

SED 464
Methods of Teaching in Secondary School
SED 464 is a required course for Secondary Education and 8-12 Certification.
College of Education
Department of Curriculum and Instruction

INSTRUCTOR:

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OFFICE HOURS:

Monday 9:00am to 2:00pm
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COURSE DESCRIPTION:

This course provides the study and application of writing objectives and the selection, organization, and presentation of the subject matter of the various secondary school subjects, instruction in the organization and implementation of units of work, and practice teaching. Learning from course work and Field Experience are combined in the Teacher Work Sample (see Course Requirements for detailed explanation).

A minimum of thirty hours will be spent in field experiences in a public school classroom. During Field Experience students will assist a secondary public school teacher, work with small groups of students, and teach lessons in their content areas. For specific requirements see the Field Experience Portion of the syllabus.

- **Please note:** A detailed explanation of each of the following activities can be found in the Course Requirements portion of this syllabus.

Standards Matrix:

| Objectives/Learning Outcomes | Activities (* indicates field-based activity) | Performance Assessment | Standards: State Standards |
|--|--|---|--|
| The candidate will be able to plan, design and implement instruction which addresses the needs of all learners. | *Teacher Work Sample *Lessons taught in public school classroom, *Field Experience Reflection Papers, * Monthly Mentor Teacher Feedback | *Completed Teacher Work Sample (see attached assignment booklet and rubrics) *Mentor PDAS feedback on 2 lessons (see attached PDAS form), *University Supervisor PDAS feedback on lesson(see attached PDAS form) *Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) | Standard III Knowledge and Skills – Competencies 007 and 008 |
| The candidate implements pre-assessment, formative assessment and summative assessment to monitor each learners acquisition and mastery of objectives. | *Teacher Work Sample *Lessons taught in public school classroom, *Field Experience Reflection Papers, * Monthly Mentor Teacher Feedback | *Completed Teacher Work Sample (see attached assignment booklet and rubrics) *Mentor PDAS feedback on 2 lessons (see attached | 1.25k, 1.26k, 1.30k 1.24s, 1.25s, 1.28s, 1.29s 3.12k, 3.13k, 3.14k |

| | | | |
|---|--|---|--|
| | | PDAS form), *University Supervisor PDAS feedback on lesson(see attached PDAS form) *Reflections in Field Experience Logs/Conversation with Mentor Teacher (see Weekly Field Experience forms, Assignment Sheet and rubric) | 3.4s, 3.5s, 3.12s, 3.15s, 3.17s |
| The Candidate is able to use the TEKS to plan coherent instruction. | Writing objectives with coded Texas Essential Knowledge and Skills *Teacher Work Sample *Lessons taught in public school classroom | Writing objectives in class for feedback concerning appropriateness and alignment with TEKS and Assessment. Completed TEKS Coded List and Year-Long Calendar *Completed Teacher Work Sample (see attached assignment booklet and rubrics) | 1.19k, 1.21k, 1.23k 1.19s, 1.22s, 1.23s |
| The Candidate monitors student performance and achievement through the use of high-quality assessments. | *Teacher Work Sample, *Lessons taught in public school classroom, Checklist, Rubrics, Teacher Made Tests | *Completed Teacher Work Sample (see attached assignment booklet and rubrics) Creating Checklists, Rubrics, and Teacher Made Tests | Standard III Knowledge and Skills – Competencies 007 and 008 |

* Web address for state standards: <http://www.tea.state.tx.us>

* Web link to Conceptual Framework: <http://www.shsu.edu/~ncate/concept.html>

* Web link to TExES study guides: <http://texes.ets.org/>

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES
STANDARDS AND COMPENTENCIES FOR THIS COURSE**

The Sam Houston State University Teacher Preparation Program is committed to assisting teachers achieve the following proficiencies, which collectively describe a vision of an *Ideal Teacher*. **In this course, we will focus on Standard I and III.**

Standard I. The teacher designs instruction appropriate for all students that reflects and understanding of relevant content and is based on continuous and appropriate assessment.

Domain I. Designing Instruction and Assessment to Promote Student Learning.

- **Competency 003** – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

Standard III. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Domain III. Implementing Effective, Responsive Instruction and Assessment.

