

# University of North Texas at Dallas

## Fall 2025

### Syllabus for EDUC 4200: Clinical Teaching

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<b>Classroom Locations:</b>	DAL 1, room 244
<b>Class Meeting Days &amp; Times:</b>	Every other Wednesday 5:00-7:00 p.m.
<b>Course Catalog Description:</b>	<b><i>WELCOME TO CLINICAL TEACHING.</i></b> Teaching under supervision in EC-6, Special Education, Bilingual Education, English as a Second Language, Grades 4-8, and/or Grades 7-12. Required for those seeking Texas certification for any level and any content area. See Student Teaching Program for details. Pass/no pass only.
<b>Prerequisites:</b>	Admission to the Teacher Education Program. Approval for Clinical Student Teaching enrollments
<b>Co-requisites:</b>	Clinical placement on a UNT Dallas partner campus
<b>Required Text:</b>	Lemov, D. (2010). <i>Teach like a champion 3.0: 63 techniques that put students on the path to college</i> . San Francisco: Jossey-Bass. ISBN: <b>1119712610</b>
<b>Suggested Text:</b>	
<b>Access to Learning Resources:</b>	<b>UNT Dallas Library</b> phone: (972) 780-1616 web: <a href="http://www.unttallas.edu/library">http://www.unttallas.edu/library</a> email: <a href="mailto:library@untdallas.edu">library@untdallas.edu</a>  <b>UNT Dallas Bookstore:</b> phone: (972) 780-3652 web: <a href="http://www.unttallas.edu/bookstore">http://www.unttallas.edu/bookstore</a> email: <a href="mailto:untdallas@bookstore.com">untdallas@bookstore.com</a>

### Course Goals and Overview: The goal of this course -

Provides alignment with State Board of Educator Certification (SBEC) standards and competencies of the Texas Education Agency (TEA) for teacher preparation through student teaching. The course provides opportunities for inquiry, research, reflection, problem solving, and peer collaboration.

The Clinical Methods semester occurs when students enroll in Methods coursework. During this semester, students follow the Cooperating Teacher's schedule at an assigned placement school to complete field experience observations. Review the Clinical Teaching Handbook for more information about field-based expectations.

<b>Student Learning Objectives and Course Outcomes:</b>
At the end of this course, the student will be proficient in the following standard areas.
Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
(i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
(ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
(i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
(ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
(iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning
(i) Teachers set high expectations and create challenging learning experiences for students, encouraging

them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
(i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
(ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
(iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
(2) Standard 2—Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational developmental backgrounds and focusing on each student's needs.
(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
(i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
(iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning
(i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
(ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
(C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
(i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
(ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
(iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3— Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(i) Teachers organize curriculum to facilitate student understanding of the subject matter.

(ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.

(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

(i) Teachers teach both the key content knowledge and the key skills of the discipline.

(ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences

(4) Standard 4— Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.

(B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.

(i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.

(ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.



(i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
(ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
(iii) Teachers cultivate student ownership in developing classroom culture and norms.
(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
(ii) Teachers maximize instructional time, including managing transitions.
(iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
(iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
(5) Standard 5— Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
(A) Teachers implement both formal and informal methods of measuring student progress.
(i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
(ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
(ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
(iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
(C) Teachers regularly collect, review, and analyze data to monitor student progress.
(i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
(ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve

student learning based on assessment outcomes.
(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
(6) Standard 6—Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
(i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
(ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
(i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

### **Course Evaluation and Grading:**

Student teaching is a Pass/No Pass course. To successfully complete Student Teaching and receive credit (CR), the Student Teacher must fulfill the following which will be used to evaluate “effectiveness” in the areas of professionalism, academic knowledge and pedagogy.

- Attendance is mandatory
  - 7 seminar sessions
  - 14-16 weeks on partner campus (490 hours)
  - Completion of all course assignments in a timely manner

*Please notify the instructor if you will not be attending class or if you will arrive late.*

- 4 Formal Observations (Pre-Conference, Observation, Post-Conference) (Proficient score on all domains of TTESS)
- 4 Informal Walk-through Observations
- Informal conversations, conferences, and dialogue with your University Field Supervisor
- Submission of assigned paperwork (i.e., Attendance logs, etc.)
- Teacher work Sample assignment (Key Assessment) - **passing score of 2 or Acceptable** - see page 9 for the instructions and components of the Teacher work sample as well as aligned rubric.

