University of Hawai'i
Institute for Teacher Education
Secondary Education Program

Teacher Work Sample Handbook

"A sense of purpose, a sense of place:
Preparing knowledgeable, effective, and caring educators
to contribute to a just, diverse, and democratic society."

This handbook is the guide for developing a ***teacher work sample*** during student teaching in fulfillment of the exit portfolio requirement of the Secondary Education Program, Institute for Teacher Education, University of Hawai'i at Mānoa. Teaching residents, university coordinators, mentor teachers, university faculty, and school administrators are the intended audiences. The handbook has been revised based on data and feedback from student teachers and faculty in summer 2006, 2007, and 2008.

Acknowledgements

The Secondary Education Program *Teacher Work Sample Handbook* aligns to the University of Hawaii at Manoa, College of Education conceptual framework and Secondary Education Program exit standards.

September 2009

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Overview of
Teacher Work Sample (TWS)

Secondary Education Program
Institute for Teacher Education
College of Education
University of Hawai'i at Mānoa

Teacher Work Sample Defined

The teacher work sample (TWS) is a carefully developed teaching unit planned, implemented, and assessed during the student teaching semester. Through the TWS, teaching residents demonstrate their ability to apply in practice the teaching skills they have developed and demonstrated in their previous teacher education course work. The TWS is a type of "action research" (see glossary), where teaching residents move through the steps involved in best teaching practice and analyze their impact on student learning as a guide to professional improvement. The teacher work sample process teaches teacher candidates a cycle of ongoing improvement that, ideally, continues throughout their careers.

Satisfactory completion of the TWS is required for completion of the secondary education program. Teacher work samples, along with classroom observations of student teaching, also provide evidence that teaching residents meet both Hawai'i and national teacher and content standards and that they can effectively facilitate students' learning in individual content areas. ITE 406 Teaching Residency Seminar faculty assess the work samples, looking for summative evidence that UH teaching residents have developed "acceptable" or "target" teaching skills articulated in Secondary Education Program goals and objectives, the College of Education conceptual framework, and secondary content standards. All teaching residents completing UH teaching programs are expected to provide evidence of their *knowledge, effectiveness, and caring* and the way they contribute to *"a just and democratic society."*

The Four Steps

Pre-Implementation Planning

I.   Context for Learning and Plans for Accommodations (Weeks 1-3)

       Report factors concerning the learning context and diversity in the community, school, and classroom and discuss the instructional implications and accommodations that promote an effective and equitable learning environment for your content area in keeping with the COE conceptual framework. Note: Salient (important) factors highlighted in Step I are to be reflected in the unit planning, implementation and assessment of student learning throughout the teacher work sample.

II.   Unit Plan and Pre-Unit Assessment (Weeks 3-6)

       Present a unit plan (including long term and sample daily plans) for a fair and rigorous 2-3 week unit in your content area. Prior to teaching the unit, conduct a pre-unit assessment to determine students' entry level knowledge/skills/dispositions. Report and analyze pre-assessment findings as a guide to unit planning and as a baseline for later assessment of student growth over the course of the unit.

Post-Implementation Unit Analysis and Self-Evaluation

III.   Unit Implementation and Analysis of Student Growth (Weeks 6-10)

       Analyze unit implementation and resulting student learning (cognitive & affective) using results of pre- and post-assessments or analysis of pre- and post-unit student work. From carefully considered evidence, draw conclusions about your impact on student learning and development.

IV.   Self-Evaluation and Implications for Professional Growth (Weeks 10-12)

       Self-evaluate your teaching effectiveness in your content area and make plans for your professional growth based on findings/analysis (reported in Step 3) that demonstrate your impact on students' learning. Write a reflective statement demonstrating your growth in self-knowledge and your progress toward the ideals of the College of Education's conceptual framework.

Schedule for Steps

Faculty in ITE 406 will assign specific due dates within the general time frames indicated here. They will also provide guidance on how to complete the steps and assess teaching residents' completed teacher work samples.

Faculty will use the assessment rubrics for each step provided in the handbook. They are designed to reflect Secondary Education standards and the College of Education conceptual framework.

The final TWS, with all four steps completed, is due before the end of the semester.

Teaching residents are expected to converse and collaborate professionally as they develop and review each step in their teacher work samples. These conversations are particularly important with their mentor teachers, their university coordinators, their peers in seminar, and the faculty of the ITE 406 seminars. Teaching residents reflect on these conversations and their impacts.

Steps in Teacher Work Sample	Time Frame
I. Context for Learning and Plans for Accommodations	Weeks 1-3
II. Unit Plan and Pre-Unit Assessment	Weeks 3-6
III. Unit Implementation and Post-Unit Analysis	Weeks 6-10
IV. Self-Evaluation and Implications for Prof. Growth	Weeks 10-12
Share TWSs/Present to Peers	**Weeks 13-15**

Format Requirements for Teacher Work Sample

The completed teacher work sample should reflect these format guidelines:

- Ownership. Complete a cover page that includes (a) your name, (b) date submitted, (c) grade level taught, (d) subject taught, (e) your university, (f) course number and title of the student teaching seminar.

- Table of Contents. Provide a Table of Contents that lists the sections and attachments in your TWS document with page numbers.

- Charts, graphs, assessments, selected lesson plans, and other attachments. Charts and graphs as appropriate, as well as, selected assessment instruments are required as part of the TWS document. Initial and final samples of student work are necessary if you are drawing conclusions from them. Make sure student work provides clear, concise evidence of their learning progress.

- Selected lesson plans and related handouts should be included. Format of lesson plan may be assigned by the ITE 406 instructor. If no format is assigned, a consistent lesson plan format approved or recommended by the mentor teacher (and including purpose, procedure/content, and assessment) will be expected.

- Narrative length. You have some flexibility of length across steps, but the total length of your written narrative (excluding charts, graphs, attachments and references) should not exceed twenty (20) word-processed pages, double spaced in 12-point font, with 1-inch margins. Each step's narrative section should be about 5 pages, in general. Be sure to describe ways you sought mentor and peer feedback, and ways you adapted your planning based on feedback.

- References and Credits (not included in total page length). If you referred to another person's ideas or material in your narrative, you should cite references in a separate section at the end of your narrative under *References and Credits*. American Psychological Association (APA) style is required.

- Anonymity. In order to insure the anonymity of students in your class, do not include any student names or identification in any part of your TWS.

STEP I GUIDELINES
Context for Learning and Plans for Accommodation

Report factors concerning the learning context and diversity in the community, school, and classroom and discuss the instructional implications and accommodations that promote an effective and equitable learning environment for content area learning and student well-being in keeping with the COE conceptual framework. Note: Salient (important) factors highlighted in Step I are to be reflected in the unit planning, implementation and assessment of student learning throughout the teacher work sample.

1. COMMUNITY, SCHOOL, CLASSROOM FACTORS
   A) Provide a brief "snapshot" of the community, school, and classroom that gives an overview of the educational context. *Note: Charts (see Appendix) are recommended to supplement writing.*
   B) **Community**: Select ONE *salient factor* about the community to document/report in detail. Possible salient factors can include: geographic location, demographics (socio-economic, race/ethnicity, immigrant or other populations), stability-transience of community, resources, political/religious climate, safety issues, educational support and environmental factors, etc.
   C) **School:** Select ONE *salient factor* about the school to document/report in detail. Possible salient factors can include: school infrastructure/facilities/resources, assessment and student performance data, NCLB proficiency levels of different subgroups, learning support programs (e.g., reading workshops, ESL, bilingual, multicultural education, enrichment/extracurricular programs, interdisciplinary teams, special education, GT, etc.).
   D) **Classroom**: Select ONE *salient factor* about the school to document/report in detail. Possible salient factors can include: physical class features, technology and resources, teacher expectations/support, parent involvement, roles of educational assistants or skills trainers, cultural norms, climate, decision-making protocol, and class rules.
   E) Discuss the instructional implications of *each* of the three salient factors you selected.