- **Competency 007-** The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
- **Competency 008** – The teacher provides appropriate instruction that actively engages students in the learning process.
- **Competency 010** – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Course Format:

This course will be taught through lecture, modeling, small group work, cooperative learning, in class activities and field experience. To be successful, students are encouraged to manage time and assignments.

A minimum of thirty hours will be spent in field experiences in a public school classroom. During Field Experience students will assist a secondary public school teacher, work with small groups of students, and teach lessons in their content areas. For specific requirements see the Secondary Methods Block Field Experience Syllabus (attached).

Course Content:

During the semester, we will cover the following topics:

- **Planning for Instruction**
 - Lesson Plan
 - Aligning TEKS, objectives, assessment, and instructional strategies
- **Implementing Instruction**
 - Direct Instruction
 - Small Group Instruction
 - Inquiry
 - Discussion
 - Cooperative Learning
- **Assessing Instruction**
 - Pre assessment
 - Formative Assessment
 - Summative Assessment
 - Assignment Sheets
 - Rubrics
- **Modifying Instruction**
 - Modifications

IDEA Objectives for this course:

- Gaining factual knowledge (terminology, classifications, methods, trends)
- Learning to apply course material (to improve thinking, problem solving, and decisions).

Course Requirements:

Your grade in this course is based on two components:

Component I. Class Work Assignments

Component II. Field Experience Assignments (see Secondary Methods Block Field Experience Syllabus).

The total number of points possible in this course is 1950. These points are divided as follows:

Component I- Class Work Assignments (Course Specific): Total Points – 550 points

Checklist – 50 points (Competency 10)

For this assignment, you will create a checklist to be used as an assessment tool.

Rubric – 50 points (Competency 10)

For this assignment, you will create a rubric to be used as an assessment tool.

Teacher Made Test – 50 points (Competency 10)

For this assignment, you will create a test to be used as an assessment tool.

In Class Work – 250 points (Competencies 3, 7, 8, 10)

During the semester, I will often assign work to be completed in class. To receive credit, you must be present, complete the assignment, and turn it in to me to be graded.

Web site Evaluation – 50 points (Competency 9)

You will be asked to evaluate five teacher websites. More information to follow.

Bell Work – 100 points (Competencies 3, 7, 8, 10)

Each day as you enter class, you will be given an activity. You will have about 5 to 10 minutes to complete the activity. When time is called the work will be picked up. Late arrivals will not be given credit for the activity.

Component II- Field Experience Assignments (Common to the Block): Total Points – 1400 points

- **Points assessed by Mentor Teacher – 500 points**
- **Points assessed by University Professors – 900 points**

Points assessed by Mentor Teacher – 500 points

- **PDAS Observations, lesson plans and reflections – 300 points (Competency 3, 5, 7, 8, 10)**
Twice as you teach one of your three required lessons, you will be evaluated by your mentor teacher. Please be sure to review and discuss your lesson plans with your mentor. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format (**2 @ 100 points each**)
 - PDAS Evaluation Form completed by mentor (**2 @ 50 points each**)
- **Monthly Mentor Teacher’s Feedback – 50 points**
At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. Mentors will be asked to comment on your exhibited strengths, areas for improvement and things they would like to see you try. This form will help you, your mentor teacher as well as your university professors monitor your progress in the classroom. Remember...GROWTH NOT GRADES! ☺
- **Overall Mentor Teacher’s Disposition Evaluation – 150 points**
Just as we assess your professional dispositions, the school personnel, especially your mentor teacher, do also. At the beginning of your Field Experience, your mentor teacher will be given a Disposition Evaluation form (see attached). As your time in their classroom ends, your mentor will complete the form and return it to your university professors.

Points assessed by University Professors – 900 points

- **Teacher Work Sample – 550 points (Competency 3, 5, 6, 7, 8, 10)**
Each day that you are in the Field Experience Classroom, you will be observing, implementing, and evaluating information you have learned in the methods’ classroom. To assist you in this process, your methods’ instructors will supply you with a detailed work sample assignment sheet and rubric. We will discuss the information contained in these documents at length.

Basically, the Teacher Work Sample is designed to help you develop a “habit of mind”. In other words, it helps you to learn to think about planning and implementing instruction like an effective teacher. It encourages you to deeply consider the planning cycle including how to use data to drive ongoing planning. (Please see the assignment sheet and the Teacher Work Sample Handbook.)