NOTE: If you have ANY concerns or problems, discuss them with your Cooperating Teacher and University Field Supervisor. Be proactive!

See the *Clinical Teaching Handbook* for additional information.

## **Classroom Policies for EDUC 4200**

### **Attendance**

While perfect attendance is expected, I also know that emergencies happen. The Texas Education Agency requires a minimum number of full days for student teaching, so any days missed will be made up after the last official day of student teaching, but before the official end of the same semester (the last day of final exams). In most semesters, this means absences are limited to no more than 1-2 days. If a student is unable to complete the minimum number of days required, that student will not receive credit for student teaching. Additionally, as part of each student's professional responsibilities, students must notify the Cooperating Teacher and the University Field Supervisor of any absence as soon as possible. Failure to notify may result in the student's removal from student teaching.

Class seminars are mandatory. Attendance on campus is mandatory. Failure to participate in class and frequent absences will result in a grade - FAIL.

### **Other Course Specific Policies**

- Use of Canvas: Canvas is the authorized LMS of UNT Dallas. Announcements, grades, and weekly assignments with due dates will be posted for your convenience.
- Use of cell Phones, laptops, & other electronic devices in the classroom: Phones and other devices are permitted on silent for emergencies with the expectation that you will not be distracted by texting or surfacing social media during class. Laptops may be useful for notetaking or looking up information.
- Grades of Incomplete "I" will be an option only if it meets with university policies.  
[https://registrar.untDallas.edu/sites/default/files/grade\\_of\\_incomplete\\_documentation.pdf](https://registrar.untDallas.edu/sites/default/files/grade_of_incomplete_documentation.pdf)

## **University Policies and Procedures**

### **Students with Disabilities (ADA Compliance)**

#### **Chapter 7(7.004) Disability Accommodations for Student**

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time; however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see Disability Services Office. You may also contact them by phone at 972-338-1777; by email at [UNTDDisability@untDallas.edu](mailto:UNTDDisability@untDallas.edu) on the first floor of the Student Center.

### **Course Evaluation Policy**

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students. This will help me to continually improve my teaching. I consider students' evaluations to be an important part of class participation.

**Diversity/Tolerance Policy:** Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. Offensive and inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated.



**Course Outline:** *This schedule is subject to change by the instructor. Any changes in this schedule will be communicated in the class or via class email. Additional readings and activities may be added. These will be communicated in the class or via class email.*

Week	Schedule	Topic	Agenda Items/Assignments
0	July	Mandatory Clinical Orientation	Overview of TTESS rubric and deep dive
1	August 27th	Class Introductions Introduction to the Course  Overview of Course requirements Overview of TWS  Use of TAPR data	Overview of TPESS requirements and principal evaluation
2	September 17th	Resume building Mock Interview questions	Apply for graduation  Submission of 1st POP cycle document
3	October 8th	POP Cycle deep dive and goal setting Teacher Work Sample Checkpoint	Resume assignment due  Submission of 2nd POP cycle document
4	October 22nd	Sample IEP and SPED goals	Submission of 3rd POP cycle
5	November 5th	Goal setting and Mock Interviews Teacher Work Sample Checkpoint	Guest Speaker: Certification Officer Adding up hours and double check that all assignments are submitted Submission of 4th POP Cycle document
6	November 19th	<ul style="list-style-type: none"> <li>End of Semester Checklist</li> <li>Evaluating your Campus Mentor</li> <li>Evaluating your Field Supervisor</li> </ul>	Confirming completion of 490 hours  Teacher Work Sample Due  Upload Mentor Observation
7	December 3rd	<ul style="list-style-type: none"> <li>Cord Ceremony and Dinner</li> </ul>	
	Last Class	November 19th	Graduation - December 16th at 11 am

## ➤ **TEACHER WORK SAMPLE (TWS): Assignment Overview**

### **Purpose:**

- Teacher candidates must develop a mini-unit plan of study that demonstrates ability to plan an instructional unit, to develop lesson plans for that unit, to develop appropriate formative and summative assessments, and to analyze student learning as a class, across demographic groups (subpopulations), and individually.
- Teacher candidates will analyze and explain their impact on student learning by analyzing summative and formative data in a mini-unit consisting of 2 lessons.
  - The report will provide written explanations, present data using charts and graphs, and analyze the meaning of the assessment results as they pertain to evidence of student learning as stated in the learning standards and objectives.