2. STUDENT DIVERSITY AND BACKGROUND
   A) Provide a brief class "snapshot" or general overview of the backgrounds and diversity of the students in one of your classes.
   B) **Student Diversity Profiles:** Select ONE *salient factor* about the class members to document/report (i.e., age, gender, free and reduced lunch, SES, race/ethnicity, language, culture, religion, sexual orientation, etc.).
   C) **Student Background Skills / Needs:** Select ONE *salient factor* about the class members to document/report (i.e., prior learning, HSA scores, NCLB sub-group AYP ratings, observed challenges, special accommodations, etc.).
   D) Discuss the instructional implications of the two salient factors you selected.

3. STUDENT LEARNING APPROACHES
   A) Provide a brief "snapshot" or general overview of the varied **student learning approaches** in your class. *Note: Sample Surveys (see Appendix) are recommended to gather this information.*
   B) Select ONE *salient factor* about the class members' learning approaches to document/report. Examples can include: multiple intelligences, interests/attitudes/preferences, cultural ways of knowing, strengths/weaknesses, media literacies, learning styles/modalities.
   C) Discuss the instructional implications of the salient factor you selected.

4. ACCOMMODATIONS AND EQUITABLE ENVIRONMENT
   A) Describe **accommodations** you will be making in the TWS unit to support and/or establish an effective and equitable environment. Emphasize what you can bring as original and unique solutions. Examples can include: technology support, learning contracts, student goal setting/choices, peer assistance, communication with parents, out of class assistance, etc. Consult mentors/colleagues and/or professional resources for ideas.
   B) Make **predictions** on student learning, affective growth and unit outcomes based upon these accommodations and the instructional implications throughout this step.

STEP I RUBRIC
Context for Learning and Plans for Accommodation

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Community, School, and Classroom Factors	Irrelevant, incomplete, or biased information and implications; lack of awareness, care, or understanding of class, school, and community context.	Well-rounded snapshot of the class, school, and community context; basic knowledge of the implications for instruction.	Comprehensive snapshot of the class, school, and community context; in depth analysis of the implications for instruction.	
Student Diversity and Background	Inadequate discussion of student diversity and background factors affecting instruction, superficial or undifferentiated knowledge of implications for instruction.	Satisfactory discussion of student diversity and background factors affecting instruction, basic knowledge of implications for instruction.	Comprehensive discussion of student diversity and background factors affecting instruction, in depth analysis of implications for instruction.	
Student Learning Approaches	Biased, irrelevant, or minimal knowledge about student learning approaches; unsupported discussion of instructional implications.	Adequate knowledge of student learning approaches; supported fundamental discussion of instructional implications.	Insightful knowledge of student learning approaches; in depth analysis of instructional implications.	
Accommodations and Equitable Environment	Superficial or incomplete description of accommodations; illogical or unsupported predictions.	Satisfactory description of accommodations; logical and grounded predictions.	Perceptive description of accommodations; insightful and well-supported predictions.	

Comments:

Standard Met? (Yes or No) _____

STEP II GUIDELINES
Unit Plan & Pre-Unit Assessment

Present a unit plan (including long term and sample daily plans) for a fair and rigorous 2-3 week unit in your content area. Prior to teaching the unit, conduct a pre-unit assessment to determine students' entry level knowledge/skills/dispositions. Report and analyze pre-assessment findings as a guide to unit planning and as a baseline for later assessment of student growth over the course of the unit.

1. UNIT PLAN NARRATIVE
  A) Provide a brief **unit overview**, describing the focus and diverse perspectives of the unit, the varied teaching strategies you have planned (e.g., group work, presentations, connections to student life, technology use, etc.), and the resources/real world contexts you will use.
  B) Provide a **rationale** for the unit purpose, content, and design, including an explanation of why your particular secondary students will find the unit essential, accessible, and meaningful.
  C) Describe each **unit goal/outcome** (include insights from consultation with mentor/others to determine fit and variety) and the alignment to national standards, HCPS III, and GLOs.

2. DESCRIPTION OF MULTIPLE ASSESSMENTS
  A) Select and describe <u>two</u> different **formative assessments** and <u>one</u> major **summative assessment** with accompanying scoring keys or rubrics. *Note: A chart (see Appendix) is recommended to supplement narrative.* For <u>each</u> of the three assessments report the following:
   • Name and method/type of assessment (e.g., performance tasks, essays, product, test, etc.).
   • Rationale for the type of assessment chosen (include consultation with mentors/ others).
   • List of specific lesson objectives/unit outcomes for the assessment.
   • Description of how the assessment is meeting specific HCPS III benchmarks.
   • Level of thinking/development (e.g., Bloom's taxonomy-including higher order thinking).
   • Plan for differentiation/adaptation based on student needs/context (e.g., technology)
  B) Describe how the corresponding **pre-unit** and **post-unit** assessments/student work will demonstrate student knowledge, abilities, and affective development both prior to and as a result of the TWS unit. Examples of assessments that can be administered prior to and at the end of a unit to measure key concepts/skills can include: writing samples or constructed responses, pre-/post- comprehension quizzes or performances, KWL charts, etc. Pre-post analysis data can also be based on grades before and after unit or student goals and their progress toward them.

3. UNIT MAP/CHART AND LESSON PLANS
  A) In the **unit map/chart** (see Appendix for sample), present the progression of daily lessons throughout the unit, listing the following key components for <u>each</u> lesson:
   • Topic/Theme and Core Concepts of the Content Area
   • Specific Skills/Knowledge
   • Objectives and HCPS III Benchmark Alignment (benchmark numbers only)
   • Activities and Assessments

B) Select and submit formal **written lesson plans** for <u>TWO</u> key lessons in the unit that *exemplify* your incorporation of varied teaching strategies, affective dimensions, and accommodations. For *each* lesson plan, follow the format of your content area and include/address the following:
- Alignment of lesson objective/activities to assessments, HCPS III, and GLOs
- Connection to skills, knowledge, and core concepts of the content area.
- Variety in pedagogy, levels of thinking, active learning, and use of technology.
- Differentiation in keeping with students' needs, backgrounds, and experiences.

4. PRE-UNIT ASSESSMENT RESULTS
A) Document/report and analyze **whole class** pre-unit assessment data and/or entry-level student work structured so that a comparison can be made at the end of the unit.
B) Select and identify <u>**two** contrasting students</u> whose learning and affective growth you will track throughout the unit. Describe the two students and provide a rationale for your selections.
C) Extract the pre-unit assessment data/assignment results of the two students to discuss in depth.

