



Alice Lloyd College Teacher Education Program

*Modified Teacher Performance Assessment (TPA) for Student Teachers

***A modified version of the Kentucky Teacher Internship Program's
Teacher Performance Assessment (TPA)**



Alice Lloyd College's Modified Version of the KTIP Teacher Performance Assessment Handbook

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Overview

What is the modified KTIP Teacher Performance Assessment?

The modified KTIP Teacher Performance Assessment (TPA) is a focused collection of evidence and reflection selected from a student teacher's work, which clearly demonstrates the student teacher's efforts to analyze student learning as well as the student teacher's performance on the Kentucky Teacher Standards.

The modified KTIP TPA is organized according to the three observations during the semester.

The KTIP TPA is a set of ten teaching tasks designed to provide student teachers the opportunity to demonstrate performance of Kentucky's Teacher Standards.

The ten teaching tasks are grouped into three components in the modified KTIP TPA:

Component I: Classroom Teaching

- Task A-1: Teaching and Learning Context
- Task A-2: Lesson Plan
- Task B: Demonstrate Teaching Skills during Classroom Observation
- Task C: Analyze and Evaluate Teaching of a Lesson

Component II: Professional Responsibilities

- Task D: Collaborate to Address Special Learning Needs
- Task E: Assess and Manage Professional Growth
- Task F: Demonstrate Professional Leadership

Component III: Instructional Unit

- Task G: Design Learning Objectives and Assessments for an Instructional Unit
- Task H: Analyze, Use and Communicate Unit Learning Results
- Task I: Design Instructional Strategies and Activities for the Instructional Unit
- Task J: Reflect on and Evaluate Teaching and Learning in the Instructional Unit

Goals

- To increase student teacher competence as defined by the Kentucky Teacher Standards
- To focus support on improving student teacher achievement
- To draw on student data to guide support
- To access professional growth over time
- To promote self-assessment, reflection, and collaboration
- To cultivate leadership based education (Character, Capability, and Service)

Where can you go for help?

Your supervising teacher is the first and most important resource available to assist you in preparing your modified teacher performance assessment.

How will your Teacher Performance Assessment be evaluated?

Your supervising teacher will meet with you to discuss the evaluation of your Teacher Performance Assessment and your classroom teaching performance. The following charts indicate the sources of evidence that will be examined for each Kentucky Teacher Standard.

Evidence Sources for Intern Teacher Assessment

Note: TPA=Teacher Performance Assessment and O=Classroom Observation

Source

| Standard 1: The Teacher Demonstrates Applied Content Knowledge | TPA | O |
|---|------------|----------|
| 1.1 Communicates concepts, processes, and knowledge | | X |
| 1.2 Connects content to life experiences of students | X | X |
| 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning | | X |
| 1.4 Guides students to understand content from various perspectives | X | X |
| 1.5 Identifies and addresses students' misconception of content | X | X |
| Standard 2: The Teacher Designs and Plans Instruction | | |
| 2.1 Develops significant objectives aligned with standards | X | |
| 2.2 Uses contextual data to design instruction relevant to students | X | |
| 2.3 Plans assessments to guide instruction and measure learning objectives | X | |
| 2.4 Plans instructional strategies and activities that address learning objectives for all students | X | |
| 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning | X | |
| Standard 3: The Teacher Creates and Maintains Learning Climate | | |
| 3.1 Communicates high expectations | | X |
| 3.2 Establishes a positive learning environment | | X |
| 3.3 Values and supports student diversity and addresses individual needs | | X |
| 3.4 Fosters mutual respect between teacher and student and among students | | X |
| 3.5 Provides a safe environment for learning | | X |
| Standard 4: The Teacher Implements and Manages Instruction | | |
| 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students | | X |
| 4.2 Implements instruction based on diverse student needs and assessment data | | X |
| 4.3 Uses time effectively | | X |
| 4.4 Uses space and materials effectively | | X |
| 4.5 Implements and manages instruction in ways that facilitate higher order thinking | | X |
| Standard 5: The Teacher Assesses and Communicates Learning Results | | |
| 5.1 Uses pre-assessments | X | |
| 5.2 Uses formative assessments | X | X |
| 5.3 Uses summative assessments | X | X |
| 5.4 Describes, analyzes, and evaluates student performance data | X | |
| 5.5 Communicates learning results to students and parents | X | |
| 5.6 Allows opportunity for student self-assessment | X | X |
| Standard 6: The Teacher Demonstrates the Implementation of Technology | | |
| 6.1 Uses available technology to design and plan instruction | X | |
| 6.2 Uses available technology to implement instruction that facilitates student learning | X | X |
| 6.3 Integrates student use of available technology into instruction | X | X |
| 6.4 Uses available technology to assess and communicate student learning | X | X |
| 6.5 Demonstrates ethical and legal use of technology | X | X |

| | TPA | O |
|--|-----|---|
| Standard 7: Reflects on and Evaluates Teaching and Learning | | |
| 7.1 Uses data to reflect on and evaluate student learning | X | |
| 7.2 Uses data to reflect on and evaluate instructional practice | X | |
| 7.3 Uses data to reflect on and identify areas for professional growth | X | |
| Standard 8: Collaborates with Colleagues/Parents/Others | | |
| 8.1 Identifies students whose learning could be enhanced by collaboration | X | |
| 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort | X | |
| 8.3 Implements planned activities that enhance student learning and engage all parties | X | |
| 8.4 Analyzes data to evaluate the outcomes of collaborative efforts | X | |
| Standard 9: Evaluates Teaching and Implements Professional Development | | |
| 9.1 Self-assesses performance relative to Kentucky's Teacher Standards | X | |
| 9.2 Identifies priorities for professional development based on data from self-assessment, student performance | X | |
| 9.3 Designs a professional growth plan that addresses identified priorities | X | |
| 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning | X | |
| Standard 10: Provides Leadership within School/Community/Profession | | |
| 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment | X | |
| 10.2 Develops a plan for engaging in leadership activities | X | |
| 10.3 Implements a plan for engaging in leadership activities | X | |
| 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts | X | |

Developing Your Modified Teacher Performance Assessment

TPA Tasks and Templates:

As noted in the overview, the modified KTIP TPA is a set of ten teaching tasks designed to provide you with the opportunity to demonstrate performance of the Kentucky Teacher Standards. The format and expectations for the ten tasks are presented in the form of modified task templates. Each task template provides prompts/directions for completing the task. This handbook provides a paper copy of the templates which will be given to you on a flash drive. The use of these templates in developing your modified TPA exhibits has the following advantages for you:

1. The formatting of the task exhibits is done.
2. The prompts/directions focus your efforts on providing needed information.
3. Your work on the tasks can be sent via email to your supervising teacher for review, feedback, and/or approval.
4. Your work on each task can be corrected, modified, and/or updated as needed.

It should be noted that some tasks may recommend providing evidence/artifacts of your teaching. For this reason, it is essential that you read each task and the template carefully.