### **Timing:**

Ideally, data collected early in the placement.

- *Timing will be determined in collaboration with the CT.*
- **Teacher candidates must inform their Cooperating Teacher of this assignment immediately to begin planning this assignment.**

### **Definitions:**

- *Summative Assessment:* The goal of summative assessment is to ***evaluate student learning at the end*** of an instructional unit by comparing it against some standard or benchmark.
- *Formative Assessment:* The goal of formative assessment is to ***monitor student learning*** to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments: 1. help students identify their strengths and weaknesses and target areas for learning, and 2. help teachers recognize where students are struggling and address problems immediately.
  - In general, formative assessments may include checks for understanding (group work, discussions, exit tickets, etc.) or may include a direct measure of individual student performance for each learning objective (and, thus, learning standard) in a given lesson.
  - **The assessment identified in the lesson plan must measure individual student mastery of each lesson's learning objectives.**
  - Simple checks for understanding or closure activities do not need to be analyzed.
- *Diagnostically:* According to Merriam-Webster, it is defined as using the methods of or yielding a diagnosis, which is a statement or conclusion that describes the reason for a problem. Diagnostic analysis of student data means that the teacher uses concrete data to make decisions to enhance student learning and overall performance for a given task or expectation.
- *Metacognition:* Thinking about one's thinking. The process to plan, monitor, assess one's understanding and performance. <https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>
- *Performance Indicator:* A performance indicator simply means the description of the expected student performance in a given place on a rubric. For example, for the criteria "grammar and punctuation" listed on a rubric there should be a performance indicator (described in detail) for below expectation, meets expectations, and exceeds expectations to make it clear to students how to get full or partial credit. At least one criteria (which has performance indicators) should be aligned to the learning standard for the lesson.
- *Assessments:*
  - Create ***identical*** pre- and post-assessments (summative assessments) which reflect TEKS, and learning objectives for the mini-unit
  - Daily formative assessments (measure student mastery of learning standards and objectives for each lesson)
  - Clear alignment from TEKS to learning objectives to criterion-based assessments

- Use data from assessments *diagnostically* to improve instruction as you teach the mini-unit and in the future.
- Provide *evidence* of learning

### **Directions:**

1. Determine a topic for a mini-unit which consists of two lessons.
2. **Select one class period** that you teach for which you will analyze summative and formative data to positively impact student performance. You will analyze data individually (called “Case Studies”), and overall.
3. In this class, you will also select 2 students for whom you will analyze all data individually. These students are referred to as case studies. Do not identify them by name. You may make up a name or use a number or lettering system.
4. Analyze and write up results as described below. (Explain the reasons for your decisions and observations throughout. Reflect on each day separately and as a whole.)

### **The parts to this assignment include:**

#### **I. Heading**

#### **II. Demographic data**

- Table
- Bar graph or Pie graph (Circle chart)

#### **III. Mini-Unit Plan Outline**

#### **IV. Copies of Summative and Formative Assessments**

- Copies of pre-test and post-test, with key.
- Copies of instructions for formative assessment, with rubric, that measure student learning as identified in standards and learning objective per lesson.

#### **V. Essay**

- Pre-Test Analysis – (identical to post-test)
- Formative Assessment(s) Analysis
  - Lesson 1
  - Lesson 2
  - Other lessons, if necessary
- Post-Test Analysis – (identical to pre-test)
- Pre-/Post-Test Comparison
- Case Study (2 Students) Analysis
- Final Reflection

### **Description of the parts of the Teacher Work Sample (TWS) assignment:**

#### **I. Heading**

- a. Include: Name, Certification Program (e.g., EC-6 ESL, EC-12 Art, etc.), Mini-Unit Topic or Title, Class Period (which was analyzed)

#### **II. Demographic Data**

- a. Create a **table** to identify the following TAPR Data:
  - i. School: “Free/reduced” lunch students
  - ii. Class Student Data: Gender, Limited English Proficiency (LEP), Special Education, Gifted/talented, Ethnicity
- b. Create a **bar graph or pie graph** (circle chart) to illustrate the percentage of either gender or ethnicity data.