STEP II RUBRIC
Long Term Unit Plan & Pre-Unit Assessment

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Unit Plan Narrative	Incomplete overview and/or underdeveloped rationale. Inappropriate or impractical goals/outcomes with illogical alignment to standards.	Adequate overview and suitable rationale. Fitting goals/outcomes with logical alignment to standards.	Thorough overview and well-developed rationale. Insightfully designed goals/outcomes that are aligned to standards.	
Description of Multiple Assessments	Incomplete description or insufficient/inappropriate assessments. Unsuitable pre-/post-assessments.	Satisfactory description and sufficient/appropriate formative, summative, and pre-/post-assessments.	Well-rounded and insightfully designed formative, summative, and pre-/post-assessments.	
Unit Map/Chart and Lesson Plans	Inappropriate and/or incomplete unit map/chart or lesson plans. Ill-conceived or superficial planning with limited understanding of pedagogy and curricula.	Clear and appropriate unit map/chart and lesson plans. Satisfactory understanding of pedagogy and curricula.	Thorough and well-designed unit map/chart and lesson plans. Insightful planning with well-rounded understanding of pedagogy and curricula.	
Pre-Unit Assessment Results	Insufficient documentation of pre-unit assessment results. Incomplete or unsatisfactory description and analysis of whole class and two students.	Clear pre-unit assessment results. Detailed description and analysis of whole class and two students.	Meaningful pre-unit assessment results. Multi-faceted description and analysis of whole class and two students.	

Comments:

Standard met?
(Yes or No) _____

STEP III GUIDELINES
Unit Implementation and Unit-Analysis of Student Learning

Analyze unit implementation and resulting student learning (cognitive & affective) using results of pre- and post- assessments or analysis of pre-unit and post-unit student work. From carefully considered evidence, draw conclusions about your impact on student learning and development.

1. **Key Insights About Implementation:** Write a narrative addressing 1A, B, C, & D.
    - **A)** Intended impact on students' knowledge, reasoning, and positive dispositions and actual impact.
    - B) Impact of teaching the unit on your self-knowledge, reasoning about teaching, or professional dispositions. Characterize your growth as a teacher who impacts students' learning.
    - C) Adjustments to your unit plan in response to students' needs, emerging and unpredicted needs, special school needs/calendar/testing, and/or feedback and/or consultation with students or mentors/colleagues.
    - D) Unit grading plan (e.g., What was worth what and how did you decide? How did you communicate your grading system to students? How satisfied are you with the appropriateness and rigor of your grading approach?).

2. **Post-Analysis of Academic Growth of Whole Class**: Assess growth of whole class based on TWS unit. Relate resulting learning (post-assessment) to predictions for learning made in Step 1 and pre-assessment of learning in Step 2. Focus on evidence to make this "interpretive" exercise convincing. Use a pre and post assessment model (writing samples, quizzes, performance assessments, KWL charts) or other appropriate approach (analysis of student work before and after unit, grades before and after, student goals before and progress toward them after) to analyze growth).

3. **Post-Analysis of Two Students' Academic Work:** Describe, in depth, your impact on 2 different students' learning—providing samples of students' work as evidence of their entry level and growth toward unit outcomes. Support your assertions. Describe relevant feedback you gave them on their growth at any point in the unit and any steps you took to promote equitable learning for each.

4. **Impact on Affective Growth:** Draw conclusions about the effectiveness of decisions or adjustments you made to promote students' affective growth (e.g., progress toward GLOs; growth of engagement in learning, social, emotional, personal growth, etc.).

STEP III RUBRIC
Unit Implementation and Post Assessment

Rating → Indicator↓	0 Unacceptable	1 Acceptable	2 Target	Score
Key Insights	Limited interpretation of unit's potential impact on students and connection to context. Limited perspective without outside consultation or research. Unclear grading plan.	Adequate interpretation of unit's potential impact on students and its connection to context. Some research and more than one perspective, including consultation with mentor. Clear grading plan.	Offers insightful interpretation of unit's potential impact on students and its connection to context. Represents multiple perspectives/ research. Exceptionally well-conceived grading plan.	
Post Analysis of Whole Class	Insufficient analysis and/or data regarding whole class learning with little reference to actual student work. No relation to context predictions.	Adequate analysis of impact on student learning, including patterns and variations in results across students/assessments. Adequate conclusions related to context predictions.	Insightful conclusions about impact on student learning based on comprehensive analysis and context. Exemplary interpretation of connection of teaching to learning.	
Post Analysis of Two Students' Work	Insufficient analysis and/or data and comparisons regarding 2 students' work. Little analysis of own impact and related issues of equitable teaching.	Sufficient data and comparisons regarding 2 students' work. Satisfactory analysis of own impact and related issues of equitable teaching.	Insightful and fully data-based analysis of 2 students' learning. Deep understanding of own impact and related issues of equitable teaching.	
Impact on Affective Growth	Largely unsupported conclusions and minimal adjustments in teaching to promote affective growth.	Sufficiently supported conclusions. At least one defensible conclusion and related adjustment that promote affective growth.	Thoughtful, supported conclusions. Two or more insights and related teaching adjustments that promote affective growth.	

Comments:

Standard Met (Yes or No)?

STEP IV GUIDELINES
Self-Evaluation and Implications for Professional Growth

Self-evaluate your teaching effectiveness in your content area and make plans for your professional growth based on findings/analysis (reported in Step 3) that demonstrate your impact on students' learning. Write a reflective statement demonstrating your growth in self-knowledge and your progress toward the ideals of the College of Education's conceptual framework.

Notable student learning: Begin the self-evaluation by describing where the secondary students' academic learning was most notable (i.e., your greatest impact on their growth).
   A. Provide <u>two or more</u> possible ways your teaching promoted learning, commenting on the relevance of unit outcomes, lesson and assessment design, accommodations, etc.
   B. As part of this self-evaluation, seek out and consider feedback from students, parents, colleagues, peers and/or mentors and new ideas in relevant professional literature. Summarize feedback, your interpretations and your plans for the future.
   C. Assess any efforts you made to promote student learning by connecting strategies, materials, and content in the TWS unit to your students' lives (Reference Steps I or II).

Limits of student learning: Continue by describing where the secondary students' academic learning was most limited (i.e., where you may have limited their learning).
   A. Provide <u>two or more</u> examples of ways your teaching may have limited learning, commenting on the relevance of unit outcomes, lesson and assessment design, accommodations, etc.
   B. As part of this self-evaluation, seek out and consider feedback from students, parents, colleagues, peers and/or mentors and new ideas from relevant professional literature. Summarize feedback and plans about what you will do differently or better in the future.
   C. Assess effectiveness of your efforts to promote student learning by connecting strategies, materials, and content in the TWS unit to your students' lives (Reference Steps I, II).

Demonstration of COE conceptual framework: Self-assess your growth in self-knowledge and your progress toward demonstrating the core values of the COE conceptual framework (a) *to contribute to just and democratic schools and society,* and (b) to demonstrate *knowledge, effectiveness, and caring* in the implementation of the TWS unit. Respond to A **or** B, and C as follows:
   A. Explain and provide one example of your students' growth in awareness or action of an issue of social justice (e.g., what was your class able to learn from the unit you taught about issues of justice or what it means to be "just"?), OR
   B. Explain one example of your own progress in "contributing to just and democratic schools and society" during and/or as a result of teaching this unit (e.g., what did you learn about what you can do to promote just or equitable schooling through your teaching or interaction with members of the school community?).
   C. Explain and select one exemplar demonstrating how you conveyed 1) knowledge, 2) effectiveness, and 3) caring as a teacher during the TWS unit.

Professional development needs/goals: Based on your interpretation of the connection between your teaching, your students' learning, and your ability to demonstrate ideals of the COE conceptual framework during the TWS unit, describe your professional development needs and related goals for growth in the future.
   A. Identify and describe <u>at least two</u> professional development needs and related goals.
   B. Identify at least <u>two specific actions</u> you will take to work toward these professional development goals.