Suggestions for selecting artifacts for your Teacher Performance Assessment

Select evidence or artifacts for inclusion in your modified TPA that clearly demonstrate your efforts to promote student learning. The best evidence will come from your classroom teaching and related activities. Some examples of appropriate artifacts are listed below:

- Instructional materials
- Teacher-made assessment materials
- Samples of student work
- Teacher journals and/or logs
- Video taped lesson
- Student, parent, colleague surveys
- Log of professional activities
- Communication with peers, administrators and other professionals

Keep in mind that you should not include anything more than what each task requires. It is important to select the most appropriate examples of evidence. All artifacts should be included with the related task.

Videotaped Lesson

In observation 3, you will videotape one of the lessons from your instructional unit. This video may only be used for the modified KTIP evaluation and may not be shown in any public performance. Capturing teaching on videotape effectively requires thoughtful preparation and planning. The video may be a CD, DVD, or VHS recording. You must have a signed "permission to videotape" form on file from all students in the class that is being videotaped.

TIPS FOR SUCCESSFUL VIDEOTAPING

| | |
|---|---|
| <ul style="list-style-type: none">• Contact the media specialist to reserve the needed equipment and to learn about the operation of the equipment.• Find a volunteer to videotape the class. This could be your resource teacher, another teacher, a reliable student, or even a parent volunteer. He/she may need some time to become familiar with the camera equipment. (Note: Warn the camera operator that his/her voice may be heard on video.)• Use a tripod.• Advise your camera operator to record student involvement as well as your movements, while being careful not to make too many sudden moves. | <ul style="list-style-type: none">• If using a VHS tape, use a new tape.• Keep the lens cap on the camera when the camera is not being used. This prevents excess light from entering the lens.• Keep the camera and tapes away from magnetic fields.• Cameras should not be used in extreme heat or cold. Let the camera adjust to room temperature for about thirty minutes.• Consider the composition of the picture. Clutter can be a problem in classrooms; remove items that may detract from the message/image. Consider the background.• Make sure your classroom is well-lit.• Secure a lapel microphone, if possible, to improve sound quality. |
|---|---|

Format requirements for your Modified Teacher Performance Assessment

What you will need

- 3-ring binder
- Dividers, one for each section of your teacher performance assessment
- Plastic sleeve for holding artifacts (video and/or audiotapes). Video and/or audiotapes are not required. If you select either a video or audiotape as an artifact, it should be submitted in a plastic sleeve or "zippered pocket" within the binder.

Directions

- Label the three dividers by observation
- Complete the Intern Information Sheet
- Using the task templates, develop your responses to the question or prompts. Answer the questions thoroughly enough to provide sufficient evidence that you have met the Kentucky Teacher Standard(s).

A Schedule of Activities for Student Teaching Observations

Prior to the beginning of your student teaching assignment, you will:

1. Read the modified TPA Handbook in a thorough manner.
2. Complete the Intern Information Sheet template.

At a student teacher seminar, you and your Supervising Teacher, and the Education Staff will:

1. Review all modified KTIP-TPA materials, processes and procedures, and discuss expectations including the instructional unit.
2. Discuss potential students for involvement in Task D and identify the student to be involved.
3. Discuss your completion of the self-assessment portion of Task E.
4. Discuss possible leadership projects for Task F and agree upon the project you will plan and implement.
5. Set the timelines for completion of the TPA Tasks including the Instructional Unit, Task G-J.

Prior to each of your first two observations, you will:

1. Complete Task A-1 (Teaching and Learning Context), for the lesson in which you will be observed by your supervising teacher.
2. Complete Task A-2 (Lesson Plan), for the lesson in which you will be observed by your supervising teacher.
3. Submit lesson plans electronically to your supervising teacher 2-3 days prior to the observation.
4. Work with your cooperating teacher to identify your strength and priority areas for growth.

Following each of your first two observations, you will:

1. Meet with your supervising teacher and your cooperating teacher to review/discuss the lesson.
2. Assess progress of portfolio and modified TPA with your supervising teacher.
3. Complete and submit Task C (lesson analysis and reflection) to your supervising teacher electronically within two days after the observation.

Prior to your 3rd observation (video), you will:

1. Complete and submit Task D, Task E, and Task F to your supervising teacher
2. Complete and submit Task A-1 (Teaching and Learning Context)
3. Complete and submit Task A-2 (Lesson Plan)
4. Complete and submit Task G (Designing an Instructional Unit)
5. Complete and submit Task H (The Assessment Plan)
6. Complete and submit Task I (Designing Instructional Strategies and Activities)
7. Complete and submit proper paperwork for videotaping
8. Organize the videotaping session for your observation

Following your 3rd observation, you will:

1. Complete and submit Task C (Lesson Analysis and Reflection)
2. Complete and submit Task J-1 (Reflecting on the Impact of Instruction)
3. Complete and submit Task J-2 (Communication and Follow-Up)
4. Submit videotaped lesson to your supervising teacher.

Student Teacher Information Sheet

**Complete the template for this page and include it as the first page of your
Teacher Performance Assessment.**

Name: _____ **Social Security Number:** _____

Date of Birth: _____

Current Teaching Assignment: Grade(s) _____ **Subject(s)** _____

School District: _____

School Name: _____

School Address: _____

School Telephone: _____

Home Address: _____

School E-mail Address: _____

I verify that this modified Teacher Performance Assessment contains my authentic work, the authentic work of my students, and authentic feedback from colleagues, my cooperating teacher, my supervising teacher, and administrators.

Signature

Date

Task A-1

Teaching and Learning Context

Please complete the template for **each** class for which you are being observed. You will use and update this information as you plan lessons all semester.

| | | | | | | | | |
|--|--------------------------------|--|--------------------|--|--|-----------------------------|--|--|
| Student Teacher Name: _____ | | | Date: _____ | | | Observation #: _____ | | |
| # Students enrolled | Grade level(s) in class | Ages in class (list all that apply) | | | | | | |
| <u>School and district factors</u> Public school information should include Comprehensive School Improvement Plan (CSIP), School Report Card (CATS/CTBS results), and relevant data about achievement gap groups. Non-public schools should include similar data. | | | | | | | | |
| <u>Resources</u> Describe the resources (equipment, technology and supplies) available to you. | | | | | | | | |
| <u>Assistance</u> Place a \checkmark beside the phrase that describes the types of help available to you. <div style="display: flex; justify-content: space-around;"> ___ instructional assistant(s) ___ parent volunteers ___ peer (student) tutors </div> <div style="display: flex; justify-content: space-around;"> ___ resource teachers ___ classroom teacher ___ other (Please specify) </div> | | | | | | | | |
| <u>Student Differences</u> Indicate the number of students in each category below and briefly describe the needs of students in the categories noted. <div style="display: flex; justify-content: space-around;"> ___ ESL ___ # with IEPs ___ # with 504 modifications </div> <div style="display: flex; justify-content: space-around;"> ___ Title I ___ Gifted ___ Other </div> | | | | | | | | |
| <u>Student Diversity</u> Please describe any language, cultural and/or achievement/developmental level differences that create instructional concerns in your class. | | | | | | | | |
| <u>Patterns of Achievement</u> Indicate the number of students for each pattern of achievement. <div style="display: flex; justify-content: space-around;"> ___ Below grade level ___ At grade level ___ Above grade level </div> | | | | | | | | |
| <u>Other classroom conditions</u> Describe other classroom conditions (if any) including student demographics that have implications for teaching and what might be observed in your classroom. | | | | | | | | |
| <u>Implications for instruction</u> Describe two or three ways that you will use the factors identified above in your planning and instruction. | | | | | | | | |

Your supervising teacher will review and evaluate your performance on this task using Standard 1: The teacher demonstrates applied content knowledge and Standard 2: The teacher designs and plans instruction.