- **PDAS Observations, lesson plans and reflections – 200 points (Competency 3, 5, 7, 8, 10)**

As you teach one of your three required lessons, you will also be evaluated by one of your University Supervisors. After you have taught the lesson, please submit the following items to your methods professors:

- Lesson Plan in correct format **(100 points)**
 - PDAS Evaluation Form completed by mentor **(100 points)**
- **Weekly Field Experience Reflection –150 points**
 At the end of each week, you will be asked to complete a reflection form based on your experiences during Field Experience. This form will help you identify areas of strength and areas of needed improvement.

At the end of your Field Experience, you are required to reflect upon the entire experience. Using your Weekly Field Experience Reflections, you will write an overall reflection.

- **Walk-Through Feedback – No points**
 As we walk around campus and into your classroom, we will complete a walk-through form. This form is intended to offer feedback on what we observe. Again, GROWTH NOT GRADES! ☺

Evaluation:

Component I- Class Work Assignments:

| | |
|---------------------|---------------------|
| Checklist | 50 |
| Rubric | 50 |
| Teacher Made Test | 50 |
| In Class Work | 250 |
| Web Site Evaluation | 50 |
| Bell Work | 100 |
| Subtotal | 550 possible points |

Component II. Field Based Assignments:

| | |
|---|----------------------------|
| PDAS Observations, lesson plans and reflections (2 packets) | 300 |
| Monthly Mentor Teacher’s Disposition Evaluation | 150 |
| Overall Mentor Teacher’s Disposition Evaluation | 50 |
| Mentor’s total evaluation points | 500 possible points |
| Teacher Work Sample | 550 |
| PDAS Observations and Lesson Plans | 200 |
| Weekly Field Experience Reflection | 150 |
| Professor’s total evaluation points | 900 possible points |

Total for class **1950 possible points**

Grading Scale

- A = 1755 to 1950
- B = 1560 to 1754
- C = 1365 to 1559
- Below 1365 = D (must repeat the course)

Expectations:**Attendance Policy:**

Regular and punctual attendance is required for class, seminars, and field experiences. Course grades may be lowered up to one-half letter grade for each one-hour absence in excess of three hours. **The three hours of absence provided by university policy should be used carefully for illness and emergencies.**

Attendance (absences, tardies, early exits) will be documented each day. After two absences a letter will be sent to the Chair of the Department of Curriculum and Instruction. This letter will be added to your file. After three absences, you will be invited to a meeting where we will discuss your ability to successfully complete this class. In addition, a letter will be sent to the Professional Concerns Committee. This letter will also be added to your file. This information will also be used to decide borderline grades and to write letters of recommendation. Students should discuss each absence with the instructor.

Daily grades are given for class participation and in-class assignments. **Daily work cannot be made up.** Assignments need to be turned in on the due date. If for some reason you are unable to bring in an assignment, email it, or have a friend bring it in when it is due. **10% of the total points for the assignment will be deducted each class period it is late.**

I will only take responsibility for having handouts and materials at class on the day initially provided. If you have to be absent, be sure you have arranged for a peer to obtain materials for you.

Tardies and early exits are defined as 15 minutes. If a candidate is fifteen minutes or more late to class or leaves class fifteen minutes or more before class is over, an absence will be recorded. A candidate who shows a pattern of being a few minutes late (but less than 15) will be notified that continuation of that pattern will result in being counted absent and that procedures for being absent will be followed.

Assignment Re-Dos:

You are always welcome to re-do assignments when your grade is below a B (below 80%). Remember, GROWTH not GRADES! However, we know that grades are important. For this reason, you will have the opportunity to “fix, re-do, do-over” your assignments (when your grade is below a B) if you are not satisfied with your grade. If you choose to re-do an assignment, that **resubmission must be made on the following class day.**

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

STUDENTS WITH DISABILITIES POLICY

It is the policy of Sam Houston State University that no otherwise qualified individual with disabilities shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Students with disabilities

may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

AMERICANS WITH DISABILITIES ACT

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. Students with disabilities that may affect adversely their work in this class should register with the SHSU Counseling Center and talk with their University supervisor and classroom mentor teachers about how they can help. All disclosures of disabilities will be kept strictly confidential. NOTE: no accommodation can be made until registration with the Counseling Center is complete.