STEP IV RUBRIC
Self-Evaluation and Implications for Professional Growth

Rating → Indicator ↓	0 Unacceptable	1 Acceptable	2 Target	Score
Notable student learning	Identifies fewer than two ways teaching promoted students' learning. Minimal consideration of feedback, new ideas, or context.	Satisfactorily identifies two ways teaching promoted students' learning. Considers some professional feedback or sources and connects to student lives/ context.	Insightfully identifies two ways teaching promoted students' learning. Self-assessment thoughtfully integrates professional feedback, sources, and context.	
Limits of student learning	Identifies fewer than two ways teaching limited students' learning. Minimal consideration of feedback, new ideas, or context. Weak plan for adjustments.	Identifies two ways teaching limited students' learning. Considers some feedback, new ideas, and connects to context. Appropriate plan for adjustments.	Insightfully identifies two ways teaching limited students' learning. Thoughtful integration of feedback, sources, and context for learning. Exemplary plan for adjustment.	
Demonstration of COE conceptual framework	Inadequate awareness of core values stated in Guideline 3 related to social justice. Insufficient evidence of knowledge, effectiveness and caring in teaching.	(a) Adequate support of own or secondary students' new learning about social justice in keeping w/ Guideline 3; and (b) Explains one example each of teaching with knowledge, effectiveness, & care.	(a) Deep explication of own or secondary students' new learning about social justice in keeping w/ Guideline 3; and (b) Particularly thoughtful evidence of teaching that is knowledgeable, effective and caring.	
Professional Development Needs/ Goals	Fewer than two professional goals connected to self-evaluation insights. Fewer that two related actions planned to achieve goals.	Two adequate professional goals connected to self-evaluation insights. Two adequate actions planned to achieve goals.	Two or more well-selected goals with strong connection to self-evaluation insights. Two or more well-conceived actions planned to achieve goals.	

Comments:

Standard Met (Yes or No)?

Appendices

Appendices provide examples/formats you may use.
Check with your seminar instructor to see whether these
formats are applicable in your content area.

Step I Appendix
Context & Accommodations Rubric

Most agree that accomplished teachers know their students, including their interests and needs. They also know their setting—including the community's general socioeconomic level (e.g., percentage of students of free and reduced lunch). Sensitivity to students' needs based on SES often helps you to teach each child more effectively. Teachers also benefit by knowing the key cultural values of the community or school (e.g., What do students do outside of school? What type of housing is available? What community resources might support your teaching? What speakers might be available?) Information about context can help you accommodate the cultural, linguistic, and learning strengths and academic levels of the students in your classroom.

The following data recording formats are examples you may draw from. Use all or part, or devise other formats, in consultation with your seminar instructor. What's most important is that you learn enough about your community and students to know how to link instruction meaningfully to their lived experience, needs and strengths.

Sample Formats to Record Data & Instructional Implications
A. Characteristics of Community

Factors	Descriptors	Instructional Implications
Location		
Socio-economic and geographic profile*		
Race/ethnicity		
Immigrant population(s)		
Transience/ Stability of Community		
Community resources for teaching & learning		
Health, environment or safety issues.		
Other		

*In your description, you may want to select the term that best describes the students' socio-economic/geographic profile.
   a. Low income, urban
   b. Middle or upper income, urban
   c. Low income, suburban
   d. Middle or upper income, suburban
   e. Low income, small town (not
        suburban)
   f. Middle or upper income, small town
        (not suburban)
   g. Low income, rural
   h. Middle or upper income, rural

B. Characteristics of School

Factors	School	Instructional Implications
Level of School		
Number of students		
Ethnicity of students		
Number of teachers (gender, ethnicity)		
Number of students receiving free and reduced lunch		
Adequacy of school facility		
Adequacy of resources		
Mandated assessments		
Student performance data (NCLB, etc.)		
Learning support programs		
Other (political, religious climate, funding, support, school board, etc.)		

C. Existing Classroom Characteristics

Classroom Factors	Descriptors	Instructional Implications
Number of students		
Grade, content, time of day		
Teaming/Interdisciplinary		
Physical set up		
Parent involvement		
Educational assistants		
Technology resources		
Cultural norms		
Climate (Safe? Equitable?)		
Class rules/decision making protocols		

D. Student Diversity and Background

Characteristics of Students	Description	Instructional Implications
Age range		
Gender		
Race/ethnicity		
New or Recent Immigrant		
Free and Reduced Lunch		
ESL/ Languages spoken		
Various cultures represented		
Interests of students (generalized)		
Description of special needs students		
Developmental levels		
Learning styles/ways of thinking or knowing (identify types and number of students)		
Prior learning and skills in relation to learning goals		
Other (religion, sexual orientation, etc.)		

E. Class Profile Form
You may use this form to collect data on Student Characteristics.

1. Level and content of the class

Content	Period	Grade Level

2. Age range _____

3. Number of students enrolled in the class.

Male	Female	Total

Use the following table to answer data in items 4 and 5.

CODE	ETHNIC BACKGROUND	CODE	ETHNIC BACKGROUND
AB	African American or Black	MA	Mixed Asian
AI	American Indian/Alaskan Native	CA	Caucasian or White
CH	Chinese	HS	Hispanic
FI	Filipino	HW	Hawaiian
IN	Asian Indian	SA	Samoan
JP	Japanese	TO	Tongan
KO	Korean	GC	Guamanian or Chamorro
LA	Laotian	MC	Micronesian (except Guamanian or Chamorro)
TH	Thai	OP	Other Pacific Islander
VI	Vietnamese	MP	Mixed Pacific Islander
OA	Other Asian	MX	Mixed Race

4. Number of students enrolled in the class in each ethnic group.

Code	Number	Code	Number	Code	Number	Code	Number
AB		KO		CA		GC	
AI		LA		HS		MC	
CH		TH		HW		OP	
FI		VI		SA		MP	
IN		OA		TO		MX	
JP		MA					

5. **NUMBER** of students in each of the following **language categories. Name the particular languages.**

English is first language	English is second language	Student is Bilingual

6. **NUMBER** of students who have been identified as having each exceptionality.

Hearing impaired	Visually impaired	Physically disabled	Gifted
Developmental disability	Emotional/Behavioral disability	Learning disability	Other

8. **PERCENTAGE** of this class can be categorized in the following skill levels.

Above grade level skills in content	Grade level skills in content	Below-grade level skills in content

9. Assignment to this class is:_____ Homogeneous_____ Heterogeneous

10. **NUMBER** of students with each learning style/modality

Auditory	Visual	Tactile/Kinesthetic	Mixed

11. Provide a simple sketch of the arrangement of the instructional space (e.g., student desks, teacher desk, student work space, arrangement of centers). Attach a seating chart with the students' names.

F. Very Basic Class Survey

What three things would you like me to know about you that might help me to teach you better?

What three topics (in math, language arts, etc.) would you like to know about that I may be able to teach you?

G. Learning Styles Survey

Name: _____

Directions: There are 11 incomplete sentences and three choices for completing each. Score the three choices by ranking them as:

       3 = the choice that is most like you
       2 = your second choice
       1 = the one that is least like you

Your ranking should give a good description of you.

1. When I want to learn something new, I usually:
    ____ a. want someone to explain it to me.
    ____ b. want to read about it in a book or magazine or computer.
    ____ c. want to try it out, take notes, or make a model of it.

2. At a party, most of the time I like to:
    ____ a. listen and talk to two or three people at once.
    ____ b. see how everyone looks and watch the people.
    ____ c. dance, play games, or take part in some activities.