Task A-2 Lesson Plan

Student Teacher Name: _____ Date: _____ Observation #: _____

of Students: _____ # of IEP Students: _____ # of GSSP Students _____ # of LEP Students: _____

Age/Grade Level: _____ Subject: _____ Major Content: _____

Unit Title: _____ Lesson Title: _____

Context

- Identify the unit topic and the unit objective(s) addressed by this lesson.
- Describe the students' prior knowledge or the focus of the previous lesson.
- Describe generally any critical student characteristics or attributes that will affect student learning.

Lesson Objective(s)

State what students will demonstrate as a result of this lesson. Objective(s) must be student-centered, observable and measurable.

Connections

Connect your goals and lesson objective(s) to appropriate Kentucky Core Content and/or Program of Studies. Use no more than two or three connections, and if not obvious, explain how each objective is related to the Program of Studies and/or Core Content.

Assessment Plan

Using the tabular format below, describe how each lesson objective will be assessed formatively to determine student progress and modify instruction if needed. Describe any summative assessment to be used if it is a part of this lesson. Include copies of any assessment instruments and scoring criteria or rubrics if applicable to the lesson.

Objective/Assessment Plan Organizer

| Objective Number | Type of Assessment | Description of Assessment | Depth of Knowledge Level | Adaptations and/or Accommodations |
|------------------|--------------------|---------------------------|--------------------------|-----------------------------------|
| | | | | |

Resources, media and technology

- List the specific materials and equipment needed for the lesson. Attach copies of printed materials to be used with the students.
- If appropriate, list technology resources for the lesson including hardware, software and Internet URLs, and be sure to cite the sources used to develop this lesson. (If your committee thinks the technology observed in the lessons does not fairly represent your use of technology, provide additional documentation in your Component 1 exhibits. See Standard 6.)

Procedures

Describe the strategies and activities you will use to involve students and accomplish your objectives including how you will trigger prior knowledge and how you will adapt strategies to meet individual student needs and the diversity in your classroom.

Task B

Demonstrate Teaching Skills During Classroom Observation

Task overview: Implement lessons you have planned, making a purposeful effort to demonstrate the indicators for Standards 1, 3, 4, 5, and 6.

Your supervising teacher will evaluate your performance during his/her observations using:

- **Standard 1 – Demonstrates Applied Content Knowledge**
- **Standard 3 – Creates & Maintains Learning Climate**
- **Standard 4 – Implements & Manages Instruction**
- **Standard 5 – Assessment and Communication of Learning Results**
- **Standard 6 – Demonstrates Implementation of Technology**

Task C

Lesson Analysis and Reflection

Task overview: For each observed lesson, organize and analyze the student performance data so that you can reflect on and evaluate student learning and the effectiveness of your instruction. Your data analyses and reflection will be the basis for identifying ways to improve instruction and student learning.

Your supervising teacher will review and evaluate your performance on this task using:

- **Standard 5 – Assessing and Communicates Learning Results**
- **Standard 7 – Reflects on and Evaluates Teaching and Learning**

Task C

Lesson Analysis and Reflection

Student Teacher Name: _____ **Date:** _____ **Observation #:** _____

To insure that your lesson analysis and reflection have an impact on your instruction, this task must be completed **no later than two days** after each observed lesson.

1. Explain how you determined the levels of student performance on your objective(s). Attach rubrics or criteria used in this determination.

2. Sort the students' performances into three categories and determine what number of students met the criteria in each category:

- Below criteria _____ # of students
- Meeting criteria _____ # of students
- Exceeding criteria _____ # of students

3. For each category, describe the students' strengths **and** learning needs, if any.

- Below criteria
- Meeting criteria
- Exceeding criteria

4. Reflect on the following:

- What does the analysis of your students' performances tell you about the effectiveness of your instruction in meeting your students' needs?
- Describe any patterns or trends in your students' performances. How could these patterns or trends be used in planning and instruction?
- What knowledge, skills, and/or resources could help you increase your instructional effectiveness?

5. For each category of students, how will you differentiate or adapt to move them forward?

- Below criteria
- Meeting criteria
- Exceeding criteria

Task D

Collaborate to Address Special Learning Needs

Task Overview:

Collaborate with your cooperating teacher and your supervising teacher to design and implement a three to four week learning plan for a student whose learning could be enhanced by collaboration. Using the Task D template, identify the student, develop your collaboration work plan, report on the collaborative process, and then describe the impact of the process on student learning.

Your supervising teacher in collaboration with your cooperating teacher will review and evaluate your performance on this task using Standard 8 -- Collaborates with Colleagues/Parents/Others.

Guidelines for Completing Task D

The guidelines below should be used when you develop your collaboration plans.

Using the contextual factors information you described in Task A1 and input from your cooperating teacher, identify a student whose learning would be enhanced by collaborative efforts. This student could have needs because of learning challenges (e.g., a student with IEP, 504 plan, or an LEP student), a student whose needs are a result of his/her strengths (e.g. a GSSP student), or a student whose engagement is limited (e.g. over-commitment to part-time jobs, family responsibilities, or extracurricular activities).

Finalize a timeline for completion of this task.

Once the timeline for your collaboration task has been determined and you have identified the student, you should develop your collaboration work plan. Your cooperating teacher can provide valuable assistance in identifying the expertise of school staff relative to the needs of your identified student. Implement your collaboration work, with the help of your cooperating teacher. Consult with your supervising teacher as needed. Your completed Task D may be completed and submitted to your supervising teacher anytime after your first observation.

If your identified student moves or drops out of school before you have implemented the collaboration plan, you must identify another student. If you have implemented the student's collaboration plan and have collected some performance data before he/she moves or drops out, you should analyze the available data and evaluate the plan's impact on student learning.

If the analysis of the assessment data reveals that the collaboration plan had little or no impact on student learning, you have the opportunity to reflect on the plan and identify possible alternative approaches that could be used in the future.

Task D

Collaborate to Address Special Learning Needs

Student Teacher Name: _____ **Date:** _____

Orientation Meeting

Identify a student whose learning would be enhanced by collaborative efforts and provide a rationale for why this student was selected. (Use only the student's first name.)

Collaboration Work Plan

(This work plan must be approved by your cooperating teacher and supervising teacher before implementation.)

Objective(s) – What you plan to accomplish in terms of student learning.

Assessment Plan – How will you measure the impact of the collaborative effort on student learning?

| Activities | Timeline | Persons Involved and Their Roles | Resources Needed |
|------------|----------|----------------------------------|------------------|
| | | | |

Describe the progress made in your collaborative efforts providing appropriate documentation.

Using the assessment data collected, describe the impact of the collaboration plan on this student's learning.

Task E

Assess and Manage Professional Growth

Task Overview: Provide two self assessments that will help guide you to improve your performance in using the Kentucky Teacher Standards.