Time Requirement:

For each hour attempted, at least three hours outside class is expected. This 3-credit hour course will meet three to four hours each week. That leaves a minimum of nine hours each week outside of class in which to read, observe, and complete assignments. **It is expected that if you enrolled in this course, you can meet the time requirements.**

Professionalism:

Attendance, punctuality, the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.

Bibliography

- Armstrong, T. (2006). *The Best Schools: How Human Development Research Should Inform Educational Practice*. Association for Supervision and Curriculum Development: Alexandria, Virginia.
- Bean, J. (1996). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom*. Jossey-Bass Publishers: San Francisco.
- Bellanca, J. (2007). *A Guide to Graphic Organizers, second edition*. Corwin Press: Thousand Oaks, California.
- Gardner, J. (editor). (2006). *Assessment and Learning*. Sage Publications: London.
- Kellough, R. and Kellough, N. (2007). *Secondary School Teaching: A Guide to Methods and Resources, third edition*. Pearson: Columbus, Ohio.
- Mayer, R. (2003). *Learning and Instruction*. Merrill, Prentice Hall: New Jersey.
- Moore, K. (2005). *Effective Instructional Strategies: From Theory to Practice*. Sage Publications, London.
- Price, K. and Nelson, K. (2007). *Planning Effective Instruction: Diversity Responsive Methods and Management*. Thomson: United States.
- Tate, M. (2003). *Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain*. Corwin Press: Thousand Oaks, California.
- Wilens, W. , Hutchison, J. and Ishler, M. (2008). *Dynamics of Effective Secondary Teaching, sixth edition*. Pearson: Boston.

Secondary Methods Block Field Experience Syllabus



*This part of the syllabus is common to all three courses (RDG 492, SED 464 and SED 494) in the Secondary Methods Block. Therefore, each course incorporates the 1400 Field Experience points as part of your final grade (see specific course requirements). **The successful completion of assignments and requirements described in this document are required for the completion of the Block.***

- **What is Field Experience?**

This course is a field-based course. This means you will spend at least 50% of time allotted for the Secondary Methods Block in a public secondary classroom. In working in these classrooms, you will be applying knowledge and skills learned in all three Methods' courses.

In addition, at least 50% of your grade in this class is based upon activities relating to field-based hours. Our field based site for the Spring 2008 semester include schools in Conroe Independent School District and Willis Independent School District.

- **How many hours of Field Experience is required?**

For the Secondary Methods Block, all students are required to complete a minimum of 75 hours in the assigned secondary public school classroom. These hours are divided between the three Methods courses as follows:

- RDG 492 15 hours
- SED 464 30 hours
- SED 494 30 hours.

- **What is the purpose of Field Experience?**

Field Experience is designed to give you the opportunity to work with students, apply information covered in class to the classroom and teach actual lessons in secondary public school classrooms.

The overall purpose is to give you constant feedback and help you continuously improve your teaching performance. The motto for the Secondary Methods Block is...**GROWTH NOT GRADES!** ☺

- **How do I get started in Field Experience?**

The first day of field experience includes an orientation and tour of the assigned school. During this tour and orientation, you will meet and talk with several administrators, counselors and support staff at the school. In addition, you will get to meet your mentor teacher and see your assigned classroom.

- **How do I get a mentor teacher?**

Your mentor teacher will be assigned by the administrators at your assigned campus based on your certification area. These teachers are eager to assist you in your journey to become a teacher. This means they will not always be “nice”. Their honest feedback (remember our motto is ... **GROWTH NOT GRADES!** ☺) concerning your strengths and weaknesses in the classroom is critical to your professional development. It is your responsibility to reflect upon their suggestions and implement new strategies in the classroom.

- **What will I be required to do during Field Experience?**

The first thing to keep in mind is that this is Field Experience, not observation. Your first day in the classroom, you might sit and observe to become oriented. However, on subsequent days, you should be working to assist your mentor by tutoring students, working with small groups, participating in duty assignments, grading papers, organizing materials, preparing for upcoming lessons and teaching lessons whenever possible. **DO NOT JUST SIT!** It is your responsibility to ask how you can be of assistance.

You are required to teach a minimum of two or three lessons (depending on your block). These lessons will be evaluated by your mentor teacher as well as your university supervisor. The evaluation instrument (PDAS) for these lessons is attached to this syllabus. We will spend some time in class discussing this instrument to make sure everyone is comfortable with this assessment tool.