3. During meal time I:
    ____ a. talk instead of eating, dragging out meals.
    ____ b. eat food that looks good first, sorting by color.
    ____ c. squirm in chair, get up and down; often put too much in my mouth.

4. When I am angry, my first reaction is to:
    ____ a. tell people off, laugh, joke, or talk it over with someone.
    ____ b. blame myself or someone else, daydream about taking revenge, or keep it inside.
    ____ c. make a fist or tense my muscles, take it out on something else, hit or throw things.

5. A happy event I would like to have is:
    ____ a. hearing the thunderous applause for my performance or skill.
    ____ b. photographing the prized picture for an exciting newspaper story.
    ____ c. achieving the fame of being first in a physical activity such as dancing, acting, surfing or a sports event.

6. I prefer a teacher to:
    ____ a. use the lecture method with informative explanations and discussions.
    ____ b. write on the whiteboard, use visual aids, and assigned readings.
    ____ c. require active learning: posters, models or practicing skills.

7. I know that I talk with:
   _____ a. different tones of voice.
   _____ b. my eyes and facial expressions.
   _____ c. my hands and gestures.

8. If I had to remember an event so that I could record it later, I would choose to:
   _____ a. tell it aloud to someone, or hear an audio tape recording or a song about it.
   _____ b. see pictures of it, or read a description.
   _____ c. replay it in some practice rehearsal using movements such as dance, role play, or drill.

9. When I am making or working on something new, I like to:
   _____ a. have someone tell me the directions, a friend or TV show; ask questions, talk during work.
   _____ b. read directions, see a picture of completed project.
   _____ c. work rapidly, hurry to get to the next step.

10. My emotions can often be interpreted from my:
   _____ a. voice quality, sound of my voice.
   _____ b. facial expression.
   _____ c. general body tone, my body movement.

11. When in groups, I like to:
   _____ a. raise my voice, talk at the same time as others.
   _____ b. be quiet, watch more than take part.
   _____ c. be either first or last in line; can't wait to get moving.

Learning Styles Inventory Scoring Guide

Add up all the points in given for "a", do the same for "b" items and "c" items.

- If "a" responses have the highest score, the student's modality preference is **auditory**.
- If "b" responses have the highest score, a student's modality preference is **visual**.
- If "c" responses have the highest score, a student's modality preference is **tactile/kinesthetic**.
- If all, "a," "b," and "c" scores are equal that indicates **mixed modality** preference.

Based upon results of student's modality inventory, review the explanations below to help the student understand his/her modality preferences for learning new or difficult concepts.

Auditory learners use their voices and their ears as the primary mode for learning. They remember what they hear and what they themselves express verbally. When something is hard to understand, they want to talk it through. When they're excited and enthusiastic about learning, they want to express verbally their response. Furthermore, when an assignment is given orally, they will remember it without writing it down. These learners love class discussion, they grow by working and talking with others, and they appreciate a teacher taking time to explain something to them. They are also easily distracted by sound because they attend to all the noises around them, but ironically they will often interrupt a quiet moment by talking because they find the silence itself disturbing. When they want to remember something they will say it aloud, sometimes several times, because the oral repetition will implant it in their minds. When a teacher asks them to work quietly at their desks for an extended period or parents ask them to study in a quiet room, these request are difficult tasks. For some auditory learners, their abilities serve them well in learning music, foreign languages, and in other areas that depend on good auditory discrimination (Guild & Garger, 1986).

Visual learners want to see the words written down, a picture of something being described, a timeline to remember events in history, the assignment written on the board. These learners will be very attuned to all the physical things in the classroom and will appreciate a pleasant and orderly physical environment. They will often carefully organize their materials and will decorate their work spaces. They will seek out illustrations, diagrams, and charts to help them understand and remember information. They appreciate being able to follow what a teacher is presenting with material written on an overhead transparency, handout or PowerPoint presentation. They review and study material by reading over their notes and by recopying and reorganizing in outline form or mapping form (Guild & Garger, 1986, 1998).

Tactile/kinesthetic learners prefer and actually learn better when they touch and are physically involved in what they are studying. These learners want to act out a situation, to make a product, to do a project, and in general to be busy with their learning. They find when they physically do something; they understand it and they remember it. They

make take lots of notes to keep their hands busy, but they may never reread the notes. They learn to use the computer by trying it, experimenting, and practicing. They learn concepts in social studies by simulating experiences in the classroom. They become interested in poetry by becoming physically involved in the thoughts expressed. Many of these learners want to be as active as possible during the learning experience. They express their enthusiasm by jumping up and getting excited when something is going well. When asked to sit still for long periods, they fidget and are often labeled as behavior problems (Guild & Garger, 1986, 1998).

Mixed modality learners are able to function in more than one modality. In terms of achievement, students with mixed modality strengths often have a better chance of success than do those with a single modality strength, because they can process information in whatever way it is presented (Guild & Garger, 1986, 1998).

H. THE LEARNING PREFERENCE SCALE FOR STUDENTS (LPSS)

These are some questions which I found in "The Development of a Cooperative, Competitive, and Individualistic Learning Preference Scale for Students." This is not the complete instrument and it has been revised.

Please answer each item:
CT = completely true.   MT = a bit more true than false.
CT = completely true.   MF = a bit more false than true.

	CT 4	MT 3	MF 2	CF 1
1. I prefer to work by myself so I can go as fast as I can.				
2. It is helpful that the teachers get to know students by having them work together in groups.				
3. It is helpful to combine everyone's ideas when making a decision.				
4. Working in a group scares me.				
5. I do not like working by myself.				
6. I like to be in a group which people know is good.				
7. I would like to be the best at something.				
8. Other people's ideas are usually not as good as mine.				
9. I like to work in a group at school.				
10. I like to be able to use the ideas of others as well as my own.				
11. If I work by myself most of the time, I become lonely and unhappy.				
12. We get the work done faster if we work together.				
13. I do better work by myself.				
14. I like to help other people do well in a group.				
15. I learn faster if I'm trying to do better than others.				
16. I do not mind if I get the lowest marks.				
17. If I work by myself now I will manage better later.				

	CT 4	MT 3	MF 2	CF 1
18. I work badly when I know that I have to do it all by myself.				
19. Other people get a lot out of trying to be better than me.				
20. I like my work best if I do it myself without anyone's help.				
21. Working in a group now helps me work with other people later.				
22. Trying to be better than others make me work well.				
23. I like to keep my ideas to myself.				
24. I like to work on my own without paying attention to other people.				
25. My work is not so good when I'm thinking mostly about doing better than other people.				
26. I do not like always trying to be better than someone else.				
27. I do not like working with other people.				
28. Trying to be better than others in schoolwork helps me be successful later.				
29. I make good decisions when I listen only to the advice I give myself.				
30. I like to try to be better than other students.				

SCORING THE LEARNING PREFERENCE SCALE – STUDENTS

Remember that this is not the complete scale and it has since been modified.

There are 30 questions altogether, 10 questions which measure cooperative learning preference, 10 questions which measure competitive learning preference and 10 questions which measure individualized learning preference.

A 4-point answer scale is used, with the response categories, "completely true," "more true than false," "more false than true," and "completely false." Numerical values are assigned on a 4-3-2-1 basis with 4 representing the strongest preference. (Note that some scales are reversed – these items are indicated with a "+".)
Calculate three main preference subscale scores (minimum 10, maximum 40) indicating strength of preference for cooperative, competitive, and individualized learning preferences.