Your supervising teacher will review and evaluate your performance on this task using Standard 9. Evaluates Teaching & Implements Professional Development.

Guidelines for Completing Task E

Overview of the Task

A professional growth plan (PGP) is the plan which teachers design and implement to become more proficient in meeting the Kentucky Teacher Standards and Indicators. PGP design involves determining one's strengths and areas for growth related to the Kentucky Teacher Standards and then developing work plans that describe the activities and actions that will be implemented to address targeted areas for growth.

The Task E template should be used to help you self assess your strengths and weaknesses for future development.

1. Initiate the development of your PGP by assessing your level of performance on each of the indicators of the ten Kentucky Teacher Standards after your first observation. You should discuss the results of your self-assessment with your supervising teacher.
2. Using the analysis of your self-assessment data, data on your students' performance, and feedback from your cooperating teacher and supervising teacher, identify your strengths and areas for growth relative to the Kentucky Teacher Standards.
3. From the areas for growth you have identified, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.
4. Your cooperating teacher and supervising teacher will review your PGP. To ensure that you have documented the actions taken to demonstrate progress in addressing the identified priority areas for growth. Assess your performance again after your third observation. Discuss the results of your self assessment with your cooperating teacher and supervising teacher. Compare your first and second self assessment.

Task E

Assessing Professional Growth

Student Teacher Name: _____ Date: _____ After 1st Observation: _____
 After 3rd Observation: _____

Kentucky Teacher Standards Self-Assessment

To initiate the development of your need for a Professional Growth Plan, assess your level of performance on each of the indicators after your first observation by entering a number between one (1) and four (4) in the blanks to the left of each indicator. **The scale to be used is: (1) limited, (2) some, (3) adequate and (4) extensive.**

You will repeat this self-assessment process after your 3rd observation as part of your final assessment of professional growth and identification of future areas for professional growth.

STANDARD 1: The Teacher Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

Performance Criteria: The extent to which you:

| 1 st | 2 nd | |
|--------------------------|--------------------------|---|
| <u>Self-Assessment</u> | <u>Self-Assessment</u> | |
| <input type="checkbox"/> | <input type="checkbox"/> | 1.1 Communicate concepts, processes and knowledge. |
| <input type="checkbox"/> | <input type="checkbox"/> | 1.2 Connect content to life experiences of students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 1.3 Demonstrate instructional strategies that are appropriate for content and contribute to student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 1.4 Guide students to understand content from various perspectives. |
| <input type="checkbox"/> | <input type="checkbox"/> | 1.5 Identify and address students' misconceptions of content. |

STANDARD 2: The Teacher Designs and Plans Instruction

The teacher designs and plans instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Performance Criteria: The extent to which the planning demonstrates that you:

| 1 st | 2 nd | |
|--------------------------|--------------------------|---|
| <u>Self-Assessment</u> | <u>Self-Assessment</u> | |
| <input type="checkbox"/> | <input type="checkbox"/> | 2.1 Develop significant objectives aligned with standards. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2.2 Use contextual data to design instruction relevant to students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2.3 Plan assessments to guide instruction and measure learning objectives. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2.4 Plan instructional strategies and activities that address learning objectives for all students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 2.5 Plan instructional strategies and activities that facilitate multiple levels of learning |

STANDARD 3: The Teacher Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Performance Criteria: The extent to which you:

| <u>1st</u> <u>Self-Assessment</u> | <u>2nd</u> <u>Self-Assessment</u> | |
|---|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 3.1 Communicate high expectations. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3.2 Establish a positive learning environment. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3.3 Value and support student diversity and addresses individual needs. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3.4 Foster mutual respect between teacher and students and among students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 3.5 Provide a safe environment for learning. |

STANDARD 4: The Teacher Implements and Manages Instruction

The teacher introduces implements and manages instruction that develops students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Performance Criteria: The extent to which you:

| <u>1st</u> <u>Self-Assessment</u> | <u>2nd</u> <u>Self-Assessment</u> | |
|---|---|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 4.1 Use a variety of instructional strategies that align with learning objectives and actively engage students. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4.2 Implement instruction based on diverse student needs and assessment data. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4.3 Use time effectively. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4.4 Use space and materials effectively. |
| <input type="checkbox"/> | <input type="checkbox"/> | 4.5 Implement and manage instruction in ways that facilitate higher order thinking. |

STANDARD 5: The Teacher Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Performance Criteria: The extent to which you:

| <u>1st</u> <u>Self-Assessment</u> | <u>2nd</u> <u>Self-Assessment</u> | |
|---|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 5.1 Use pre-assessments. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.2 Use formative assessments. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.3 Use summative assessments. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.4 Describe, analyze and evaluate student performance data. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.5 Communicate learning results to students and parents. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5.6 Allow opportunity for student self-assessment. |

STANDARD 6: The Teacher Demonstrates the Implementation of Technology

The teacher uses technology to support instruction, access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents, and the community and conduct research.

Performance Criteria: The extent to which you:

| <u>1st</u> <u>Self-Assessment</u> | <u>2nd</u> <u>Self-Assessment</u> | |
|---|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 6.1 Use available technology to design and plan instruction. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.2 Use available technology to implement instruction that facilitates student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.3 Integrate student use of available technology into instruction. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.4 Use available technology to assess and communicate student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6.5 Demonstrate ethical and legal use of technology. |

STANDARD 7: The Teacher Reflects On and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching and learning situations and/or programs.

Performance Criteria: The extent to which you:

| <u>1st</u> <u>Self-Assessment</u> | <u>2nd</u> <u>Self-Assessment</u> | |
|---|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 7.1 Use data to reflect on and evaluate student learning. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7.2 Use data to reflect on and evaluate instructional practice. |
| <input type="checkbox"/> | <input type="checkbox"/> | 7.3 Use data to reflect on and identify areas for professional growth. |

STANDARD 8: The Teacher Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop students' abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

Performance Criteria: The extent to which you:

| <u>1st</u> <u>Self-Assessment</u> | <u>2nd</u> <u>Self-Assessment</u> | |
|---|---|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 8.1 Identify students whose learning could be enhanced by collaboration. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8.2 Design a plan to enhance student learning that includes all parties in the collaborative effort. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8.3 Implement planned activities that enhance student learning and engage all parties. |
| <input type="checkbox"/> | <input type="checkbox"/> | 8.4 Analyze data to evaluate the outcomes of collaborative efforts. |

STANDARD 9: The Teacher Evaluates Teaching and Implements Professional Development

The teacher evaluates his or her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the necessary skills and processes and implements a professional development plan.

Performance Criteria: The extent to which you:

| <u>1st Self-Assessment</u> | <u>2nd Self-Assessment</u> | | |
|---|---|-----|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 9.1 | Self-assess performance relative to Kentucky's Teacher Standards. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9.2 | Identify priorities for professional development based on data from self-assessment, student performance and feedback from colleagues. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9.3 | Design a professional growth plan that addresses identified priorities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 9.4 | Show evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning. |

STANDARD 10: The Teacher Provides Leadership Within School, Community and Profession

The teacher provides professional leadership within the school, community and education profession to improve student learning and well-being.