We highly recommend that you teach as many lessons as your mentor teacher will allow. The more time you spend in front of the class now, the easier student teaching will become.

- **How will I be assessed during Field Experience?**

Field Experience Assignments (Common to the Block): Total Points – 1400 points

- **Points assessed by Mentor Teacher – 500 points**
- **Points assessed by University Professors – 900 points**

Points assessed by Mentor Teacher – 500 points

- **PDAS Observations, lesson plans and reflections – 300 points (Competency 3, 5, 7, 8, 10)**
Twice as you teach one of your three required lessons, you will be evaluated by your mentor teacher. Please be sure to review and discuss your lesson plans with your mentor. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format (**2 @ 100 points each**)
 - PDAS Evaluation Form completed by mentor (**2 @ 50 points each**)
- **Monthly Mentor Teacher’s Feedback – 50 points (3 @ 12.5 points each)**
At the end of each week, your mentor teacher will be asked to complete a weekly disposition form. Mentors will be asked to comment on your exhibited strengths, areas for improvement and things they would like to see you try. This form will help you, your mentor teacher as well as your university professors monitor your progress in the classroom. Remember...GROWTH NOT GRADES! ☺
- **Overall Mentor Teacher’s Disposition Evaluation – 150 points**
Just as we assess your professional dispositions, the school personnel, especially your mentor teacher, do also. At the beginning of your Field Experience, your mentor teacher will be given a Disposition Evaluation form (see attached). As your time in their classroom ends, your mentor will complete the form and return it to your university professors.

Points assessed by University Professors – 900 points

- **Teacher Work Sample – 550 points (Competency 3, 5, 6, 7, 8, 10)**
Each day that you are in the Field Experience Classroom, you will be observing, implementing, and evaluating information you have learned in the methods’ classroom. To assist you in this

process, your methods' instructors will supply you with a detailed work sample assignment sheet and rubric. We will discuss the information contained in these documents at length.

Basically, the Teacher Work Sample is designed to help you develop a "habit of mind". In other words, it helps you to learn to think about planning and implementing instruction like an effective teacher. It encourages you to deeply consider the planning cycle including how to use data to drive ongoing planning. (Please see the assignment sheet and the Teacher Work Sample Handbook.)

- **PDAS Observations, lesson plans and reflections – 200 points (Competency 3, 5, 7, 8, 10)**
As you teach one of your three required lessons, you will also be evaluated by one of your University Supervisors. After you have taught the lesson, please submit the following items to your methods professors:
 - Lesson Plan in correct format **(100 points)**
 - PDAS Evaluation Form completed by mentor **(100 points)**

- **Weekly Field Experience Reflection –150 points**
At the end of each week, you will be asked to complete a reflection form based on your experiences during Field Experience. This form will help you identify areas of strength and areas of needed improvement.

At the end of your Field Experience, you are required to reflect upon the entire experience. Using your Weekly Field Experience Reflections, you will write an overall reflection.

- **Walk-Through Feedback – No points**
As we walk around campus and into your classroom, we will complete a walk-through form. This form is intended to offer feedback on what we observe. Again, GROWTH NOT GRADES! ☺

Assignment Sheets and Rubrics

Lesson Plan:

Name: _____

Grade Level: _____

Subject: _____

Title of Lesson: _____

Establishing the Lesson Framework

TEKS:

Applicable Student Expectations:

Objective:

Rationale:

Designing Supportive Learning Environments

Materials:

Setting:

Student Needs:

Instructional Strategies:

Introduction/Focus:

Instructional Procedure:

Closure:

Evaluation Strategies

Pre- Assessment:

Formative:

Summative:

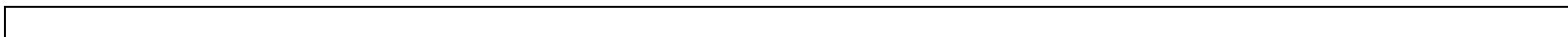
Rubric if used:

LESSON PLAN RUBRIC

| Establishing the Lesson Framework | | | |
|--|---|--|--|
| Lesson Components | Target (3) | Acceptable (2) | Unacceptable (1) |
| TEKS/ Applicable Student Expectations | The <i>entire</i> knowledge and skill statement and student expectation(s) are clearly written and aligned with the goals and objectives of the lesson. | The knowledge and skill statement and student expectation(s) are written and aligned with the goals and objectives of the lesson. | The knowledge and skill statement and student expectation(s) are NOT written and aligned with the goals and objectives of the lesson. |
| Objective | The objective . . . <ul style="list-style-type: none"> • clearly identifies knowledge or skill, and • describes in detail the action that will take place (<i>not an activity</i>), and • describes in detail the conditions under which the action will take place, and • is measurable. | The objective . . . <ul style="list-style-type: none"> • somewhat identifies knowledge or skill, and • describes the action that will take place (<i>not an activity</i>), • describes the conditions under which the action will take place, and • is measurable. | The objective <i>does not</i> . . . <ul style="list-style-type: none"> • identify the knowledge or skill, and/or • describe the action that will take place (<i>not an activity</i>), and/or • describe the conditions under which the action will take place, and/or • is not measurable. |
| Rationale | The rationale describes in detail the significance of the lesson and is reasonably supported. | The rationale describes the significance of the lesson and is reasonably supported. | The rationale <i>does not</i> describe the significance of the lesson and/or is not reasonably supported. |

Designing Supportive Learning Environments

| Lesson Components | Target (3) | Acceptable (2) | Unacceptable (1) |
|----------------------|---|---|---|
| Materials | <i>All</i> supporting materials/resources needed for the lesson are explicitly identified/ referenced. | <i>Most</i> supporting materials/resources needed for the lesson are identified/ referenced. | <i>Few or no</i> supporting materials/resources needed for the lesson are identified/ referenced. |
| Setting | <p>The description of the classroom environment supports the lesson and includes</p> <ul style="list-style-type: none"> • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns. | <p>The description of the classroom environment includes</p> <ul style="list-style-type: none"> • classroom arrangement, and • materials management, and • student grouping, and • technology needs; and/or • safety concerns. | <p>The description of the classroom environment does not include all necessary components such as</p> <ul style="list-style-type: none"> • classroom arrangement; • materials management; • student grouping; • technology needs; and/or • safety concerns. |
| Student Needs | Student characteristics are specifically identified including a description of prior knowledge and special learning and physical accommodations/modifications. | Student characteristics are generally identified including a description of prior knowledge and special learning and physical accommodations/modifications. | Student characteristics are not identified and/or do not include a description of prior knowledge and special learning and physical accommodations/modifications. |



Instructional Strategies

| Lesson Components | Target (3) | Acceptable (2) | Unacceptable (1) |
|--------------------------------|--|---|---|
| Introduction/Focus | The introduction/focus ... <ul style="list-style-type: none"> • captures students' interest, and • motivates student learning, and • activates prior knowledge; and • connects to the overall learning objective. | The introduction/focus ... <ul style="list-style-type: none"> • engages students' interest, and • promotes student learning, and • acknowledges prior knowledge; and • addresses the overall learning objective. | The introduction/focus does not ... <ul style="list-style-type: none"> • engage students' interest, and/or • promotes student learning, and/or • acknowledge prior knowledge; and/or • address the overall learning objective. |
| Instructional Procedure | The instructional design for this lesson... <ul style="list-style-type: none"> • is aligned with the overall learning goals and objectives; • supports a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc . . • includes all necessary components for the instructional model are included. | The instructional design for this lesson... <ul style="list-style-type: none"> • is aligned with the overall learning goals and objectives; • supports a particular instructional models, • includes most necessary components for the instructional model(s). | The instructional design for this lesson... <ul style="list-style-type: none"> • is not aligned with the overall learning goals and objectives; • does not support a particular instructional model, i.e., inquiry, direct instruction, cooperative learning, discovery learning, simulation, etc and/or • does not include all necessary components for the instructional model are included. |
| Closure | The lesson closure provides opportunities for the learner to be included in the summary of the key points of the lesson and the restatement of the instructional objective. | The lesson closure provides opportunities for the summary of the key points of the lesson and the restatement of the instructional objective. | The lesson closure does not provide opportunities for the summary of the key points of the lesson and the restatement of the instructional objective. |

Evaluation Strategies

| Lesson Components | Target (3) | Acceptable (2) | Unacceptable (1) |
|--|--|--|---|
| <p>Assessment/ Evaluation</p> | <p>The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p> | <p>The assessment/evaluation measures the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment includes specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p> | <p>The assessment/evaluation does not measure the students' mastery of the intended goals, and aligns with objective(s); TEKS, and instructional strategies.</p> <p>There are few or no opportunities for formative and summative assessments in the lesson where applicable.</p> <p>The assessment does not include specific criteria that supports student learning as needed i.e. rubrics, checklists, and/or test items.</p> |