1. Cooperative learning preference. Items 2, 3, 4, 6, 9, 10, 12, 14, 21, 27
   SCORE: _____
2. Competitive learning preference. Items 7, 8, 15, 16, 22, 25, 26, 28, 30
   SCORE: _____
3. Individualized learning preference. Items 1, 5, 11, 13, 17, 18, 20, 23, 24, 29
   SCORE: _____
4. Combined Involvement Score. Add #1 and #2 (Cooperative + Competitive learning preference scores).
   Combined Involvement SCORE: _____
   This is an indication for desire to contact with others during the learning processes.
5. Cooperative Involvement. #1-2 (Cooperative – Competitive learning preference scores).
   Cooperative Involvement SCORE: _____
   This is an indication of the relative strength of the cooperative preference within the general desire for contact with others for learning.

Step II Appendix

Effective teachers often use tables as graphic organizers for long-term, standards-based planning and assessment. In the teacher work sample, your unit is "standards-based" in alignment with relevant Hawaii content standards. Your skill in standards-based teaching will help you support student learning in Hawaii and other states' standards-based systems.

To distinguish benchmarks from objectives, remember that while state benchmarks are similar to your teaching objectives, objectives focus on a particular content (e.g., presidency) while benchmarks focus on a broader concept (e.g., constitutional principles).

A. Multiple Assessment Table (II.2)

Lesson Objectives/Unit Outcomes Assessed & Aligned HCPS III Benchmark	Assessment	Method of Assessment**	Level of Thinking*/ Development	Adaptations in keeping with context or special needs
1a	Pre-assessment	(e.g., selected response, essay, performance; personal communication)		(e.g., option for more time; assistance reading items)
	Formative			
	Summative			
1b, etc.				

* You can use a system of your choice to distinguish different levels of thinking. You may want to use **Benjamin Bloom's classic taxonomy** of the cognitive domain, which notes the following levels, from lower order thinking to higher order thinking: *knowledge, comprehension, application, analysis, synthesis, evaluation.* Or, you may want to distinguish different levels using Rick Stiggins' **varied achievement targets**: *knowledge, reasoning, skill, products, and disposition.*
** Assess Stiggins' targets using: selected response, essay, performance assessment, and/or personal communication. (See Richard J. Stiggins *(2001) Student Involved Classroom Assessment*, 3rd Upper Saddle River, NJ: Merrill Prentice Hall.)

B. Sample Unit Map/Chart (II.3)

Social Studies Unit Schedule Sample – Electoral College

Day	Concept	Type of Lesson/Content Standards
1	**Caucuses and Primaries** *Comparison of Primaries and Caucuses and how the Democratic and Republican political parties nominate candidates for the presidential elections* **Content Generalization** Citizens affect the political scene in democratic countries. **Content Concept** Caucuses **Instructional Objectives** 1. Students will describe the history of caucuses. 2. Students will compare and contrast the primaries and caucuses. 3. Students will outline the process by which the presidential candidates for the United States are nominated. 4. Students will define key terms and issues related to the primary season.	**Concept Lesson** <u>**NCSS**</u> V. Individuals, Groups and Institutions – Sociology (examines the affect that individuals have on the nomination of the presidential candidate). VI. Power, Authority and Governance – Political Science (looks at the way the political system works at a local level). <u>**DOE**</u> HCPS III SS.9PD.5.3 Compare the characteristics of major political parties based upon their philosophy, platform, and support base. HCPS III SS.9PD.5.4 Explain the role of a citizen in the electoral process.
2-3	**Electoral College** *Examine the advantages and disadvantages of the Electoral College on small and large states.* **Content Generalization** In a democracies, power comes from the people. **Content Concept** Electoral College	**Inquiry Lesson** <u>**NCSS**</u> V. Individuals, Groups and Institutions – Sociology (examines the affect that individuals have on the nomination of the presidential candidate). VI. Power, Authority and Governance – Political Science (looks at the way the political system works at a local level).

		Instructional Objectives	X. Civic Ideals and Practices (examines the role of the citizen in the community and the nation and how the individual affects the Electoral College and in turn the Presidential elections).
		5. Students will hypothesize the validity of the Electoral College.	
		6. Students will identify the Pros and Cons of the Electoral College System.	
		7. Students will gather data regarding the Electoral College.	**DOE** HCPS III SS.9PD.5.4
		8. Students will defend their position about the Electoral College with facts and statistics.	Explain the role of a citizen in the electoral process.
		9. Students will draw conclusions and validate hypothesis regarding the Electoral College.	
4-5		**Campaign Process** *Examine the manner in which the candidates' campaign and the effect the Electoral College has on the candidates campaigns.* **Content Generalization:** Regional differences and population influence campaign strategies and effect the Electoral College. **Content Concept:** Electoral College **Instructional Objectives:** 10. Students will be able to explain the formula for the number of electoral votes per state. 11. Students will explain the reason for the number of electoral votes per state and how it relates to the population.	**Skill Lesson** **NCSS** II. Time, Continuity and Change – History (examines the way the past influences the present in the campaign process). V. Individuals, Groups and Institutions – Sociology (examines the affect that individuals have on the nomination of the presidential candidate). VI. Power, Authority and Governance - Political Science (looks at the way the political system works at a local level). VIII. Science, Technology and Society (examines how technology has impacted the campaign process.) X. Civic Ideals and Practices (examines the role of the citizen in the community and the nation and how the individual affects the Electoral College and in turn the

	12. Students will explain the role to the campaign manager in the presidential elections.
	13. Students will interpret maps and analyze the relationship between population and demographics influence in elections.
		Presidential elections).
		
		DOE:
		HCPS III SS.9PD.5.3
		    Compare the characteristics of or political parties based upon their philosophy, platform, and support base.
		HCPS III SS.9PD.5.4
		    Explain the role of a citizen in the electoral process.

Unit Map Sample 2

Unit Overview

This two week unit focuses on celebrated short stories, both classic and contemporary, supplemented with self-portraits of noted painters. We will examine how the narrator depict the characters through language, word choice, voice, tone, and other literary devices, and how the visual artists translated the same (emotion, history, etc.) through brush stroke, color, light and dark contrast, and scaling of objects. We will ask of literary and visual characters who they are and what are they about, how they perceive themselves, and how they are perceived by others.

Assessments

At the end of the unit, each student will submit a portfolio of writing assignments, with multiple drafts. I will track progress and learning via participation, presentation, group discussions, and daily journals.

Overall Unit Objectives

- Students will learn to observe the surface (of literary texts and paintings) and peruse the subsurface
- Students will examine each author and painter's use of subtly and metaphors to translate an emotion, a story, a character's fears and dreams and idiosyncrasies
- Students will write creatively and analytically in grade-appropriate writing
- Students will present their arguments with textual evidence during discussions

HCPS III: Language Arts

--Benchmark LA.11.1.1: Use new grade-appropriate vocabulary, including content area vocabulary, learned through reading and word study

--Benchmark LA.11.2.1: Use a variety of criteria (e.g., clarity, accuracy, author's bias, use of persuasion) to evaluate information

--Benchmark LA.11.3.1: Explain how the theme or meaning of a literary text can represent a view or comment on life

--Benchmark LA.11.4.1: Write in a variety of grade-appropriate formats for a variety of purposes/audiences

--Benchmark LA.11.6.1: Participate in a small group (e.g., organize sessions and information, complete a grade-appropriate task, evaluate accomplishments)

--Benchmark LA.11.6.2: Give a planned oral presentation to support a position on a specified topic and respond to questions from the audience

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Lesson #1: Frida Kahlo series of self-portraits, writing exercise on paintings

To begin the unit, I will show a series of paintings by Kahlo who painted herself in seven surrealist images. I will tell the class her life story and give contexts to the paintings. After perusing the colors, metaphors, and political background to the self-portraits, students will spend the last 15 minutes of class writing a bio of Kahlo.