### III. Mini-Unit Plan Outline

- a. **Create an outline** that identifies the mini-unit goals, pre-/post-test, and lessons. Lesson Plan outlines should include state standards, learning objectives, formative assessments, and alignment statement. See example outline below.

*Example of Mini-Unit Plan Outline:*

- *Mini-Unit Goals*
- *Pre-Assessment:* [Title and description here. The description should include the purpose of the pre-assessment. Include an answer key]
- *Lesson 1:* [Title here].
  - *Quick overview/purpose*
  - *State Standards*
  - *Learning Objectives*
  - *Formative Assessments* (Aligned to standards and learning objectives. The assessments must measure individual student learning. Each assessment does not need to align to each standard and objective. Combined, however, all assessments will address each standard and objective.)
  - *Alignment Statement:* Explain when and how each national standard identified for this lesson is addressed and measured for student learning.
- *Lesson 2:* [Title here].
  - *Quick overview/purpose*
  - *State Standards*
  - *Learning Objectives*
  - *Formative Assessments* (Aligned to standards and learning objectives. The assessments must measure individual student learning. Each assessment does not need to align to each standard and objective. Combined, however, all assessments will address each standard and objective.)
  - *Alignment Statement:* Explain when and how each national standard identified for this lesson is addressed and measured for student learning.
- *Post-Assessment:* [Identical to the Pre-Assessment. Title and description here. The description should include the purpose of the post-assessment. Include something about measuring student learning. ☺]

### IV. Essay

a. **Case Study (2 Students) Analysis (2 paragraphs)**

- i. *Using the above patterns of analysis*, analyze the data from the pre-test, formative assessments, post-test, and comparison of pre-/post-test. *Be sure to include evidence of how the data were used to positively impact learning.*
- ii. *Explain how data was used diagnostically to improve your performance as the teacher to enhance student learning.*

b. **Pre-Assessment Analysis (1 – 2 paragraphs)**

- i. Purpose: To determine whether students can analyze pre-test data appropriately and use it diagnostically to positively impact student learning.
- ii. *Data Analysis: Include the following in your analysis of the pre-test data*
  1. Overall Classroom Analysis of the performance on the pre-assessment:
    - a. What concepts do the students know? (Based on what was required in the standards and learning objectives for the test.)
    - b. What concepts proved to be challenging? (You may include what were the deficits in knowledge or any misconceptions.)
    - c. How did the performance meet your expectations?



- d. *Note: Grades alone do not specify concepts and skills students do or do not know. Therefore, do not only discuss grades or the numbers right or wrong.*
2. *Demographic Analysis:*
  - a. Select groups that you will use to analyze the data (e.g., ethnically, gender, learning ability, etc.)
  - b. Examine the same information above—what did the students know or not know as identified by standards and objectives? How did the results compare to your expectations? How did the results compare to the overall class performance?
3. *How was the data used diagnostically? How did the results of your analysis impact the lessons that you planned for the mini-unit?*

**c. Post-Assessment Analysis (1 – 2 paragraphs)**

- i. Based on the standards and learning objectives identified for the mini-unit:
  1. *Overall Classroom Analysis performance on Post-Assessment:*
    - a. What concepts did the students master?
    - b. What concepts remains a challenge?
    - c. How does the class performance compare to your expectations?
    - d. *Note: Grades alone do not specify concepts and skills students do or do not know. Therefore, do not only discuss grades or the numbers right or wrong.*
  2. *Demographic Analysis*
    - a. Based on the same demographic data selected for the pre-test analysis:
      - i. What concepts did the students master?
      - ii. What concepts remains a challenge?
      - iii. How does the class performance compare to your expectations?