Performance Criteria: The extent to which you:

| <u>1st Self-Assessment</u> | <u>2nd Self-Assessment</u> | | |
|---|---|------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 10.1 | Identify leadership opportunities that enhance student learning and/or professional environment. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10.2 | Develop a plan for engaging in leadership activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10.3 | Implement a plan for engaging in leadership activities. |
| <input type="checkbox"/> | <input type="checkbox"/> | 10.4 | Analyze data to evaluate the results of planned and executed leadership efforts. |

Analysis of Self-Assessment Data

1. Review your self-assessment for each Kentucky Teacher Standard, especially noting all the indicators you rated as (1) limited or (2) some.
2. Carefully read each of the ten tasks presented in the TPA Workbook to get a clear understanding of the performance expectation for each task and the standard(s) addressed by each task.
3. Use the insights gained from reviewing your self-assessment data and carefully reading the TPA tasks to begin to:
 - Identify your strengths in terms of tasks and related standards.
 - Identify areas for growth (tasks and related standards for which you might need support or assistance to be successful) and types of professional development you will need.

Task F Leadership

Task Overview: In conjunction with your cooperating teacher and supervising teacher, identify a project you can initiate and implement (or take a leadership role in an existing project) during your student teaching experience that will demonstrate your ability to provide professional leadership as a teacher.

Your supervising teacher will review and evaluate your performance on this task using Standard 10 – Provides Leadership within School/Community/Profession.

Guidelines for Completing Task F

Teacher leaders are accomplished teachers who inspire students to learn and achieve and who serve as a change agent for excellence in education within the classroom and the school community.

With your cooperating teacher and supervising teacher, brainstorm possible projects, and then identify a project you can initiate and implement during your student teacher experience that will demonstrate your ability to provide leadership as a teacher and professional beyond your classroom. Your project should extend a current project of development or address an area of need in your school or district. The specific project you choose should give you the best opportunity possible to demonstrate that as a professional, you can contribute meaningfully in a group effort that results in a contribution to student learning and/or the professional environment of the school.

The project may be one where you:

- Work with your colleagues on a program to improve learning opportunities for students in your school.
- Involve caregivers, members of the school community, or agencies in efforts to improve learning conditions or remove barriers to learning.
- Organize, implement and facilitate strategies for community involvement.
- Develop and conduct professional development sessions on topics such as: use of technology in analyzing test data, new technology, and student use of technology, or on safety and ethical use of the Internet.
- Plan grade level or departmental level field trip.
- Develop and update safety manuals for shops or labs.
- Plan and implement parent reading nights, health fairs, or career day.

Other projects are very possible. Make sure the one you choose is approved by your cooperating teacher and supervising teacher.

The project may be completed anytime after your 1st observation has been completed.

Task F Leadership

Student Teacher Name: _____ **Date:** _____

Identification of Project

After the meeting with your cooperating teacher and your supervising, provide a brief description of the project and the rationale for selecting this project.

Leadership Project Work Plan

(This work plan must be approved by your supervising teacher before implementation.)

Objective(s)

What do you plan to accomplish with this project?

Assessment

How will you determine the impact of your project on student learning and/or school environment?

| Activities | Timeline | Persons Involved and Their Roles | Resources Needed |
|------------|----------|-------------------------------------|------------------|
| | | | |

How and with whom will the results of your project be shared?

REFLECTION

Reflect on what your project accomplished regarding student learning and/or the professional environment of the school. What did you learn from your leadership experience – what worked, what did not work, and why?

Tasks G-J Instructional Unit Overview

The Instructional Unit is a minimum one week body or unit of instruction for one class. The unit includes:

1. Plans for instruction and assessment that are aligned with the learning outcomes desired
2. The teaching of the content
3. The organization and analysis of and reflection upon evidence of student progress toward attainment of the desired learning outcomes.

The Instructional Unit consists of the following tasks:

| Task | Description of Task |
|---|--|
| G. Designing the Instructional Unit | After selecting the content (topic, knowledge, skills) for the instructional unit, write a description of the unit (the plan). The description must include the length of the unit (number of days/class periods), the objectives, a plan for accomplishing the objectives, a plan for accommodating individual differences, and any additional adjustments made (teaching the content). It is important to remember that the objectives selected for the instructional unit should relate directly to the Kentucky Core Content Standards, Program of Studies, the school improvement plan, and/or an analysis of student data. |
| H. The Assessment Plan | The second task of the instructional unit provides information about the assessment plan; the pre- and post-assessments; and the alignment of objectives, assessments, and instruction. |
| I. Designing Instructional Strategies and Activities | Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve your learning outcomes. |
| J-1. Reflecting on the Impact of Instruction | This task will be used to describe the impact on student achievement through an analysis of and a reflection upon student performance. Included in the reflection will be a description of the refinement of future lesson(s) in order to improve student achievement. |
| J-2. Communication and Follow-Up | This task will be used to describe the feedback about the instructional unit to students, parents/caregivers, and colleagues. |

Collaborate with your cooperating teacher to design your unit plan.

Your performance on designing, teaching and evaluating your unit of instruction, Tasks G – J, will be evaluated by the rubrics on:

- **Standard 1 – Demonstrates Applied Content Knowledge**
- **Standard 2 – Designs & Plans Instruction**
- **Standard 5 – Assesses & Communicates Learning Results**
- **Standard 6 – Demonstrates Implementation of Technology**
- **Standard 7 – Reflects on & Evaluates Teaching & Learning**

Task G

Designing the Instructional Unit

Directions for Completing Task G

The instructional unit and the objectives that you select must be directly related to the **Kentucky Core Content Standards and Program of Studies**. Refer to the Combined Curriculum Document on the KDE web site <http://www.education.ky.gov/> for instructional guidelines, content emphasis, objectives, and ideas for instruction at each grade level.

The instructional unit should include the following:

- 1. Title of unit, and Estimated Time for Completion.**
- 2. Learning Context and Implications:** Based on Task A-1, identify two to three implications. Also, provide an overview of available technology that will be integrated to enhance instruction and student learning.
- 3. Kentucky Core Content and Program of Studies to be Addressed:** Identify the Program of Studies and Core Content that will be the focus of instruction for your unit. The Combined Curriculum Document on the KDE web site <http://www.education.ky.gov/> provides a list for different grade levels and seven content areas.
- 4. Key Concepts/Big Ideas/Essential Question Focus:** Identify the content focus concepts (essential questions/big ideas) and skills you plan to develop in this unit. Kentucky's Core Content lists specific knowledge and skills that all students should know and be able to demonstrate. Describe how your unit will contribute to what Kentucky expects all students to know and be able to do.
- 5. Statement of Objectives for the Unit:** Develop three to six learning outcomes or objectives that will be the focus of your instruction in this unit. Write these as performance statements using behavioral terms.
- 6. Levels and Categories of Student Performance Expected:** Identify the levels or categories of performance you will expect from your students as a result of instruction in this unit of study. You may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning (e.g., thinking skills, taxonomies, DOK) you expect from your students.
- 7. Communication with Students and Cooperating Teacher:**
Describe several ways in which you plan to provide feedback throughout the Instructional Unit. How will you provide information to students and cooperating teacher prior to instruction, during instruction and after the post-assessment?