Assessments: class discussions, daily journal entry

Primary Objective(s)
Students will make observations and conjectures on an artist's philosophies and message based on artistic evidence.

Lesson #2: Andy Warhol (*Self-Portrait 1966.7, 1986*), Warhol film, writing exercise

I will show three self-portraits by Andy Warhol and a clip from a film he directed and produced. We will dissect who Warhol by examining the message and point-of-view in his artwork.

Assessments: class discussions, daily journal entry

Primary Objective(s)
Students will make connections between the art and the artist: the voice, intention, and worldview.

Lesson #3: "Girls Like Me" film and **Jamaica Kincaid's *Girl***

I will show a seven-minute film on the American society's formula for beauty and acceptance. I will then read aloud a two-page story by Antigua writer Kincaid in which an older woman instructs a girl on decorum and appropriations of being an acceptable girl.

Assessments: class discussions, daily journal entry

Primary Objective(s)
Students will relate the literary world with their own and reflect on contemporary film decorum and expectations, questioning the validity of standards.

Lesson	Primary Objective(s)
Lesson #4: Short DOVE film, ad deconstruction and Kincaid's *Girl* writing exercise After a 2 minute film about American's idea of "beautiful people," groups will deconstruct magazine and advertising images. Each student will write a creative piece that emulates Kincaid's short story "Girl." Assessments: class discussions, daily journal entry, written creative narrative emulating Kincaid's *Girl*	**Primary Objective(s)** Students will reflect on contemporary decorum and expectations.
Lesson #5: Max Beckmann's series of self portraits, **Franz Kafka's *Metamorphosis*** Beckmann is a German painter and printmaker, exceptional for self-portraits. His metaphysical expressionism provides a transition to Kafka's *Metamorphosis*. Though Kafka was a Czech-Jew, he was educated in German. After analyzing a series of Beckmann self portraits, we will have discussions about artistic philosophy and how it impacts the world through literature and history. I will then start reading *Metamorphosis* aloud. Assessments: class discussions, daily journal entry	**Primary Objective(s)** Students make observations and conjectures on an artist's philosophy / message based on artistic evidence and experience a different part of the world & historical epoch through art.
Lesson #6: *Metamorphosis* read aloud while projecting Kafka's *The Trial* (black and white silent images) Projecting *The Trial*, a film based on Kafka's novel, will help students to visualize the worlds of Kafka characters. I will finish reading the text to the class, pausing the reading and the film in interludes for cultural and artistic explanation. Assessments: class discussions, daily journal entry, quiz	**Primary Objective(s)** Students will listen for sentence structure, vocabulary, imagery and metaphor while processing the story in theme and theory.
Lesson #7: *Metamorphosis* We will discuss the story as a class, then each student will produce a writing based on provided prompts. Assessments: class discussions, daily journal entry, *Metamorphosis* essay	**Primary Objective(s)** Students will assert own thoughts while consider differing ones.
Lesson #8: Chuck Close (*Self Portrait* 1968, 1997), Chagall (*Me and My Seven Fingers*), *Metamorphosis* After examining self-portraits of two unorthodox painters, whose realities are interjected by Gregor-like episodes of becoming an insect, the class will continue to discuss *Metamorphosis*. Assessments: self portrait project (drawing, collage, poem, mosaic, etc.) include short memoir piece	**Primary Objective(s)** Students will make observations and conjectures on an artist's philosophies and message based on artistic evidence.
Lesson #9: O. Henry's *The Gift of the Magi* text and artwork I will project the artwork that accompanies O. Henry's *The Gift of the Magi* while reading the text. Then each student will present their self-portrait project to the class. Assessments: class discussions, daily journal entry, self-portrait presentation, portfolio drafts	**Primary Objective(s)** Students will listen for sentence structure, vocabulary, imagery and metaphor while processing the story in theme and theory.
Lesson #10: 1 Kings 3:16-28 (Solomon's wise ruling), **Raymond Carver's *Popular Mechanics*** We will examine two more painters and their artistic duplications of themselves (Man Ray (*Self Portrait*), Gerhard Richter (*Self Portrait*).) Students will take turns reading aloud Carver's *Popular Mechanics* in class. We will discuss and read an excerpt from 1 Kings for Carver's Biblical allusion. Assessments: daily journal entry, *Popular Mechanics* ending and rationale for new ending, letter to me	**Primary Objective(s)** Students will make observations and conjectures on an artist's philosophies and message based on artistic evidence.

Step III Appendix
Pre/Post Selected Response Test
Optional Format

Student	Test item							
	1 Pre	1 Post	2 Pre	2 Post	3 Pre	3 Post	Total Pre	Total Post
Total								

GLOSSARY OF TWS TERMS
Compiled by Dr. Doris Christopher

Action research

        Classroom action research typically involves the use of qualitative interpretive modes of inquiry and data collection by teachers (often with the help of academics) with a view to teachers making judgments about how to improve their own practices. Primacy is given to teachers' self-understanding and judgments. The emphasis is practical, that is, on the interpretations that teachers and students are making and acting on in the situation. College of Education programs see the Teacher Work Sample (TWS) as a form of action research.

Adequate Yearly Progress:

        One of the requirements of the federal law No Child Left Behind (NCLB) is that every school must make AYP (adequate yearly progress). For AYP participation rates, all children tested at a school are included in the calculations. To determine AYP, only scores for students who have been at their school for a full academic year are used.

        "School districts and schools that fail to make adequate yearly progress (AYP) toward statewide proficiency goals will, over time, be subject to improvement, corrective action, and restructuring measures aimed at getting them back on course to meet State standards. Schools that meet or exceed AYP objectives or close achievement gaps will be eligible for State Academic Achievement Awards" (NCLB Executive Summary, http://www.ed.gov/nclb/overview/intro/execsumm.html).

Students' AYP progress is often reported in Step I of the TWS.

Affective learning

        Learning that involves the acquisition of feelings, attitudes, emotions, and other aspects of social and psychological development gained through feeling rather than through cognitive intellectualization. Affective learning includes attention to students' dispositions and GLOs (also in this glossary). Middle and high school students' affective learning is reported in the TWS as one aspect of teacher's impact on student growth.

Caring

        In the context of the classroom, caring would be a heightened awareness of the needs in students and support for their academic and developmental progress. Examples include an increased sensitivity to individual personalities, to special circumstances for learning, to student background/culture, prior knowledge, and attention to the factors that affect their lives outside of the classroom. Caring is one of three words describing expectations for College of Education graduates. In the TWS it has a bearing on learning environment as well as learning itself.

Dispositions

        The values, commitments and professional ethics that influence behavior toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator's own professional growth. Dispositions are

guided by beliefs and attitudes related to values, such as caring, fairness, honesty, responsibility and social justice. Dispositions become important in keeping with the COE mission of preparing teachers to contribute to a just and democratic society.

Diversity

Differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Student teachers explore community and student diversity in Step I as they make plans to teach.