**d. Pre-/Post-Test Comparison (2 paragraphs)**

1. *Overall Classroom Analysis:*
  - a. Describe the evidence of learning from the beginning to the end of the mini-unit. Discuss the changes from the pre- to the post-test.
  - b. Is there any evidence of concepts/skills not learned or any misconceptions?
  - c. Why might students have trouble with concepts upon completion of the mini-unit?
  - d. *Note: Grades alone do not specify concepts and skills students do or do not know. Therefore, do not only discuss grades or the numbers right or wrong.*
2. *Demographic Analysis:*
  - a. Describe the evidence of learning from the beginning to the end of the mini-unit. Discuss the changes from the pre- to the post-test.
  - b. Is there any evidence of concepts/skills not learned or any misconceptions?
  - c. Why might students have trouble with concepts upon completion of the mini-unit?
3. *How might this data be used for future lessons?*

**e. Final Reflection (Approx. 3 – 5 paragraphs/ 500 – 700 words)**

- i. The purpose of this essay is to reflect on the experience of using data diagnostically to positively impact student learning. *Include the following:*
  1. What did you learn from this project?
  2. Were there instances when students performed worse on the post-test than on the pre-test? If so, what might the reasons be for this?
  3. How were the data used *diagnostically* to understand classroom performance and to improve learning?
  4. How can you improve in the future?

## Overview of Teacher Work Sample

### Step #1: Mini-Unit Plan



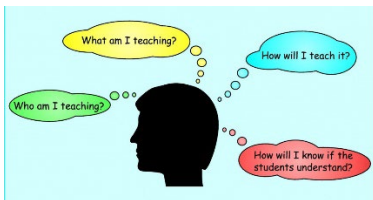
- Calendar outlining TWS

### Step #2: Pre-test (class)

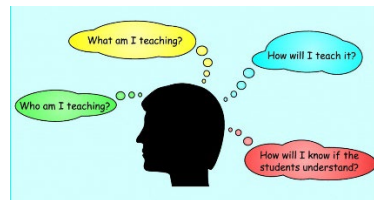


- Analyze data – How will you use this data to differentiate instruction?

### Step #3: Lesson Plan #1



### Step #4: Lesson Plan #2

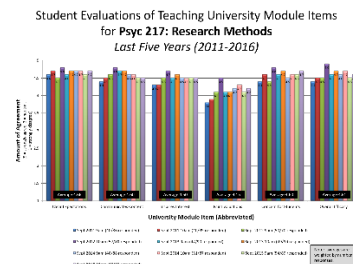


### Step #5: Post-Test (class)



- Analyze Data

### Step #6: Compare pre-test & post-test data Step #7: Data analysis & discussion



- Pre-test & Post-test analysis
- How did lessons improve posttest scores?

### Step #8: Reflection



- How did data inform your decision making?