Task G

Designing the Instructional Unit

Student Teacher Name: _____ Date: _____ Observation #: _____

1. Unit Title and Estimated Time for Completion:

2. Learning Context and Implications:

3. Kentucky Core Content and Program of Studies to be Addressed:

4. Key Concepts/Big Issues/Essential Question Focus:

5. Statement of Objectives for the Unit:

6. Levels and Categories of Student Performance Expected:

7. Communication with Students and Cooperating Teacher:

Task H

The Assessment Plan

Directions for Completing Task H

In this part of the instructional unit, you will provide information about your assessment plan, your pre-and post-assessments and the alignment of objectives, assessments, and instruction.

You will outline how you will assess your students throughout the unit, in alignment with your learning objectives and the desired depth of knowledge. The assessments are aligned when a) pre- and post-assessments cover the same material in the same way, b) assessments are consistent with the types of knowledge and skills identified in your objectives, and c) instruction given is matched to objectives and to the way students must demonstrate knowledge and skills in assessments. When you identify the depth of knowledge addressed in this unit of study, you may use the schema or descriptors of your choosing, but you should indicate the different kinds of learning (e.g. understanding, applying, analyzing, synthesizing and evaluating real life situations. etc.) you expect from your students.

Note: The description of your assessment plan must include both formative and summative measures conducted at key points during instruction. For example: pre-assessment(s), observations of student work, oral questions, post-assessment(s), etc.

1. Describe your pre-assessment activity, including scoring rubric/criteria used. Explain how you determined student knowledge and skills pertinent to this instructional unit prior to instruction. The pre-assessment may take whatever form is appropriate, but it must yield two types of information:
 - information about each student's entry level (entry into the unit of instruction) knowledge and skills;
 - information from which you will be able to measure student gains in knowledge and skills as a result of instruction; i.e., knowledge and skills gained between pre- and post-assessments.

Note: A copy of the pre-assessment must be attached. If you use an activity or assignment for the pre-assessment, attach the directions and information provided to students. Use the **Assessment Design Checklist** on the following page to evaluate your pre-assessment.

2. Describe the formative assessments you intend to use to monitor and guide student learning. These formative assessments strategies may take many forms. Remember that formative assessments strategies are integral components of your instruction and often result in instructional modifications.

Note: Include with this task examples and/or descriptions of the formative assessments strategies used in your videotaped or observed lesson(s).

3. Describe the summative assessment or the formal assessment used to determine student gains in knowledge and skills as a result of your instruction. Remember that this assessment must provide information about each student's accomplishment of each learning objective as well as information about his or her gains. This information will be used to complete Task J-1 of the instructional unit. The summative assessment must be one of the following:
 - a repeat of the pre-assessment,
 - a parallel form of the pre-assessment (same kinds of questions, tasks addressing the same objectives or outcomes),
 - an assessment very much like the pre-assessment, perhaps more extensive, that provides similar kinds of data about gains in knowledge and skills identified in the objectives.

Note: A copy of the post-assessment must be attached. If you used an assignment or activity as a summative-assessment, attach the directions and information provided to students. Use the **Assessment Design Checklist** that follows to evaluate your post-assessment.

4. Describe the role and method of student self-assessment.
5. Describe how you plan to monitor and record the progress of students toward unit learning objectives during instruction (formative assessment).
6. Explain or describe the assessment methods you will use to meet the diverse needs of your students.
7. Describe how you will incorporate technology to develop, implement, and/or analyze your assessments for this unit.

Assessment Design Checklist

Assessors will rate the following elements of each pre- and post- assessment that is included in the teacher performance assessment. A careful review of each element is recommended.

| If paper-pencil tests were used as pre- and post-assessments do these tests adhere to the principles of good test construction? | | |
|---|-----|----|
| | Yes | No |
| • Are the directions for students complete and clear? | | |
| • Are all test items unambiguous? | | |
| • Is the test appropriately organized? i.e., item types organized by section, easiest to most difficult (e.g., matching, multiple choice, fill-in-the-blank, essay) | | |
| • Is the number of points to be awarded for each item specified? | | |
| • Are the scoring rubrics/criteria complete and clear? | | |
| • Are the test items aligned with unit objectives? | | |
| If activities or assignments were used as pre- and post-assessments do these activities or assignments adhere to principles of good assessment? | | |
| | Yes | No |
| • Are the directions for students complete and clear? | | |
| • Is there an explanation of how the assignment/activity will be evaluated (scored or graded)? | | |
| • Is there an explanation of the conditions under which the activity/assignment is to be performed (independent/group)? | | |
| • Is there a timeline for completion? | | |
| • Are the scoring rubrics/criteria complete and clear? | | |
| • Are the activities or assignments aligned with unit objectives? | | |

Task H

The Assessment Plan

Student Teacher Name: _____ Date: _____ Observation #: _____

1. Pre-Assessment Plan

| Objectives Addressed | DOK Level(s) | Description of Pre-Assessment |
|----------------------|--------------|-------------------------------|
| | | |

2. Formative Assessment Strategies

| Objectives Addressed | DOK Level(s) | Description of Formative Assessment Strategies |
|----------------------|--------------|--|
| | | |

3. Summative Assessment Plan

| Objectives Addressed | DOK Level(s) | Description of Summative-Assessments |
|----------------------|--------------|--------------------------------------|
| | | |

4. How will student self-assess in this unit?

5. Plan to monitor student progress

6. Assessment Accommodations or Adaptations

7. Plan to Integrate Technology within Assessment

Task I

Designing Instructional Strategies and Activities

Directions for Completing Task I

Design a set of learning strategies and activities that you believe will best enable all students in your class to achieve your learning outcomes. As you create your instructional plan, keep in mind the Standard 2 indicators and associated performance levels.

1. Pre-instruction Assessment Analysis

After administering the pre-instructional assessment, and using the learning outcomes as well as any other information collected in your pre-assessment instrument, analyze initial student performance. Using tables, charts, or graphs, present the results of the pre-assessment in a format that allows you to find patterns of student performance as a whole and for groups of students who have diverse needs relative to each learning outcome. Describe the patterns you found. Briefly discuss the implications of the pre-assessment results for your design of instruction and how your awareness of achievement gaps within your student group will guide your instruction.

| Task I Pre-Assessment Analysis | |
|---|--|
| Intern Name: _____ Date: _____ | |
| <ul style="list-style-type: none"> • Describe the patterns of student performance you found relative to each learning outcome. (Attach tables, graphs or charts of student performance that allowed you to identify the patterns of student performance noted.) • Describe how you used the analysis of your pre-assessment data in your design of instruction. • How did your awareness of achievement gap groups within your students influence your planning and instruction? | |

2. Unit Instructional Design

Using the Task I Unit Organizer template, outline **all** the lessons designed to facilitate student learning of the unit learning outcomes. Your lessons should include a variety of appropriate instructional strategies. For each lesson, identify the learning outcome(s) addressed; describe the specific learner activity or strategy you plan to use along with adaptations to meet diverse student needs and how you plan to assess learner progress on each outcome. With your outline of lessons, identify with an asterisk (*) the lesson(s) you plan to video or have observed. Include one fully developed lesson plan (Task A) for the video lesson.

| Task I Unit Organizer | | | | |
|--|---------------------------------|---------------------------------|--------------------|---------------|
| Student Teacher Name: _____ Date: _____ | | | | |
| Standard(s): _____ | | | | |
| Lesson # | Learning Objective(s) Addressed | Instructional Strategy/Activity | Needed Adaptations | Assessment(s) |
| | | | | |
| Use of Technology for Instruction | | | | |
| Describe how you will use technology to enhance instruction and how students will use technology to enhance/facilitate their learning. | | | | |

Task J-1

Organizing and Analyzing the Results

Reflecting on the Impact of Instruction

Directions for Completing Task J-1

After you have taught the unit and administered the post-assessment, your next task is to organize and analyze the assessment results.