Feedback

Feedback is information that comes from sources outside ourselves. Mentor teachers might give verbal or written feedback, provide a demonstration of process or make resources available to you. Students might provide valuable information using general verbal feedback, non-verbal feedback, activity-based oral or written feedback in class, formal feedback via their performance on assessments, and responses to survey questions the teacher might design and administer (i.e., a survey on your teaching methods, or whether students liked the content of the unit). Colleagues in schools, classmates on campus and university coordinators, and ITE 406 faculty also provide feedback. Professional communication and attention to feedback are expected as part of the TWS process. Standards are an agreed upon measure of the relative socioeconomic level of the school. Therefore, a school with a high percentage of students who qualify for free and reduced lunch is usually taken an indicator of degree of poverty. Students' poverty level is one of many factors teachers should be sensitive to as they design instruction.

General Learner Outcomes GLOs

General Learner Outcomes (GLOs) are used by the Hawaii Department of Education (DOE) as the essential overarching goals for all grade levels, from elementary through middle to high, and all of the academic disciplines, whether mathematics, career and life skills, health, or any of the seven other content areas. Every content standard and every benchmark and grade level performance indicator should support the learner's progress towards these outcomes because they enable learners to lead full and productive lives. These do not exist in isolation, but should be an integral part of the school culture as demonstrated in daily classroom instruction and assessment (DOE website, http://doe.k12.hi.us/standards/GLO_rubric.htm). There are six GLOs that are the goals of standards-based learning in all content areas (see Addendum). GLOs connect to affective factors in learning and to dispositions.

Hawaii State Assessment (HSA)

Is an annual testing program that measures student progress on the reading and mathematics standards of the Hawaii Content and Performance Standards III (HCPS III). The HSA is the manner in which Hawaii complies with state and federal laws that require annual testing. HSA assessment data are often reported in Step I.

No Child Left Behind Act of 2001 (NCLB)

'The No Child Left Behind Act (NCLB) of 2001' is a federal law requiring elementary and secondary schools to demonstrate proficiency and progress according to accountability standards set by the state and approved by the U.S. Department of Education. The law requires states to implement an accountability system and report on performance measures related to Adequate Yearly Progress (AYP) in math and reading, participation and proficiency, graduation/retention rates, as well as other educational indicators, such as teacher qualification' (Accountability Resource Center – Hawaii, http://arch.k12.hi.us/school/nclb/nclb.html). In response to NCLB standards based education has become a focus of assessments like the TWS.

NOTE: More general information from the official website is appended at the end of this document.

Knowledge of teaching

Knowledge of teaching and teacher knowledge has many aspects. Teachers need to know the content they teach, the students they teach, and the context in which they teach. They have pedagogical knowledge (knowledge of teaching) as well as pedagogical content knowledge (knowledge of how to teach their specific content). Knowledge of students in communities is another important aspect of teacher knowledge. The variety and definition of types of teacher knowledge is an area of research.

Lesson objectives

Determining exactly what the students will be able to know and/or do when they engage in a particular lesson will be referred to as lesson objectives for the Teacher Work Sample (TWS). The terms goal or outcome will not be used to refer to individual lesson objectives. In the TWS, goal and/or outcome refer to student learning across an entire unit of instruction.

Modifications

Examples of modifications are changes that are planned and/or made to instruction (process of teaching or learning), to products (e.g., performance assessments), to content (e.g., range in difficulty or multiple perspectives) and learning environment. In the TWS, modification is also referred to as differentiation and/or accommodation.

Multiple perspectives/Multicultural Perspectives:

An understanding of social, political, economic, academic, and historical constructs of ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. In the TWS, the planning process begins with responsiveness to multiculturalism of schools and communities.

Qualitative research

Although the forms of data are usually words and sometimes visual representations rather than numbers, what distinguishes qualitative research is its quest to understand the qualities or essences of a phenomenon by focusing on the meanings of events and phenomena and the social events that transform these meanings. Many

teaching residents investigate their impact on students' learning using a qualitative research approach.

Quantitative research

Quantitative research involves the assigning of numerical values to observations (e.g., attitude survey toward math), behaviors (e.g., attention-behavior percentile standing as compared to peer group), learning outcomes (e.g., grades), test results (e.g., SAT scores), etc. as a way to screen large groups of students; make academic, behavioral, social comparisons; make predictions; determine academic strengths and weaknesses; etc. The information collected is expressed in the form of numbers/graphs and the like rather than through words/narrations as is the case in qualitative research. Some teaching residents investigate their impact on students' learning using a quantitative research approach.

Socioeconomic Status (SES)

One's social standing based on society's view of the family's income, occupation, social contacts, value system, influence, etc. In the TWS, SES becomes important as a dimension of student diversity.

Standards

Standards are an agreed upon set of written expectations provided by an organization or group for meeting a specified level of performance. Standards exist for the content that P–12 students should know at a certain age or grade level and measured in high-stakes assessments, such as the HSA. All lessons plans in the TWS align to standards.

> **Benchmarks:** A description or example of performance that serves as an expectation of comparison for evaluation or judging quality. The DOE provides benchmarks for each standard in each content area and grade level. Teaching residents indicate benchmarks as well as standards for the lessons they teach in the TWS.

Teaching resident

Student teacher who is placed and teaching full time in a school setting as a part of the requirements for completing a teacher preparation program for state teaching licensure. Teaching residents submit a TWS to satisfactorily complete exit requirements in the secondary teacher education program.

Technology

The following are examples of various types of technology: CD roms, audio-cassettes and audio-cassette players, the overhead projector (OHP), LCD projectors, smartboards, videocassette players and tapes, camcorders, TVs, digital cameras, regular cameras, IPods, telephones, cell phones, microphones, speakers, and of course, computers. The TWS requires technology integration as a teacher planning tool and when possible in student learning activities.

Unit Outcomes/Goals

Determining exactly what the students will be able to know and/or do as the result of a unit of instruction will be referred to as unit outcomes for the Teacher Work Sample (TWS). Many teaching residents specify the following three categories of outcomes: knowledge/comprehension; reasoning (application, analysis, synthesis, and evaluation); and affective development (GLOs, etc).

Addendum

More on NCLB:

A new law specifying how 'to improve the performance of America's elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school' (NCLB Executive Summary, http://www.ed.gov/nclb/overview/intro/execsumm.html)..

'NCLB, which reauthorizes the Elementary and Secondary Education Act (ESEA)' incorporates the principles and strategies proposed by President Bush. These include increased accountability for States, school districts, and schools; greater choice for parents and students, particularly those attending low-performing schools; more flexibility for state and local educational agencies (LEAs) in the use of Federal education dollars; and a stronger emphasis on reading, especially for our youngest children (NCLB Executive Summary, http://www.ed.gov/nclb/overview/intro/execsumm.html).

'The NCLB Act' will strengthen Title I accountability by requiring states to implement statewide accountability systems covering all public schools and students. These systems must be based on challenging state standards in reading and mathematics, annual testing for all students in grades 3-8, and annual statewide progress objectives ensuring that all groups of students reach proficiency within 12 years (NCLB Executive Summary, http://www.ed.gov/nclb/overview/intro/execsumm.html).

Note: Glossary of terms for NCLB http://www.ed.gov/nclb/index/az/glossary.html and the general NCLB website is http://www.ed.gov/nclb/landing.jhtml

More on GLOs

1.   **Self-Directed Learner**: The ability to be responsible for one's own learning.
2.   **Community Contributor**: The understanding that it is essential for human beings to work together.
3.   **Complex Thinker**: The ability to be involved in complex thinking and problem solving.
4.   **Quality Producer**: The ability to recognize and produce quality performance and quality products.
5.   **Effective Communicator**: The ability to communicate effectively.
6.   **Effective and Ethical User of Technology**: The ability to use a variety of technology effectively and ethically.

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