
Student 16	4	N	9	Y	5		8	Y	9	Y	1	
Student 17	7	N	9	Y	2		2	N	10	Y	8	
Student 18	4	N	9	Y	5		5	N	10	Y	5	
Student 19	7	N	9	Y	2		6	N	10	Y	4	
Student 20	6	N	9	Y	3		8	Y	10	Y	2	
Student 21	9	Y	9	Y	0		5	N	10	Y	5	
Student 22	0	N	9	Y	9		6	N	3	N	-3	
Student 23	10	Y	7	N	-3		4	N	8	N	4	
Student 24	10	Y	7	N	-3		5	N	8	Y	3	
Student 25	3	N	9	Y	6		2	N	9	Y	7	
MEAN	5.20		8.84		3.64		5.72		7.76		2.04	
Standard Deviation	2.74		0.55		3.07		2.32		2.01		3.08	
Met Objective		20%		88%				29%		60%		
Met Objective 1 and 2 at 8 points												

Name of Unit											
Grade Level											
Name of Candidate	10 points possible		10 points possible				10 points possible		10 points possible		
	Pretest Obj 1	Met Obj 1 Pre (Y or N)	Posttest Obj 1	Met Obj 1 Post (Y or N)	Gain Obj 1		Pretest Obj 2	Met Obj 2 Pre (Y or N)	Posttest Obj 2	Met Obj 2 Post (Y or N)	Gain Obj 2
Student 1	3	N	9	Y	6		1	N	7	N	6
Student 2	3	N	9	Y	6		8	Y	8	Y	0
Student 3	5	N	9	Y	4		5	N	7	N	2
Student 4	1	N	9	Y	8		4	N	3	N	-1
MEAN	3		9		6		4.5		6.25		1.75
Standard Dev	1.63		0		1.63		2.89		2.22		3.10
Met Objective		0%		100%				25%		25%	
Met Objective 1 and 2 at 8 points											

Unit or Lesson Plan Progression Reflection

Task D-2 Reflecting on the Impact of Instruction on the Unit or Lesson Progression

Teacher Candidate's Name: _____ Date: _____

1. Select the unit/ lesson plan progression objective/learning target on which your students were **most** successful, based on your analysis of student learning. Based on samples of student work, provide two or more possible reasons for this success.
2. Select the unit/ lesson plan progression objective/learning target on which your students were **least** successful, based on your analysis of student learning. Based on samples of student work, provide two or more possible reasons for this lack of success.
3. Since the conclusion of the unit/lesson plan progression, what have you done to ensure that all your students are making continuous progress? What are your plans to address issues identified in the unit?
4. Based on your reflection about your students' performances, describe at least two area for professional growth that you believe has the potential to increase your instructional effectiveness and thereby improve your students' learning.
5. Choose 3 students who benefited from your differentiated plan; describe the impact on their learning. Choose students from the following categories: 1 from below expectations, 1 from meeting expectations; 1 from exceeding expectations.
*Expectations for supporting students with diverse needs, not just students with identified labels.

6. Identify one student who could have benefited from differentiation; what could have you done differently? Use information from your Collaboration Log.