1. Organizing the Results

Using the Task J-1 template, Organizing and Analyzing the Results (Whole Class), record each student's first name (only), his/her pre-assessment results, his/her post-assessment results, the amount of gain from pre- to post-assessment, and whether or not he/she met each objective based on the results of your post-assessment. In the "Comments" column, note any special conditions or extenuating circumstances to be considered. Remember, a student may demonstrate gain (e.g., pre-assessment score of 22, post-assessment score of 84 = gain of + 62 points) or regression (e.g., pre-assessment score of 48, post-assessment score of 40 = loss of 8 points).

| Name: | | | | Date: | | | | | | | | |
|---|------------|-------------|-----------------------|-----------------------------------|---|---|---|---|---|---|---|-----------------|
| Task J-1 | | | | | | | | | | | | |
| Organizing and Analyzing the Results (Whole Class) | | | | | | | | | | | | |
| <i>Students</i> | Pre | Post | Gain/ Loss | Objectives | | | | | | | | Comments |
| | | | | Mark each objective met with an X | | | | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Summary: | | | | | | | | | | | | |

2. Analyzing the Results

Whole Class: Using the data from Task J-1, Organizing and Analyzing the Results (Whole Class), summarize what the data tell you about your students' learning in this unit (e.g., the number of students who met criterion).

Diverse Learners: Completing the template Task J-1, Organizing and Analyzing the Results (Diverse Learners), compare the results for identified gap groups in your classroom. Summarize what the data tell you about these students' learning in this unit (e.g., the number of students who met criterion).

| Name: | | | | Date: | | | | Gap Group: | | | | |
|--|------------|-------------|-----------------------|-----------------------------------|---|---|---|-------------------|---|---|---|-----------------|
| Task J-1 | | | | | | | | | | | | |
| Organizing and Analyzing the Results (Diverse Learners) | | | | | | | | | | | | |
| <i>Students</i> | Pre | Post | Gain/ Loss | Objectives | | | | | | | | Comments |
| | | | | Mark each objective met with an X | | | | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| | | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Summary: | | | | | | | | | | | | |

NOTE: While there is no requirement that pre and post-assessments are paper-pencil tests, you must have a way of determining gains in knowledge and skills. You will need to know precisely what behaviors or practices you are assessing when you use a project or activity as your means of pre- and post-assessment. See the following examples:

Example 1: Elementary teacher whose Instructional Unit was in writing

- In this lesson on punctuation, my objective regarding student writing was that the student would be able to produce an essay on demand that would contain **no more than three errors in punctuation**.
- As pre- and post-assessments, I gave students topics to write about and 25 minutes to produce their essays.
- When I analyzed the post-unit essays for punctuation errors, I found the following:

| <i>Students</i> | Pre | Post | Gain/ Loss | Objectives | | | | | | | | Comments |
|------------------------|------------|-------------|-----------------------|-----------------------------------|---|---|---|---|---|---|---|---|
| | | | | Mark each objective met with an X | | | | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Joe | 11 errors | 5 errors | +6 | | | | | | | | | Substantial gain, but did not meet the objectives. He was ill during part of the instruction. |
| Cathy | 4 errors | 2 errors | +2 | X | | | | | | | | |
| Lyle | 7 errors | 3 errors | +4 | X | | | | | | | | |
| Mary | 9 errors | 10 errors | -1 | | | | | | | | | New sibling. |

Example 2: High school science teacher whose Instructional Unit focused on application of the scientific method in a laboratory setting

- In this lesson on the scientific method, my objective was that students would demonstrate understanding of the scientific method by applying all five steps in solving a problem I had given them in the physics laboratory. During the instruction (the unit), we discussed scientific method and applied it to cases described on paper. We also applied it in a demonstration experiment I conducted with student assistance in front of the class.
- My pre- and post-assessments were laboratory projects (experiments) which students conducted in teams of two. They then had to write up their work. I made observational notes while they conducted the lab work and scored the inclusion of all steps of the scientific method in their write-ups. The results were:

| <i>Students</i> | Pre | Post | Gain/ Loss | Objectives | | | | | | | | Comments |
|------------------------|---------------------|-----------------------|-----------------------|-----------------------------------|---|---|---|---|---|---|---|---------------------------------|
| | | | | Mark each objective met with an X | | | | | | | | |
| | | | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Barb/Rachel | 4 steps in write-up | All steps in write-up | +1 | X | | | | | | | | |
| Ann/Andy | Write-up unclear | 4 steps in write-up | +4 | | | | | | | | | Team dynamics need improvement. |
| Mario/Darius | 3 steps in write-up | All steps in write-up | +2 | X | | | | | | | | |

3. Reflecting on the Impact of Instruction

Based on your organization and analysis of the assessment data, use the Task J-1 template, Reflecting on the Impact of Instruction, to reflect on the impact of your instruction on your students. Typically, a majority of students (more than 50 percent) will meet the objectives that are established. However, it is unlikely that all students will meet all of the objectives all of the time. When students do not meet the objectives, you must reflect on the objectives themselves, the planned assessment(s), and the instruction that took place.

Task J-1

Reflecting on the Impact of Instruction

Student Teacher Name: _____ Date: _____

1. How many students met **all** of the objectives you established for this body of instruction? How many students **did not** meet all objectives? Describe the performance of the identified gap group(s) in your class. What factors contributed to their success/failure?
2. Did those students who were unsuccessful in meeting all objectives demonstrate substantial gains in knowledge and skills as defined in the objectives? Were there students who demonstrated very little gain or negative gain (regression) from pre-assessment to post-assessment? How would you explain the performance of these students?
3. Select the learning objective on which your students were **most** successful based on your analysis of student learning. Provide two or more possible reasons for this success.
4. Select the learning objective on which your students were **least** successful based on your analysis of student learning. Provide two or more possible reasons for this lack of success. Describe what you would do differently to improve student performance as evidenced in samples of student work.
5. What impact will the information gained from your reflection about your students' performances have on your professional development decisions?

Directions for Completing Task J-2

Using the Task J-2 template, document the information provided and the methods used to communicate with students', and cooperating teacher regarding classroom expectation, student progress and way the can become more involved in learning.

| Task J-2 Communication and Follow-Up | | | |
|---|----------------------|--------------------|-------------------|
| Student Teacher Name: _____ | | Date: _____ | |
| <p>1. Describe several ways in which you introduced the unit and provided feedback. What information did you provide to the groups listed below prior to instruction, during instruction and after instruction? How did you communicate that information?</p> | | | |
| Information Provided and Methods Used | | | |
| Group | Prior to Instruction | During Instruction | After Instruction |
| Students | | | |
| Cooperating Teacher | | | |
| <p>2. Reflect on the information you communicated with students, and your cooperating teacher and the methods you used. To what extent did the methods used involve one-way communication that required no response or two-way communication that required or elicited responses and/or involvement?</p> | | | |
| <p>3. Looking to the future, how could you modify the information provided and the methods used to increase each group's involvement in the learning process?</p> | | | |

Glossary

Defining the Concepts

This section provides general definitions for some of the terms frequently used in the KTIP materials.