Teacher Work Sample

Contextual Factors Rubric

TWS Standard: *The teacher uses information about the learning/teaching context and student individual differences to set learning goals, plan instruction and assess learning.*

| Rating→ Indicator↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Possible Points | Score |
|--|---|--|---|--------------------|-------|
| Knowledge of Community, School and Classroom Factors | Teacher displays minimal, irrelevant, or biased knowledge of the characteristics of the community, school, and classroom. | Teacher displays some knowledge of the characteristics of the community, school, and classroom that may affect learning. | Teacher displays a comprehensive understanding of the characteristics of the community, school, and classroom that may affect learning. | 5 | |
| Knowledge of Student Characteristics and Varied Approaches to Learning | Teacher displays minimal, stereotypical, or irrelevant knowledge of student differences (e.g., development, interests, culture, abilities/disabilities.). | Teacher displays general knowledge of student differences (e.g., development, interests, culture, abilities/disabilities) That may affect learning. | Teacher displays general and specific understanding of student differences (e.g., development, interests, culture, abilities/ disabilities) that may affect learning. | 5 | |
| Knowledge of Students' Varied Approaches to Learning | Teacher displays minimal, stereotypical, or irrelevant knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Teacher displays general knowledge about the different ways students learn (e.g., learning styles, learning modalities). | Teacher displays general & specific understanding of the different ways students learn (e.g., learning styles, learning modalities) that may affect learning. | 5 | |
| Knowledge of Students' Skills and Prior Learning | Teacher displays little or irrelevant knowledge of students' skills and prior learning. | Teacher displays general knowledge of students' skills and prior learning that may affect learning. | Teacher displays general and specific understanding of students' skills and prior learning that may affect learning. | 5 | |
| Implications for Instructional Planning and Assessment | Teacher does not provide implications for instruction and assessment based on student characteristics, student skills, and community, school, and classroom characteristics OR provides inappropriate implications. | Teacher provides general implications for instruction and assessment based on student characteristics, student skills, and community, school, and classroom characteristics. | Teacher provides 6 specific implications for instruction and assessment based on student characteristics (2), student skills (2), and community, school, and classroom characteristics (2). | 5 | |

Learning Goals Rubric

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

| Rating→ Indicator↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Possible Points | Score |
|---|--|--|--|----------------------------|--------------|
| Significance, Challenge and Variety | Goals reflect only one type or level of learning. | Goals reflect several types or levels of learning but lack significance or challenge. | Goals reflect several types or levels of learning and are significant and challenging. | 10 | |
| Clarity | Goals are not stated clearly and are activities rather than learning outcomes. | Some of the goals are clearly stated as learning outcomes. | Most of the goals are clearly stated as learning outcomes. | 10 | |
| Appropriateness for Students | Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs. | Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs. | 20 | |
| Alignment with National, State or Local Standards | Goals are not aligned with national, state, or local standards. | Some goals are aligned with national, state, or local standards. | Most of the goals are explicitly aligned with national, state, or local standards. | 10 | |

Assessment Plan Rubric

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

| Rating→ Indicator↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Possible Points | Score |
|---|---|---|---|----------------------------|--------------|
| Alignment with Learning Goals and Instruction | Content and methods of assessment lack congruence with learning goals or lack cognitive complexity. | Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity. | Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity. | 15 | |
| Clarity of Criterion and Standards for Performance | The assessments contain no clear criteria for measuring student performance relative to the learning goals. | Assessment criteria have been developed, but they are not clear or are not explicitly linked to the learning goals. | Assessment criteria are clear and are explicitly linked to the learning goals. | 15 | |
| Multiple Modes and Approaches | The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction. | The assessment plan includes multiple modes but all are either pencil/paper based (i.e., they are not performance assessments) and/or do not require the integration of knowledge, skills, and reasoning ability. | The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research reports, etc.) and assesses student performance throughout the instructional sequence. | 15 | |
| Technical Soundness | Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students. | Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students. | Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students. | 15 | |
| Adaptations Based on the Individual Needs of Students | Teacher does not adapt assessments to meet the individual needs of students or these assessments are inappropriate. | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of some students. | Teacher makes adaptations to assessments that are appropriate to meet the individual needs of most students. | 15 | |