	Above Average = 3	Acceptable = 2	Unacceptable = 1
TWS Components	<b>Exceptional care to detail</b> and accuracy evident. All of the following components are clearly identified and are complete: <ul style="list-style-type: none"> <li>• Appropriate Heading</li> <li>• Complete, detailed Mini-Unit Outline</li> <li>• Copies of identical summative assessments (pre- and post-assessment)</li> <li>• Answer keys for identical summative assessments</li> <li>• Lesson Plan #1 – detailed and using template</li> <li>• Lesson Plan #2 – detailed and using template</li> </ul>	<b>Adequate care to detail</b> and accuracy evident. All of the following components are identified and are generally complete: <ul style="list-style-type: none"> <li>• Appropriate Heading</li> <li>• Complete, detailed Mini-Unit Outline</li> <li>• Copies of identical summative assessments (pre- and post-assessment)</li> <li>• Answer keys for identical summative assessments</li> <li>• Lesson Plan #1 – detailed and using template</li> <li>• Lesson Plan #2 – detailed and using template</li> </ul>	<b>Poor attention to detail</b> and/or accuracy. The following TWS components are missing or are incomplete: <ul style="list-style-type: none"> <li>• Appropriate Heading</li> <li>• Complete, detailed Mini-Unit Outline</li> <li>• Copies of identical summative assessments (pre- and post-assessment)</li> <li>• Answer keys for identical summative assessments</li> <li>• Lesson Plan #1 – detailed and using template</li> <li>• Lesson Plan #2 – detailed and using template</li> </ul>
Pre-Test & Post-Test Analysis	Summative assessment (pre-/post-test) data analysis is well beyond simple grade evaluation. Pre- and post-assessments are clearly analyzed separately before the results are compared. <b>Includes all of the following:</b> <ul style="list-style-type: none"> <li>• Discuss results to show clear understanding of how performance indicates mastery of learning objectives and standards.</li> <li>• Use data to determine how to best adjust instruction for maximum student learning.</li> <li>• Explain how the results do or do not meet teacher expectations.</li> <li>• Describe how data informs the teacher of his/her impact on student learning.</li> <li>• Detailed, thorough, and clear reasoning evident.</li> </ul>	Summative assessment (pre-/post-test) data analysis is beyond simple grade evaluation. Pre- and post-assessments are analyzed separately before the results are compared. <b>Includes all of the following:</b> <ul style="list-style-type: none"> <li>• Discuss results to show fair understanding of the connection between student performance and mastery of learning objectives and standards.</li> <li>• Use data to determine how to adjust instruction for student learning.</li> <li>• Explain how the results do or do not meet teacher expectations.</li> <li>• Describe how data informs the teacher of his/her impact on student learning.</li> <li>• Adequate reasoning evident.</li> </ul>	Summative assessment (pre-/post-test) data analysis may focus on simple grade evaluation. Pre- and post-assessments are analyzed somewhat separately before the results are compared. <b>Includes at least 3 of the following:</b> <ul style="list-style-type: none"> <li>• Discuss results to show fair understanding of the connection between student performance and mastery of learning objectives and standards.</li> <li>• Use data to determine how to adjust instruction for student learning.</li> <li>• Explain how the results do or do not meet teacher expectations.</li> <li>• Describe how data informs the teacher of his/her impact on student learning.</li> </ul>
Lesson Plan #1 & #2	<ul style="list-style-type: none"> <li>• Demonstrates depth of understanding of teachers' impact on student learning (evaluation of student learning and mastery of learning standards/objectives).</li> <li>• Clear, thorough description of how data informs teacher decision and impact on subsequent lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates good understanding of teachers' impact on student learning to evaluate performance.</li> <li>• Acceptable description of how data informs teacher decision and impact on subsequent lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates poor understanding of teachers' impact on student learning. Inadequate use of evaluate performance.</li> <li>• Limited description of how data informs teacher decision and impact on subsequent lessons.</li> </ul>
Analyzing Case Studies (2 students individually)	<ul style="list-style-type: none"> <li>• The individual performance of the two students was thoroughly analyzed diagnostically to determine if and when an intervention was needed.</li> <li>• Clear analysis of pre- and post-assessments separately before comparing results.</li> <li>• Clearly connects summative and formative performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The individual performance of the two students was analyzed diagnostically to determine if and when an intervention was needed.</li> <li>• Interventions were adequately explained.</li> <li>• Analyzes pre- and post-assessments before comparing results.</li> <li>• Connects summative and formative performance.</li> </ul>	<ul style="list-style-type: none"> <li>• The individual performance of the two students was analyzed diagnostically in a limited way. Interventions were poorly explained.</li> <li>• Analysis of pre-and post-assessments may not be clear.</li> <li>• Limited understanding of summative and formative assessment results.</li> </ul>

	<ul style="list-style-type: none"><li>• Interventions clearly explained.</li><li>• Thoroughly describes how data informs understanding of teacher impact on student learning.</li></ul>	<ul style="list-style-type: none"><li>• Adequately describes how data informs the teacher of his/her impact on student learning.</li></ul>	<ul style="list-style-type: none"><li>• Poorly describes how data informs the teacher of his/her impact on student learning.</li></ul>
Final Reflection	<i>Comparing ALL Data:</i> Candidate demonstrated the ability to understand his/her impact on student learning through analyzing the student performance data, analyzing his/her personal behavior, and offering feedback by inviting student reflection on performance	<i>Comparing ALL Data:</i> Candidate satisfactorily demonstrated the ability to understand his/her impact on student learning through analyzing the student performance data, analyzing his/her personal behavior, and offering feedback to students.	<i>Comparing ALL Data:</i> Candidate does not demonstrate the ability to understand his/her impact on student learning through analyzing the student performance data, analyzing his/her personal behavior, and offering feedback to students.