1. Alignment

Alignment is the consistency among objectives, pre-assessments, instruction and post-assessments.

2. Analysis of Data

Analysis of data includes collecting and compiling a variety of student performances in order to make inferences about the level of student understanding as compared with standards.

3. Artifacts

Artifacts are documents or pieces of evidence that are used to support teacher performance assessment entries. Good artifacts should demonstrate the active thought processes of students, not just the ability to recall facts.

4. Benchmarks

Benchmarks are models of performance that illustrate, by way of example, standards of teaching at different levels.

5. Context for teaching

A description of the community, school and students that are the focus of the instruction is usually found at the beginning of the teaching portfolio. The first form (A1 Describing the Classroom) of the Instructional Unit is the description of the context for teaching.

6. Data

Information included to provide measured evidence of progress.

7. DOK – Depth of Knowledge

The level of a student's knowledge about a subject. This can also be considered the level of understanding a student has. At first, some students will have a greater depth of knowledge about a subject than others, but with instruction, students' DOK should improve.

8. Developmentally appropriate

The use of content, instruction, and assessment that meets the students' ability to reason, interpret, focus, communicate and interact, both socially and academically.

9. Differentiation

The practice of giving students multiple options for taking in information, making sense of ideas, and expressing what they learn. It provides different avenues to acquire content, to process or make sense of ideas and to develop products.

10. Diverse Student Needs

Recognizing that students represent various learning styles (visual, interpersonal, mathematical), various interest levels, and/or achievement levels (gap groups) which require teachers to provide a diverse learning environment to meet the needs of all students.

11. Exhibits

Documents, artifacts, or other products that demonstrate an intern’s performance on a task.

12. Formative Assessment

All those strategies undertaken by teachers and by students assessing themselves which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged. Such assessments become formative when the evidence is actually used to adapt the teaching to meet the needs.

13. Gap Groups

Groups of students in a school or classroom who are not performing at the level of proficiency. They might include those students who are English Language Learners, have IEPs, a 504 plan, or some other special education needs, students in a gender gap, or those who are falling behind because of cultural and/or economic environment.

14. GSSP

Gifted Student Services Plan

15. Higher-order thinking

Students use higher-order thinking when they are challenged to compare, analyze, synthesize, evaluate and apply knowledge by the classroom strategies that go beyond dissemination of factual information.

16. Holistic scoring

The process of assigning a single performance level rating based on an overall view of a standard or exhibit. It is an inferential process in which the observer draws some overall conclusions based on evidence gathered from the assessment components using criteria specified by the indicators. The observer assesses the standard as a whole and should resist averaging indicator scores.

17. IEP

Individual Education Profile

18. Indicators

Descriptors of each standard on which the intern is evaluated using the Intern Performance Record (IPR).

19. Instructional Materials

Any print, non-print or electronic medium of instruction designed to assist students in achieving the academic expectations.

20. Interdisciplinary

Intentionally developed activities which teach connections across content areas and diminish artificial divisions between subject areas; examples could be long-term projects and thematic units.

21. Learning Outcomes

Educational aims or end products which encompass all goals and objectives.

22. LEP

Limited English Proficiency

23. Misconceptions

One or more student responses which indicate inaccurate understanding of content at any point in the learning.

24. Objectives

The goals to be achieved by a lesson or unit. Objectives describe a clear expectation from the student; as in "By the end of this lesson, the student will be able to name the causes of the Civil War."

25. Patterns of Achievement

Regular growth in knowledge that can be charted or graphed showing the progress of students toward the objectives of the unit.

26. Performance-based Assessment

An assessment that includes what a student or teacher is able to do (performance) rather than simply an explanation of what they know.

27. Professional Development

The means and activities teachers use to achieve their professional growth. It may include specific training in growth areas, observation, planning, etc. (i.e. It is an answer to the question: How can I turn those teaching growth areas into teaching strengths?)

28. Professional Growth Plan

The plan which teachers use to become more proficient in meeting the Kentucky Teacher Standards and Indicators. It usually involves self-assessment and a written plan for developing those areas of growth.

29. Prompts

Statements that provide directions for the teaching tasks. Prompts utilize guiding questions, suggestions for specific actions, and graphic organizers that the intern can use to complete teaching tasks.

30. Reflection

Reflection is a vital part of a performance-based product, i.e., teaching portfolio. The process of reflection involves the reporting and analyzing of teaching philosophies, practices, and experiences. Reflection requires the teacher to understand why a lesson was productive or nonproductive.

31. Rubric/Scoring Guide

At the classroom level, a set of scoring guidelines to be used in assigning and evaluating student work. Rubrics are similarly used for evaluating levels of teacher performance in this TPA. They define criteria to meet the expected teaching standard of performance. For each of Kentucky's ten standards, five to eight indicators have been developed from the Standards. Each component (Planning, Teaching and Evaluating the Results of a Lesson, Professional Responsibilities, and Instructional Unit) of the TPA has rubrics that will be used to evaluate the intern's performance on classroom interactions or TPA exhibits.

32. Self-Assessment

A student's evaluation of his or her own work.

33. Standards

Brief statements about what the teacher must be able to do. Kentucky's ten teaching standards represent those ten key statements for teacher interns and experienced teachers.

34. Student-centered

Strategies built on the natural interests and motivation of the students. Activities place the responsibility on students.

35. Summative assessment

Assessment typically used to evaluate the effectiveness of instructional programs and services at the end of an academic unit or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete.

36. Teaching tasks

An opportunity for the intern to demonstrate performance using standards (e.g., teach a lesson and be observed, design a two to four week unit of instruction, analyze learning results for the unit). Teaching tasks are designed to provide opportunities to demonstrate teaching performance.

37. Technology

Technology is a catalyst for change in the teaching and learning process. Technology must be considered in the context of curriculum standards, classroom management strategies, new designs for learning, and the most effective pedagogical practices. Technology Standards define technology as consisting of any electronic tool used for solving problems, communicating clearly, processing information, increasing productivity, accomplishing a task, making informed decisions and enhancing the quality of life. Technology includes materials, devices, computers and software that allow a teacher to demonstrate proficiency in Standard 6. Examples of appropriate technology might include but are not limited to MS Office products, STI, white boards or PowerPoint presentations, Web quests, LCD projectors, computer labs, Alpha Smarts, Read Write Gold or software packages which assist student learning and email.

38. Variety of instructional strategies

Two or more instructional strategies that meet different learning needs of all students.

39. Work plan

A structured plan format for collaboration, professional development, and leadership tasks that includes (a) objectives, (b) activities designed to achieve objectives, (c) timeline for completing activities and (d) special resources needed to complete activities.