Design for Instruction Rubric

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

| Rating→ Indicator↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Possible Points | Score |
|---|--|---|--|----------------------------|--------------|
| Alignment with Learning Goals | Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design. | Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design. | All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design. | 20 | |
| Accurate Representation of Content | Teacher’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure. | Teacher’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline. | Teacher’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline. | 20 | |
| Lesson and Unit Structure | The lessons within the unit are not logically organized (e.g., sequenced). | The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals. | All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals. | 20 | |
| Use of a Variety of Instruction, Activities, Assignments and Resources | Little variety in instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets). | Some variety in instruction, activities, assignments or resources but with limited contribution to learning. | Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning. | 20 | |
| Use of Technology | Technology is inappropriately used OR teacher does not use technology, and no (or inappropriate) rationale is provided. | Teacher uses technology, but it does not make a significant contribution to teaching OR teacher provides limited rationale for not using technology. | Teacher integrates appropriate technology that makes a significant contribution to teaching or learning Or provides a strong rationale for not using technology. | 20 | |
| Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources | Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student. | Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student. | Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student. | 20 | |

Instructional Decision-Making Rubric

TWS Standard: *The teacher uses on-going analysis of student learning to make instructional decisions.*

| Rating→ Indicator↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Possible Points | Score |
|---|---|---|--|-----------------|-------|
| Sound Professional Practice | Many instructional decisions are inappropriate and not pedagogically sound. | Instructional decisions are mostly appropriate, but some decisions are not pedagogically sound. | Most instructional decisions are pedagogically sound (i.e., they are likely to lead to student learning). | 5 | |
| Modifications Based on Analysis of Student Learning | Teacher treats class as “one plan fits all” with no modifications. | Some modifications of the instructional plan are made to address individual student needs, but these are not based on the analysis of student learning, best practice, or contextual factors. | Appropriate modifications of the instructional plan are made to address individual student needs. These modifications are informed by analysis of student learning/ performance, best practice, or contextual factors. Include explanation of why the modification would improve student progress. | 15 | |
| Congruence Between Modifications and Learning Goals | Modifications in instruction lack congruence with learning goals. | Modifications in instruction are somewhat congruent with learning goals. | Modifications in instruction are congruent with learning goals. | 5 | |

Analysis of Student Learning Rubric

TWS Standard: *The teacher uses assessment data to profile student learning and communicate information about student progress and achievement.*

| Rating→ Indicator↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Possible Points | Score |
|--|--|--|--|-----------------|-------|
| Clarity and Accuracy of Presentation | Presentation is not clear and accurate; it does not accurately reflect the data. | Presentation is understandable and contains few errors. | Presentation is easy to understand and contains no errors or representation. | 10 | |
| Alignment with Learning Goals | Analysis of student learning is not aligned with learning goals. | Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class and two individuals. | Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class and two individuals. | 10 | |
| Interpretation of Data | Interpretation is inaccurate, and conclusions are missing or unsupported by data. | Interpretation is technically accurate, but conclusions are missing or not fully supported by data. | Interpretation is meaningful, and appropriate conclusions are drawn for the data. | 15 | |
| Evidence of Impact on Student Learning | Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals. | Analysis of student learning includes evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward each learning goal. | 15 | |

Reflection and Self-Evaluation Rubric

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

| Rating→ Indicator↓ | 1 Indicator Not Met | 2 Indicator Partially Met | 3 Indicator Met | Possible Points | Score |
|--|---|---|---|----------------------------|--------------|
| Interpretation of Student Learning | No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section. | Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section. | Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some student did not meet learning goals. | 5 | |
| Insights on Effective Instruction and Assessment | Provides no rationale for why some activities or assessments were more successful than others. | Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research). | Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for the success or lack thereof. | 5 | |
| <i>Alignment Among Goals, Instruction and Assessment</i> | Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate. | Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present. | <i>Logically connects learning goals, instruction, and assessment results in discussion of student learning and effective instruction.</i> | 5 | |
| Implications for Future Teaching | Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment. | Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning. | Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning. | 5 | |
| Implications for Professional Development | Provides no professional learning goals or goals that are not related to the insights and experiences described in this section. | Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals. | Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals. | 5 | |